THE READING COMMUNITY

Unit 1

Making Connections
Visualizing
Making Inferences
Wondering
Wondering

Using Text Features
Determining Important Ideas
Revisiting the Reading Community

Fiction and Narrative Nonfiction
Expository Nonfiction
Expository Nonfiction
Expository Nonfiction

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The Writing Community

**Unit 1**
- **Telling More**
  - **Week 1:** Students can write stories using silly and scary sentences.
  - **Week 2:** Students can write their full attention to the speaker.

**Unit 2**
- **Nonfiction**
  - **Week 1:** Students can write stories about places they like to go.
  - **Week 2:** Students can write about something that happens in a dream.

**Unit 3**
- **Letter Writing**
  - **Week 1:** Students can write letters to a friend.
  - **Week 2:** Students can write a shared and individual poems about a class book.

**Unit 4**
- **Poems and Words**
  - **Week 1:** Students can write poems about summer, food, and classroom rain.
  - **Week 2:** Students can write poems about topics they choose.

**Unit 5**
- **Opinion Writing**
  - **Week 1:** Students can write persuasive writing.
  - **Week 2:** Students can write persuasive writing.

**Unit 6**
- **Revising the Writing Community**

**Independent Practice**

- **Week 1:** Students can write about something that happens to a character.
- **Week 2:** Students can write with new partners.

**Skill Practice Teaching Guide**

- **Week 1:** Students can explore possessive pronouns.
- **Week 2:** Students can explore subject and object pronouns.

**Read and Respond**

- **Week 1:** Students can read and discuss nonfiction.
- **Week 2:** Students can read and discuss fiction.

**Write and Share**

- **Week 1:** Students can write lists to get writing ideas.
- **Week 2:** Students can write lists to help them tell more.

**Talk and Collaborate**

- **Week 1:** Students can share their letters from the Author's Chair.
- **Week 2:** Students can share their letters from the Author's Chair.

**Build stamina for writing independently (e.g., 20-25 min.)**

- **Week 1:** Students can write independently for 20–25 min.
- **Week 2:** Students can write independently for 20–25 min.

**Build stamina for writing independently (e.g., 10–15 min.)**

- **Week 1:** Students can review their recent fiction drafts, select one to complete.
- **Week 2:** Students can review their recent fiction drafts, select one to complete.

**Building community and standards**

- **Week 1:** Students can build community and standards.
- **Week 2:** Students can build community and standards.

**Getting started with the gathering and Writing Time: Handle materials responsibly**

- **Week 1:** Students can learn about the writing habits of professional authors.
- **Week 2:** Students can learn about the writing habits of professional authors.

**Social Skills: Dealing with Failure**

- **Week 1:** Students can deal with failure.
- **Week 2:** Students can deal with failure.

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### Full-class Instruction: Word Study and Independent Work (Foundation Setting Lessons/Check-in Lessons)

#### Word Study

- **Independent Work Standard:** Learn the purposes of independent work.
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#### Independent Work Rotations and Check-in Lessons

- **Independent Work Rotation:** Practice assigned work from small-group reading lessons.
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### Being a Reader Scope and Sequence Grade 2

#### Whole-class Instruction: Word Study and Independent Work (Foundation Setting Lessons/Check-in Lessons)

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<tr>
<th>Week 11</th>
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<td><strong>Texts</strong></td>
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<td><strong>Social Skill Development</strong></td>
<td><strong>Guided Spelling</strong></td>
<td><strong>Purpose and Decoding</strong></td>
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<td>• Take responsibility for their learning and behavior as they move to independent work areas.</td>
<td>• Practice assigned work from small-group reading lessons.</td>
<td>• Read and sort words with the suffixes -ful, and -ly.</td>
<td>• Discuss antonyms</td>
<td>• Review the suffixes -er, -or, and -ist.</td>
<td>• Read  words with the prefix re-.</td>
<td>• Engage in independent work rotations (reading, writing, and word work)</td>
<td>• Engage in independent work rotations (reading, writing, and word work)</td>
<td>• Engage in independent work rotations (reading, writing, and word work)</td>
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<td>• Work responsibly in pairs</td>
<td>Practice assigned work from small-group reading lessons</td>
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<td>• Read and sort words with prefixes and suffixes.</td>
<td>• Discuss antonyms</td>
<td>• Read words with the prefix re-.</td>
<td>• Engage in independent work rotations (reading, writing, and word work)</td>
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<td>• Handle materials responsibly.</td>
<td>• Discuss antonyms</td>
<td>• Engage in independent work rotations (reading, writing, and word work)</td>
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<td>• Work at their desk.</td>
<td>• Discuss antonyms</td>
<td>• Engage in independent work rotations (reading, writing, and word work)</td>
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#### Small-group Reading Instruction

| **Activities** | **Guided Reading** | **Small-group Reading Instruction** | **Materials” check-in lesson this week.** | **writing, and word work.** | **Social Skill Development:** | **Independent Work Observations” check-in lesson this week.** |
| **Students will:** | **Students will:** | **Students will:** | **Students will:** | **Students will:** | **Students will:** | **Students will:** |
| | • Use the checklist and progress chart to ensure students are working on their assigned work. | • Work together in pairs to put the letters of the alphabetic code in order. | • Work in pairs to identify the patterns in the spelling of words. | • Work in pairs to identify the patterns in the spelling of words. | • Work in pairs to identify the patterns in the spelling of words. | • Work in pairs to identify the patterns in the spelling of words. |
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| | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. |
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| | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. |

#### Independent Work Rotations and Check-in Lessons

| **Activities** | **Week 11 “Build That Word”** | **Week 11 “Build That Word”** | **Week 11 “Build That Word”** | **Week 11 “Build That Word”** | **Week 11 “Build That Word”** | **Week 11 “Build That Word”** |
| **Students will:** | **Students will:** | **Students will:** | **Students will:** | **Students will:** | **Students will:** | **Students will:** |
| | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. |
| | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. |
| | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. |
| | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. | • Practice assigned work from small-group reading lessons. |

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<table>
<thead>
<tr>
<th>Week</th>
<th>Purpose</th>
<th>Whole-class Instruction: Word Study and Independent Work (Foundation Setting Lessons/Check-in Lessons)</th>
<th>Small-group Reading Instruction</th>
</tr>
</thead>
</table>
| Week 1 | Listen respectfully to the thinking of others and share their own | - **Week 21**: Day 4 'Build That Word'  
- Students read and sort syllables, and they read and sort two-syllable words.  
- They learn about the suffixes -est, -en, and -en.  
- They read and sort words with the suffixes -est, -en, and -en.  
- They practice reading longer words. They learn a three-step procedure. Later in the week, the students read morphemic transformations. The spelling words this week are again high-frequency irregular words. Teachers might consider using the 'Shape Writing' check-in lesson this week. | - Syllables are reviewed this week.  
- A pretest is given to assess your students' understanding of concepts taught in the previous ten weeks using the Word Study Progress Assessment. Teachers might consider using the 'Shape Writing' check-in lesson this week. |
| Week 2 | Take responsibility for their learning | - **Week 22**: Day 2 Sort  
- Students read and sort syllables, and they read and sort two-syllable words.  
- They learn about the suffixes re- and -ment.  
- They read and sort words with the suffixes re- and -ment and -ness.  
- They spell high-frequency words with irregular high-frequency irregular words.  
- Students might consider using the 'Shape Writing' check-in lesson this week. | - Syllables are reviewed this week.  
- A pretest is given to assess your students' understanding of concepts taught in the previous ten weeks using the Word Study Progress Assessment. Teachers might consider using the 'Shape Writing' check-in lesson this week. |
| Week 3 | Handle materials responsibly  
| | - **Week 22**: Day 4 'Build That Word'  
- **Week 23**: Day 3 Sort  
- **Week 24**: Day 3 Sort | | - **Week 28**: Day 1 Sort  
- **Week 29**: Day 2 Sort  
- **Week 30**: Day 3 Sort |
| Week 4 | Learn about the thinking of others and share their own | - **Week 23**: Day 3 Sort  
- Students read and sort syllables, and they read and sort two-syllable words.  
- They learn about the suffixes -able and -ible.  
- They read and sort words with the suffixes -able and -ible.  
- They spell high-frequency words with irregular high-frequency irregular words.  
- Students might consider using the 'Shape Writing' check-in lesson this week. | - **Week 28**: Day 1 Sort  
- **Week 29**: Day 2 Sort  
- **Week 30**: Day 3 Sort |
| Week 5 | Take responsibility for their learning  
| | - **Week 24**: Day 3 Sort  
- Students read and sort syllables, and they read and sort two-syllable words.  
- They learn about the suffixes -ary and -ary.  
- They read and sort words with the suffixes -ary and -ary.  
- They spell high-frequency words with irregular high-frequency irregular words.  
- Students might consider using the 'Shape Writing' check-in lesson this week. | - **Week 28**: Day 1 Sort  
- **Week 29**: Day 2 Sort  
- **Week 30**: Day 3 Sort |
| Week 6 | Handle materials responsibly  
| | - **Week 25**: Day 3 Sort  
- Students read and sort syllables, and they read and sort two-syllable words.  
- They learn about the suffixes -ment and -ness.  
- They read and sort words with the suffixes -ment and -ness.  
- They spell high-frequency words with irregular high-frequency irregular words.  
- Students might consider using the 'Shape Writing' check-in lesson this week. | - **Week 28**: Day 1 Sort  
- **Week 29**: Day 2 Sort  
- **Week 30**: Day 3 Sort |
| Week 7 | Take responsibility for their learning  
| | - **Week 26**: Day 3 Sort  
- Students read and sort syllables, and they read and sort two-syllable words.  
- They learn about the suffixes -ing and -ing.  
- They read and sort words with the suffixes -ing and -ing.  
- They spell high-frequency words with irregular high-frequency irregular words.  
- Students might consider using the 'Shape Writing' check-in lesson this week. | - **Week 28**: Day 1 Sort  
- **Week 29**: Day 2 Sort  
- **Week 30**: Day 3 Sort |
| Week 8 | Handle materials responsibly  
| | - **Week 27**: Day 1 Sort  
- Students read and sort syllables, and they read and sort two-syllable words.  
- They learn about the suffixes -er and -est.  
- They read and sort words with the suffixes -er and -est.  
- They spell high-frequency words with irregular high-frequency irregular words.  
- Students might consider using the 'Shape Writing' check-in lesson this week. | - **Week 28**: Day 1 Sort  
- **Week 29**: Day 2 Sort  
- **Week 30**: Day 3 Sort |
| Week 9 | Take responsibility for their learning  
| | - **Week 28**: Day 1 Sort  
- Students read and sort syllables, and they read and sort two-syllable words.  
- They learn about the suffixes -ing and -ing.  
- They read and sort words with the suffixes -ing and -ing.  
- They spell high-frequency words with irregular high-frequency irregular words.  
- Students might consider using the 'Shape Writing' check-in lesson this week. | - **Week 28**: Day 1 Sort  
- **Week 29**: Day 2 Sort  
- **Week 30**: Day 3 Sort |
| Week 10 | Handle materials responsibly  
| | - **Week 29**: Day 2 Sort  
- Students read and sort syllables, and they read and sort two-syllable words.  
- They learn about the suffixes -er and -est.  
- They read and sort words with the suffixes -er and -est.  
- They spell high-frequency words with irregular high-frequency irregular words.  
- Students might consider using the 'Shape Writing' check-in lesson this week. | - **Week 28**: Day 1 Sort  
- **Week 29**: Day 2 Sort  
- **Week 30**: Day 3 Sort |
# Being a Reader: Small-group Reading Sets 1–12 Scope and Sequence

## Grade-Level Expectation: Kindergarten

<table>
<thead>
<tr>
<th>Set 1</th>
<th>Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>The Set 1 lessons are designed for students in the first stages of understanding the alphabetic principle—that letters stand for sounds. Phonological awareness is developed through daily activities. Spelling-sounds and high-frequency words are introduced gradually. The students learn 4 short vowel spelling-sounds, 11 consonant spelling-sounds, and 16 high-frequency words. The books taught in the first two weeks use only high-frequency words, which allows the students to start reading real books immediately.</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td><strong>Text</strong></td>
</tr>
<tr>
<td>Week 1 (3 days)</td>
<td>Fiction</td>
</tr>
<tr>
<td>Week 2 (3 days)</td>
<td>Fiction</td>
</tr>
<tr>
<td>Week 3 (3 days)</td>
<td>Expository (Reteaching) Fiction</td>
</tr>
<tr>
<td>Week 4 (3 days)</td>
<td>Fiction</td>
</tr>
<tr>
<td>Week 5 (3 days)</td>
<td>Fiction Can You See My Fish (Reteaching) Fiction</td>
</tr>
<tr>
<td>Week 6 (3 days)</td>
<td>Fiction</td>
</tr>
<tr>
<td>Week 7 (3 days)</td>
<td>Fiction</td>
</tr>
<tr>
<td>Week 8 (3 days)</td>
<td>Fiction</td>
</tr>
<tr>
<td><strong>Phonological Awareness (Set 1)</strong></td>
<td><strong>Phonological Awareness (Set 2)</strong></td>
</tr>
<tr>
<td>Identifying first sound</td>
<td>Identifying middle sound</td>
</tr>
<tr>
<td><strong>Phonological Awareness (Set 2)</strong></td>
<td><strong>Phonological Awareness (Set 2)</strong></td>
</tr>
<tr>
<td>Identifying consonant sounds: s, n, t, l, r</td>
<td>Identifying consonant sounds: s, n, t, l, r</td>
</tr>
<tr>
<td>Short vowel sound: /a/</td>
<td>Short vowel sound: /a/</td>
</tr>
<tr>
<td>Consonant sound: /b/</td>
<td>Consonant sound: /b/</td>
</tr>
<tr>
<td>Short vowel sound: /e/</td>
<td>Short vowel sound: /e/</td>
</tr>
<tr>
<td>Consonant sound: /g/</td>
<td>Short vowel sound: /g/</td>
</tr>
<tr>
<td>Short vowel sound: /o/</td>
<td>Short vowel sound: /o/</td>
</tr>
<tr>
<td>Consonant sound: /u/</td>
<td>Short vowel sound: /u/</td>
</tr>
<tr>
<td><strong>Beginning Phonics</strong></td>
<td><strong>Beginning Phonics</strong></td>
</tr>
<tr>
<td><strong>Sound Symbol Relationships</strong></td>
<td><strong>Beginning Phonics</strong></td>
</tr>
<tr>
<td>Blending sounds and rimes: /at/</td>
<td>Blending sounds and rimes: /et/</td>
</tr>
<tr>
<td><strong>Beginning Rap-Sounding Syllables</strong></td>
<td><strong>Beginning Rap-Sounding Syllables</strong></td>
</tr>
<tr>
<td>Blending onsets and rimes: /am/</td>
<td>Blending onsets and rimes: /am/</td>
</tr>
<tr>
<td><strong>Beginning Long-Vowel Syllables</strong></td>
<td><strong>Beginning Long-Vowel Syllables</strong></td>
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<tr>
<td><strong>Blending</strong></td>
<td><strong>Blending</strong></td>
</tr>
<tr>
<td>Identifying middle sound</td>
<td>Identifying last sound</td>
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<tr>
<td><strong>Identifying Consonants</strong></td>
<td><strong>Identifying Consonants</strong></td>
</tr>
<tr>
<td>Consonant sounds: s, n, t, l, r</td>
<td>Consonant sounds: s, n, t, l, r</td>
</tr>
<tr>
<td><strong>Beginning Long-Vowel Syllables</strong></td>
<td><strong>Beginning Long-Vowel Syllables</strong></td>
</tr>
<tr>
<td>Consonant sounds: s, n, t, l, r</td>
<td>Consonant sounds: s, n, t, l, r</td>
</tr>
<tr>
<td><strong>Grade-Level Expectation: Kindergarten</strong></td>
<td><strong>Grade-Level Expectation: Kindergarten</strong></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td><strong>Comprehension</strong></td>
</tr>
<tr>
<td>Reading meaningful text to develop a sense of themselves as readers</td>
<td>Reading to understand the single event in the story and characters</td>
</tr>
<tr>
<td><strong>Reaching Meanings:</strong></td>
<td><strong>Reaching Meanings:</strong></td>
</tr>
<tr>
<td>Beginning to understand the single event in the story and characters</td>
<td>Beginning to make meaning from the single topic nonfiction text</td>
</tr>
<tr>
<td><strong>Fluency Skills Assesment</strong></td>
<td><strong>Fluency Skills Assessment</strong></td>
</tr>
<tr>
<td>Mastery Test 1</td>
<td>Mastery Test 2</td>
</tr>
<tr>
<td>Mastery Test 3</td>
<td>Mastery Test 4</td>
</tr>
</tbody>
</table>

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## Being a Reader Small-group Reading Sets 1–12 Scope and Sequence

### Purpose
- Set 3 readers have mastered short vowels and single consonants. They are comfortable reading consonant-vowel-consonant (CVC) words, although they may read slowly, word by word. Their increasing facility with one-syllable and high-frequency words allows them to attend more to the content of what they are reading. Set 3 lessons introduce consonant blends and inflectional endings. By the end of the set, the students may begin to read more smoothly by grouping words together. Nonfiction books in this set include information about single topics, such as skunks and making jam. The plots of fiction stories are more complex than those in previous sets. Comprehension questions begin to informally address topics taught in depth in later sets, such as using illustrations to confirm what one reads, identifying characters’ feelings and how they change, and making inferences.

### Length
- **Week 1  (3 days)**
  - **Text**: Whap, Whiz, Ducks, Part 1
  - **Phonological Awareness**: Blending/identifying middle sounds
  - **Guided Reading**: Fiction
  - **Post-reading**: Producively identifying syllables

- **Week 2  (3 days)**
  - **Text**: Ducks, Part 2
  - **Phonological Awareness**: Blending onsets/regions
  - **Guided Reading**: Fiction
  - **Post-reading**: Producively identifying syllables

- **Week 3  (3 days)**
  - **Text**: Ducks, Part 3
  - **Phonological Awareness**: Segmenting/identifying middle sounds
  - **Guided Reading**: Fiction
  - **Post-reading**: Producively identifying syllables

### Grade-level Expectation: Grade 1
- **Week 1  (3 days)**
  - **Text**: The Good Little Dippers
  - **Phonological Awareness**: Segmenting/cvcc or cvcc words
  - **Guided Reading**: Fiction
  - **Post-reading**: Producively identifying syllables

- **Week 2  (3 days)**
  - **Text**: The Band
  - **Phonological Awareness**: Segmenting words with th, sh, ch, s, ss, ed
  - **Guided Reading**: Fiction
  - **Post-reading**: Producively identifying syllables

- **Week 3  (3 days)**
  - **Text**: Ducks, Part 1
  - **Phonological Awareness**: Segmenting words with sp, pl
  - **Guided Reading**: Fiction
  - **Post-reading**: Producively identifying syllables

- **Week 4  (3 days)**
  - **Text**: Ducks, Part 2
  - **Phonological Awareness**: Segmenting words with long vowels
  - **Guided Reading**: Fiction
  - **Post-reading**: Producively identifying syllables

- **Week 5  (3 days)**
  - **Text**: Ducks, Part 3
  - **Phonological Awareness**: Segmenting words with short vowels
  - **Guided Reading**: Fiction
  - **Post-reading**: Producively identifying syllables

- **Week 6  (3 days)**
  - **Text**: Ducks, Part 4
  - **Phonological Awareness**: Segmenting words with long vowels
  - **Guided Reading**: Fiction
  - **Post-reading**: Producively identifying syllables

- **Week 7  (3 days)**
  - **Text**: Ducks, Part 5
  - **Phonological Awareness**: Segmenting words with vowels
  - **Guided Reading**: Fiction
  - **Post-reading**: Producively identifying syllables

- **Week 8  (3 days)**
  - **Text**: Ducks, Part 6
  - **Phonological Awareness**: Segmenting words with single consonants
  - **Guided Reading**: Fiction
  - **Post-reading**: Producively identifying syllables

### Abbreviations
- **CVCC or CCVC**
- **CVCC**
- **CVCC**
- **CVCC**

### Footnotes
- **Mastery Tests**: Mastery Test 1, Mastery Test 2
- **Entry Points**: Entry Point 1, Entry Point 2
## Grade-level Expectation: Grade 1

### Purpose

Set 5 readers are ready to tackle two-syllable words. To do this, they continue to develop the habit of looking at all parts of a word before reading it. With teacher guidance, they begin to break longer words into syllables and then read words by putting syllables together. At the same time, these readers rapidly acquire spelling-sound knowledge of complex vowels in single-syllable words. Accuracy and automaticity are well-established, allowing the students to read increasingly sophisticated text. Set 5 lessons introduce two-syllable decoding, complex vowels, final y, and silent letters k and w. Nonfiction books in this set include unfamiliar topics with more complex content, such as why we have night and day on Earth and how glaciers shape land. Comprehension questions continue to informally address topics taught in depth in later sets, such as making connections between texts and identifying what is learned from a book. Students who have mastered long-vowel and r-controlled spellings are likely to be able to read easy-to-read trade books (books at Fountas and Pinnell level J or DRA® level 1B). Abundant reading with high levels of accuracy develops fluency, comprehension, and vocabulary. The students will benefit from reading a large variety of books at their appropriate reading levels. Small-group reading books and lessons in the coming weeks continue to provide targeted practice in spelling-sound correspondences and high-frequency words. Books from your classroom library will complement these materials by giving the students opportunities to apply what they know to a wider variety of words and topics.

### Length

<table>
<thead>
<tr>
<th>Week 1 (3 days)</th>
<th>Week 2 (3 days)</th>
<th>Week 3 (3 days)</th>
<th>Week 4 (3 days)</th>
<th>Week 5 (3 days)</th>
<th>Week 6 (3 days)</th>
<th>Week 7 (3 days)</th>
<th>Week 8 (3 days)</th>
<th>Week 9 (3 days)</th>
<th>Week 10 (3 days)</th>
<th>Week 11 (3 days)</th>
<th>Week 12 (3 days)</th>
<th>Week 13 (3 days)</th>
<th>Week 14 (3 days)</th>
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<tbody>
<tr>
<td>Nonfiction</td>
<td>Fiction</td>
<td>Fiction</td>
<td>Reteaching</td>
<td>Reteaching</td>
<td>Key Fiction</td>
<td>Expository nonfiction</td>
<td>Expository nonfiction</td>
<td>Expository nonfiction</td>
<td>Reteaching</td>
<td>Fiction</td>
<td>Expository nonfiction</td>
<td>Expository nonfiction</td>
<td>Expository nonfiction</td>
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<td>Shopping first sound</td>
<td>Shopping initial consonant blend</td>
<td>Shopping last sound</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Phonological Awareness (Day 1)

- Syllables with teacher guidance
- Break a new word
- Complex vowel sound: ai, ay /-y /
- Complex voiced sounds: ow /ou/, oo /oo/, ow /aw/
- Complex combination sound: all /awl/
- Silent letters: ar /-r/, en /-n/
- Complex combination sound: igh /-i/ y as a vowel: _y /-y /
- Intentional ending: en, ed with final y
- Complex vowel sound: ou /ou/
- Complex vowel sound: oo /oo/
- Known combination sounds: au /-u/, ar /-r/
- Silent s sound /s/, ss /-ss/  

### Reading Skills

- Syllables with teacher guidance
- Break a new word
- Complex vowel sound: ai, ay /-y /
- Complex voiced sounds: ow /ou/, oo /oo/, ow /aw/
- Complex combination sound: all /awl/
- Silent letters: ar /-r/, en /-n/
- Complex combination sound: igh /-i/ y as a vowel: _y /-y /
- Intentional ending: en, ed with final y
- Complex vowel sound: ou /ou/
- Complex vowel sound: oo /oo/
- Known combination sounds: au /-u/, ar /-r/
- Silent s sound /s/, ss /-ss/  

### Comprehension

- Using illustrations to support understanding in nonfiction
- Using quotation marks to identify what a character says
- Identifying problem and solution
- Making connections
- Making inferences

### Foundational Skills Assessment

- Mastery Test 10
- Mastery Test 11
- Mastery Test 12
## Being a Reader: Small-group Reading Sets 1–12 Scope and Sequence

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Length</th>
<th>Text</th>
<th>Fluency</th>
<th>Word Analysis</th>
<th>Generating Independent Thinking</th>
<th>Comprehension</th>
<th>Formative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>3 days</td>
<td>Fiction: chapter book</td>
<td>• Reading polysyllabic words</td>
<td>• Exploring text features</td>
<td>• Exploring text features</td>
<td>• Exploring text features</td>
<td>• Group Progress Assessment</td>
</tr>
<tr>
<td>Length</td>
<td>3 days</td>
<td>Fiction: chapter book</td>
<td>Reading polysyllabic words</td>
<td>Sequencing and retelling</td>
<td>Understanding character</td>
<td>Exploiting text features</td>
<td>Group Progress Assessment</td>
</tr>
<tr>
<td>3 days</td>
<td>2 days</td>
<td>Expository nonfiction</td>
<td>• Exploring text features</td>
<td>Understanding character</td>
<td>• Exploiting text features</td>
<td>• Sequencing and retelling</td>
<td>Group Progress Assessment</td>
</tr>
<tr>
<td>3 days</td>
<td>2 days</td>
<td>Expository nonfiction</td>
<td>Exploring text features</td>
<td>Understanding character</td>
<td>Exploiting text features</td>
<td>Sequencing and retelling</td>
<td>Group Progress Assessment</td>
</tr>
<tr>
<td>3 days</td>
<td>2 days</td>
<td>Expository nonfiction</td>
<td>Exploring text features</td>
<td>Understanding character</td>
<td>Exploiting text features</td>
<td>Sequencing and retelling</td>
<td>Group Progress Assessment</td>
</tr>
<tr>
<td>3 days</td>
<td>2 days</td>
<td>Expository nonfiction</td>
<td>Exploring text features</td>
<td>Understanding character</td>
<td>Exploiting text features</td>
<td>Sequencing and retelling</td>
<td>Group Progress Assessment</td>
</tr>
</tbody>
</table>

### Grade-level Expectation: Grade 1

**Set 6**

- Set 6 readers are beginning to read sentences more smoothly. They build fluency by reading books with familiar phonics and high-frequency words. Set 6 books are specifically written to support decoding, and they have illustrations and photographs to aid comprehension. Some students will have encountered them in Set 5 of Small-group Reading. Set 6 provides transitional instruction in fluency and comprehension for students who have completed Set 5, but are not yet ready for Set 7. Phrase-cued texts are provided for the books in this set to support students as they practice phrasing, grouping words together to read fluently. Optional assessments are available to help evaluate the students' fluency progress.

### Grade-level Expectation: Grade 2

**Set 7**

- Set 7 readers decode more confidently. They comprehend more complex sentences and apply their polysyllabic decoding skills to picture books, beginning chapter books, and single-topic nonfiction books. They build fluency and comprehension by reading and rereading texts. Discussions help the students build a shared understanding of what they read. With guidance, the students organize information from books to help them retell stories and share ideas with others. Readers’ theater and other activities, such as reading in pairs and echo reading, provide opportunities for fluency practice.
## Being a Reader Small-group Reading Sets 1–12 Scope and Sequence

<table>
<thead>
<tr>
<th>Grade-level Expectation: Grade 2</th>
<th>Grade-level Expectation: Grade 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Set 7 (con't)</strong></td>
<td><strong>Set 8</strong></td>
</tr>
</tbody>
</table>

### Purpose

Set 7 readers decode more confidently. They comprehend more complex sentences and apply their polysyllabic decoding skills to picture books, beginning chapter books, and single-topic nonfiction books. They build fluency and comprehension by reading and rereading texts. Discussions help the students build a shared understanding of what they read. With guidance, the students organize information from books to help them retell stories and share ideas with others. Readers' theater and other activities, such as reading in pairs and echo reading, provide opportunities for fluency practice.

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words. Group discussions help each student’s own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.

### Length

- **3 days**
- **5 days**
- **6 days**

### Text

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Length</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-frequency</td>
<td>3 days</td>
<td>&quot;Fiction: chapter book&quot;</td>
</tr>
<tr>
<td>Generating Independent Thinking</td>
<td>3 days</td>
<td>&quot;Nonfiction: chapter book&quot;</td>
</tr>
<tr>
<td>Self-monitoring and Self-correcting</td>
<td>3 days</td>
<td>&quot;Expository nonfiction&quot;</td>
</tr>
<tr>
<td>Reading for Listeners</td>
<td>3 days</td>
<td>&quot;Poetry&quot;</td>
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<td>Responding to Literature</td>
<td>3 days</td>
<td>&quot;Supporting Text Features&quot;</td>
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### Grade-level Expectation: Grade 2

| Grade-level Expectation: Grade 2 |
|-------------------------------|---|
| **Set 7 (con't)** | **Set 8** |

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### Length

- **3 days**
- **5 days**
- **6 days**

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<td><strong>Set 10</strong></td>
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<tr>
<td>Purpose</td>
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<tr>
<td>Set 9 readers summarize information and ask questions within and across texts to make connections, understand characters, and learn more about topics. Many Set 9 books require background knowledge and include more complex plots as well as unfamiliar words and concepts. The students are expected to read larger sections of text, and they complete some of their reading outside of small group reading time. They write in reading journals to remember what they read and prepare for group discussions.</td>
<td>Set 10 readers respond to texts and share ideas through discussions and in their writing, allowing for a wider variety of opinions and interpretations. Many Set 10 books require background knowledge and a greater facility with non-traditional text structures. The teacher facilitates conversations to help the students deepen their thinking and monitor their own understanding of texts they read during small group reading time and independently. As the students respond to each other's thinking, they learn more about topics, character, and theme.</td>
</tr>
<tr>
<td><strong>Length</strong></td>
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<td><em>Not Norman</em> Fiction</td>
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<td><em>Happy Like Soccer</em> Fiction</td>
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<td><em>Golden Gate Bridge</em> Expository fiction</td>
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<td><em>Upstairs Mouse, Downstairs Mole</em> Fiction</td>
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<td><em>Only One Year</em> Fiction</td>
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<td><em>Bink &amp; Gollie</em> Graphic novel</td>
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<td><em>&quot;Old Tortoise&quot;</em> Poetry</td>
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<td><em>I Love Guinea Pigs</em> Narrative nonfiction</td>
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<td><em>&quot;Every Time I Climb a Tree&quot;</em> Poetry</td>
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<td><em>Helen Keller</em> Biography</td>
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<td>- Paying attention to characters' feelings</td>
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<td><strong>Word Analysis</strong></td>
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<td>- Exploring text features</td>
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<tr>
<td>- Understanding character</td>
<td>- Understanding character</td>
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<td>- Understanding problem and solution</td>
<td>- Understanding problem and solution</td>
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<tr>
<td>- Wondering</td>
<td>- Wondering</td>
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<tr>
<td>- Exploring text features</td>
<td>- Exploring text features</td>
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<tr>
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<td>- Understanding character</td>
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<td>- Making text-to-self connections</td>
<td>- Making text-to-self connections</td>
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<td>- Determining theme</td>
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### Grade-level Expectation: Grade 3

#### Set 11

- **Purpose**: Set 11 readers consider characters' perspectives and think deeply about texts. They explore topics and themes that are often outside their own experiences. Set 11 texts include historical fiction, narrative nonfiction, fiction chapter books, and poetry. The students share connections and inferences about a variety of texts that have well-developed plots and characters. The longer texts in this set sometimes require the students to read independently, outside of small-group reading time. The students are expected to write more extensively in their reading journals and to revisit and expand upon their thinking.

- **Length**: 3 days

- **Text**
  - *The Tree Lady* Biography
    - F&P: N, Lexile®: 760
    - DRA®: 30
  - *My Name Is María Isabel* Fiction: Chapter Book
    - F&P: N, Lexile®: 860
    - DRA®: 30
  - *The Key Collection* Fiction: Chapter Book
    - F&P: N, Lexile®: 650
    - DRA®: 30
  - *The Babe & I* Historical Fiction
    - F&P: N, Lexile®: 590
    - DRA®: 30
  - *Shark Lady* Biography
    - F&P: O, Lexile®: 750L
    - DRA®: 34
  - *Bee* Expository nonfiction
    - F&P: O, Lexile®: 630L
    - DRA®: 34
  - *Pop’s Bridge* Historical fiction
    - F&P: O, Lexile®: AD630L
    - DRA®: 34
  - *Fly Away Home* Fiction
    - F&P: O, Lexile®: 580L
    - DRA®: 34
  - *Family Reminders* Historical Fiction
    - F&P: O, Lexile®: 780L
    - DRA®: 34

- **Fluency**
  - Reading for listeners
  - Self-monitoring and self-correcting

- **Word Analysis and Spelling**
  - Independent Thinking
    - Responding to literature
  - Sharing and supporting opinions
  - Responding to literature

- **Generating Independent Reading**
  - Understanding character and setting
  - Understanding problem and solution
  - Making text-to-self connections
  - Determining topic
  - Determining theme
  - Exploring text features

- **Comprehension**
  - Group Progress Assessment
  - Individual Reading Observation
  - Individual Reading Observation
  - Individual Reading Observation
  - Individual Reading Observation
  - Individual Reading Observation
  - Individual Reading Observation

- **Formative Assessment**
  - Group Progress Assessment
  - Individual Reading Observation
  - Individual Reading Observation

- **Grade-level Expectation: Grade 3**

#### Set 12

- **Purpose**: Set 12 readers make essential inferences to understand more subtly constructed texts, which they read during small-group reading time and independently. In the fiction texts in this set, the students encounter complex characters and plot and explore story elements. Nonfiction texts provide readers with in-depth information and may include new vocabulary and text features that require interpretation. In discussions and in their reading journals, the students connect, compare, and contrast texts and use evidence to support their thinking. They are expected to sustain conversations by expressing their opinions and building on one another's thinking.

- **Length**: 6 days

- **Text**
  - *The Tree Lady* Biography
    - F&P: N, Lexile®: 760
    - DRA®: 30
  - *My Name Is María Isabel* Fiction: Chapter Book
    - F&P: N, Lexile®: 860
    - DRA®: 30
  - *The Key Collection* Fiction: Chapter Book
    - F&P: N, Lexile®: 650
    - DRA®: 30
  - *The Babe & I* Historical Fiction
    - F&P: N, Lexile®: 590
    - DRA®: 30
  - *Shark Lady* Biography
    - F&P: O, Lexile®: 750L
    - DRA®: 34
  - *Bee* Expository nonfiction
    - F&P: O, Lexile®: 630L
    - DRA®: 34
  - *Pop’s Bridge* Historical fiction
    - F&P: O, Lexile®: AD630L
    - DRA®: 34
  - *Fly Away Home* Fiction
    - F&P: O, Lexile®: 580L
    - DRA®: 34
  - *Family Reminders* Historical Fiction
    - F&P: O, Lexile®: 780L
    - DRA®: 34

- **Fluency**
  - Reading for listeners
  - Self-monitoring and self-correcting

- **Word Analysis and Spelling**
  - Independent Thinking
    - Responding to literature
  - Sharing and supporting opinions
  - Responding to literature

- **Generating Independent Reading**
  - Understanding character and setting
  - Understanding problem and solution
  - Making text-to-self connections
  - Determining topic
  - Determining theme
  - Exploring text features

- **Comprehension**
  - Group Progress Assessment
  - Individual Reading Observation
  - Individual Reading Observation
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  - Individual Reading Observation
  - Individual Reading Observation

- **Formative Assessment**
  - Group Progress Assessment
  - Individual Reading Observation
  - Individual Reading Observation

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