Being a Writer Scope and Sequence Grade K

Unit 1: The Writing Community

Getting Ideas
- Telling More

Exploring Words Through Poetry

Opinion Writing

Revisiting the Writing Community

Purpose

• Learn procedures for sharing writing as a community and in pairs.

In Unit 1, the students generate writing ideas through hearing examples of opinion writing, by sharing writing stories, and by generating lists. They rehearse their opinions before writing, and they begin to create their own takes on a topic. The students think and talk about what they want to say. After they write, the teacher helps them share their writing as a community and in pairs. Then the teacher guides them in revising and sharing their writing. They share their stories as a community and in pairs. The students write shared stories, and then they begin to write their own. They share their writing with the class and with partners. The students reflect on their contributions to the writing community.

Social Skill Development

• Share writing ideas with their partners.
• Talk turns taking and listening.

Unit 2: Exploring Words Through Poetry

Purpose

• Explore how a professional author tells more.

In Unit 2, the students hear and discuss examples of opinion writing. They learn what an opinion is, generate opinions about things they enjoyed about writing this year, think about what they enjoyed about writing this year, and then they begin to write their own opinions. They share their opinions with their partners and with the class. They reflect on how they benefit from the writing community.

Social Skill Development

• Share their own opinions and listen respectfully to the opinions of others.

Unit 3: Nonfiction

Purpose

• Explore how nonfiction writers work.

In Unit 3, the students explore how nonfiction writers work. They learn what nonfiction writers do, and they begin to write their own nonfiction writing. They learn what an opinion is, generate opinions about things they enjoyed about writing this year, think about what they enjoyed about writing this year, and then they begin to write their own opinions. They share their opinions with their partners and with the class. They reflect on how they benefit from the writing community.

Social Skill Development

• Share their own opinions and listen respectfully to the opinions of others.

Unit 4: Poetry

Purpose

• Explore how poets work.

In Unit 4, the students explore how poets work. They learn what poets do, and they begin to write their own poems. They learn what an opinion is, generate opinions about things they enjoyed about writing this year, think about what they enjoyed about writing this year, and then they begin to write their own opinions. They share their opinions with their partners and with the class. They reflect on how they benefit from the writing community.

Social Skill Development

• Share their own opinions and listen respectfully to the opinions of others.

Unit 5: Opinion Writing

Purpose

• Explore how to write an opinion piece.

In Unit 5, the students explore how to write an opinion piece. They learn what an opinion is, generate opinions about things they enjoyed about writing this year, think about what they enjoyed about writing this year, and then they begin to write their own opinions. They share their opinions with their partners and with the class. They reflect on how they benefit from the writing community.

Social Skill Development

• Share their own opinions and listen respectfully to the opinions of others.

End of Year Reflection

Purpose

• Reflect on the writing community.

In End of Year Reflection, the students reflect on the writing community. They think about what they enjoyed about writing this year, think about what they enjoyed about writing this year, and then they begin to write their own opinions. They share their opinions with their partners and with the class. They reflect on how they benefit from the writing community.

Social Skill Development

• Share their own opinions and listen respectfully to the opinions of others.

Summative Assessment

Purpose

• Summarize student learning.

In Summative Assessment, the students summarize student learning. They think about what they enjoyed about writing this year, think about what they enjoyed about writing this year, and then they begin to write their own opinions. They share their opinions with their partners and with the class. They reflect on how they benefit from the writing community.

Social Skill Development

• Share their own opinions and listen respectfully to the opinions of others.
Making Meaning Scope and Sequence Grade K

Unit 1

Reading Community

- The Reading Community
- Making Connections
- Wondering
- Text Features
- Revisiting the Reading Community

Fiction and Nonfiction

- Whole-class Reading
- Independent Reading
- Shared Reading
- Partner Reading
- Small Group Reading
- Whole-group Reading

Unit 2

Reading Community

- The Reading Community
- Making Connections
- Wondering
- Text Features
- Revisiting the Reading Community

Fiction and Nonfiction

- Whole-class Reading
- Independent Reading
- Shared Reading
- Partner Reading
- Small Group Reading
- Whole-group Reading

Unit 3

Reading Community

- The Reading Community
- Making Connections
- Wondering
- Text Features
- Revisiting the Reading Community

Fiction and Nonfiction

- Whole-class Reading
- Independent Reading
- Shared Reading
- Partner Reading
- Small Group Reading
- Whole-group Reading

Unit 4

Reading Community

- The Reading Community
- Making Connections
- Wondering
- Text Features
- Revisiting the Reading Community

Fiction and Nonfiction

- Whole-class Reading
- Independent Reading
- Shared Reading
- Partner Reading
- Small Group Reading
- Whole-group Reading

Unit 5

Reading Community

- The Reading Community
- Making Connections
- Wondering
- Text Features
- Revisiting the Reading Community

Fiction and Nonfiction

- Whole-class Reading
- Independent Reading
- Shared Reading
- Partner Reading
- Small Group Reading
- Whole-group Reading

Unit 6

Reading Community

- The Reading Community
- Making Connections
- Wondering
- Text Features
- Revisiting the Reading Community

Fiction and Nonfiction

- Whole-class Reading
- Independent Reading
- Shared Reading
- Partner Reading
- Small Group Reading
- Whole-group Reading

Unit 7

Reading Community

- The Reading Community
- Making Connections
- Wondering
- Text Features
- Revisiting the Reading Community

Fiction and Nonfiction

- Whole-class Reading
- Independent Reading
- Shared Reading
- Partner Reading
- Small Group Reading
- Whole-group Reading

Unit 8

Reading Community

- The Reading Community
- Making Connections
- Wondering
- Text Features
- Revisiting the Reading Community

Fiction and Nonfiction

- Whole-class Reading
- Independent Reading
- Shared Reading
- Partner Reading
- Small Group Reading
- Whole-group Reading

Unit 9

Reading Community

- The Reading Community
- Making Connections
- Wondering
- Text Features
- Revisiting the Reading Community

Fiction and Nonfiction

- Whole-class Reading
- Independent Reading
- Shared Reading
- Partner Reading
- Small Group Reading
- Whole-group Reading


defined
Being a Reader Scope and Sequence Grade K

Week 1
Reading Instruction
- Begin assessing students for small-group reading lessons (Lessons 1–20)
- Teach letter-formation instruction. Students continue to learn and practice the pincer and pencil grip. Students learn the procedure for using the poetry readers.
- Students build stamina for working through independent work areas.
- Students continue to build confidence in their oral reading abilities.
- Students review the pincer grip and practice listening for and identifying rhyming words in the book. They also review the procedure for echo reading. Students learn the procedure for using the poetry readers.
- Students review the concept of rhyme, and they learn to listen for and identify rhyming words in the poems. Teachers might consider using the "Introduce New Materials" check-in to plan for reading the illustrated poems.
- Students create a poetry reader to collect copies of poems and songs they have learned so far this year. They practice rhyming vocabulary and enjoy singing familiar songs and songs they have learned so far this year. They practice rhyming words and enjoy singing familiar songs and poems.

Week 2

Independent Work Connections
- Engage in independent work rotations (reading, writing, and word work) during handwriting.
- Practice writing H,F, and E independently (10–15 min.)
- Practice writing Bb, Hh, Kk, Ww, Oo, Xx independently (10–15 min.)
- Practice writing Rr, Tt, Nn, Ss, Ii independently (10–15 min.)
- Practice writing capital letters (5–10 min.)
- Practice writing lowercase letters (5–10 min.)
- Practice writing grocery list (10–15 min.)
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### Week 11
- **Unit:** Reading, Writing, Word Work
- **Skills:** Reading, Writing, Word Work

**Whole-class Instruction: Shared Reading, Learning Name Activities, Handwriting, Independent Work (Foundation Setting Lessons/Check-in Lessons)**

<table>
<thead>
<tr>
<th><strong>Lesson</strong></th>
<th><strong>Activities</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Week 11</strong></td>
<td>- Read the poem “One, Two, Buckle My Shoe.” They play a game with the poems in their poetry readers and participate in the “Think, Pair, Share” activity. Teachers might continue teaching the “Introductory Material,” check in this week. - Review the concept of rhyme and choral reading. They might consider using the “Independent Work Intervention,” check in this week. - Practice reading from the poetry readers as a class. - Read the poems and individual students use the poems to recall the poems aloud or guide the class in reading the poems. - Read poems from the poetry readers. Teachers might consider teaching the “Reading” check in this week. - This week the students use details in a text to make predictions about the story. They continue to explore punctuation and they read with attention to punctuation. They discuss the capitalization of sentences and reintroduce the sentence from the poem in the pocket chart. They continue to work on listening carefully and this week the students work on listening carefully in a small group setting. Students read poems in their poetry readers, and teachers might consider using the “Independent Work Intervention,” check in this week. - Students continue to work on listening carefully and identifying rhyming words in the poems. They play a game with the poems in their poetry readers and match and generate rhyming words in the poems. They might consider using the “Reading” check in this week.</td>
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<td><strong>Week 12</strong></td>
<td>- Students continue to work on listening carefully and identifying rhyming words in the poems. They play a game with the poems in their poetry readers and match and generate rhyming words in the poems. They might consider using the “Reading” check in this week.</td>
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<td><strong>Week 13</strong></td>
<td>- Students continue to work on listening carefully and identifying rhyming words in the poems. They play a game with the poems in their poetry readers and match and generate rhyming words in the poems. They might consider using the “Reading” check in this week.</td>
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<td><strong>Week 17</strong></td>
<td>- Students continue to work on listening carefully and identifying rhyming words in the poems. They play a game with the poems in their poetry readers and match and generate rhyming words in the poems. They might consider using the “Reading” check in this week.</td>
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**Reading:**
- Read and share favorite books.
- Read with attention to punctuation.
- Retell the book using the sentence frame "I like... because..."
- Chorally read familiar poems.

**Writing:**
- Practice spelling rhyming words.
- Practice writing r, n, m, h, b, k, x, l, t, c, g, y, q, !
- Explore writing descriptive words.

**Independent Work:**
- Sort word cards with bug names by number of syllables.
- Practice assigned work from small-group reading lessons.

**Independent Practice:**
- Practice writing descriptive words.
- Practice assigned work from small-group reading lessons.

**Social/Emotional Connections:**
- Share their partners’ thinking.
- Practice responsibility for their learning and behavior as they move to independent work areas.

**Small-Group Reading Instruction:**
- Develop the skill of sharing ideas with others.
- Take responsibility for their learning and behavior as they move to independent work areas.

**Small-Group Work:**
- Choose partners.
- List compound words they find in their Shared Reading.

**Whole-class Instruction:**
- Read familiar books aloud or guide the class in Shared Reading.
- Engage in independent work rotations and check-in lessons.

**Social/Emotional Connections:**
- Reflect on how they’ve grown as readers, share which books they enjoyed reading most, and rebuild another and share their partners’ thinking during class discussions.
- Teachers might consider teaching the “Share Writing” check-in lesson.

**Small-Group Reading Instruction:**
- Develop the skill of sharing ideas with others.
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**Small-Group Work:**
- Practice writing descriptive words.
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**Small-Group Work:**
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- Practice assigned work from small-group reading lessons.

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- Develop the skill of sharing ideas with others.
- Take responsibility for their learning and behavior as they move to independent work areas.

**Small-Group Work:**
- Practice writing descriptive words.
- Practice assigned work from small-group reading lessons.

**Whole-class Instruction:**
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- Take responsibility for their learning and behavior as they move to independent work areas.

**Small-Group Work:**
- Practice writing descriptive words.
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**Small-Group Reading Instruction:**
- Develop the skill of sharing ideas with others.
- Take responsibility for their learning and behavior as they move to independent work areas.

**Small-Group Work:**
- Practice writing descriptive words.
- Practice assigned work from small-group reading lessons.
# Being a Reader Small-group Reading Sets 1–12 Scope and Sequence

## Grade-Level Expectation: Kindergarten

### Set 1

<table>
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<tr>
<th>Purpose</th>
<th>Length</th>
<th>Text</th>
<th>Phonological Awareness</th>
<th>Reading Spelling</th>
<th>Comprehension</th>
<th>Foundational Skills</th>
<th>Assessment</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Week 1 (3 days)</td>
<td>Fiction</td>
<td>Blending/segmenting cvc words with s, n, a, m, t, r, i, f, h, u</td>
<td>Beginning to sound</td>
<td>Developing</td>
<td>Entry point</td>
<td>Mastery Test 1</td>
</tr>
<tr>
<td></td>
<td>Week 2 (3 days)</td>
<td>Fiction</td>
<td>Blending/segmenting cvc words with s, n, a, m, t, r, i, f, h, u</td>
<td>Blending onsets and rimes: /at/</td>
<td>Developing</td>
<td>Mastery Test 2</td>
<td>Entry point</td>
</tr>
<tr>
<td></td>
<td>Week 3 (3 days)</td>
<td>Fiction</td>
<td>Blending/segmenting cvc words with s, n, a, m, t, r, i, f, h, u</td>
<td>Blending onsets and rimes: /an/</td>
<td>Developing</td>
<td>Mastery Test 3</td>
<td>Mastery Test 4</td>
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<td></td>
<td>Week 4 (3 days)</td>
<td>Fiction</td>
<td>Blending/segmenting cvc words with s, n, a, m, t, r, i, f, h, u</td>
<td>Blending onsets and rimes: /it/</td>
<td>Developing</td>
<td>Mastery Test 5</td>
<td></td>
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<td>Week 5 (3 days)</td>
<td>Fiction</td>
<td>Blending/segmenting cvc words with s, n, a, m, t, r, i, f, h, u</td>
<td>Blending onsets and rimes: /in/</td>
<td>Developing</td>
<td>Mastery Test 6</td>
<td></td>
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<tr>
<td></td>
<td>Week 6 (3 days)</td>
<td>Fiction</td>
<td>Blending/segmenting cvc words with s, n, a, m, t, r, i, f, h, u</td>
<td>Blending onsets and rimes: /en/</td>
<td>Developing</td>
<td>Mastery Test 7</td>
<td></td>
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<td></td>
<td>Week 7 (3 days)</td>
<td>Fiction</td>
<td>Blending/segmenting cvc words with s, n, a, m, t, r, i, f, h, u</td>
<td>Blending onsets and rimes: /es/</td>
<td>Developing</td>
<td>Mastery Test 8</td>
<td></td>
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<td>Week 8 (3 days)</td>
<td>Fiction</td>
<td>Blending/segmenting cvc words with s, n, a, m, t, r, i, f, h, u</td>
<td>Blending onsets and rimes: /ks/</td>
<td>Developing</td>
<td>Mastery Test 9</td>
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<td>Blending/identifying last sound</td>
<td>Identifying first sound</td>
<td>Developing</td>
<td>Entry point</td>
<td>Mastery Test 1</td>
</tr>
<tr>
<td></td>
<td>Week 2 (3 days)</td>
<td>Fiction</td>
<td>Blending/identifying middle sound</td>
<td>Recognizing sounds /s, n, /n/</td>
<td>Developing</td>
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</table>
### Being a Reader: Small-Group Reading Sets 1–12 Scope and Sequence

#### Set 3

##### Purpose
Set 3 readers have mastered short vowels and single consonants. They are comfortable reading consonant–vowel–consonant (CVC) words, although they may read slow words. 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 on grouping words together. Nonfiction books in this increasing complexity than those in previous sets. Comprehension questions begin to informally address topics taught in depth in later sets, such as illustrations to confirm what one reads, identifying characters’ feelings and how they change, and making inferences.

##### Length

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<th>Week 5 (3 days)</th>
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<td><strong>Phonological Awareness</strong></td>
<td><strong>Phonological Awareness</strong></td>
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<td>Blend sounds: w/e, d/e, s/e</td>
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<td>Nonfiction</td>
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</table>

#### Set 4

##### Purpose
Set 4 readers have mastered consonant–vowel–consonant (CVC) words and are ready for final e spellings and vowel digraphs. At this point in their development, the students must go beyond simply sounding out words from left to right. They must now look at all parts of a word to read it, and it may take some time to develop this habit. Because of the more challenging decoding, they may continue to read slowly. However, some students may be developing fluency in reading by phrases, rather than word by word. Set 4 lessons introduce final e spellings with and without inflectional endings, the vowel digraphs ae and ea, and the r-controlled vowels. The more complex plots of fiction stories require the students to make inferences. Comprehension questions continue to informally address topics taught in depth in later sets, such as illustrations to confirm what one reads, and identifying characters’ feelings and how they change.

##### Length

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<thead>
<tr>
<th>Week 1 (3 days)</th>
<th>Week 2 (3 days)</th>
<th>Week 3 (3 days)</th>
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<th>Week 5 (3 days)</th>
<th>Week 6 (3 days)</th>
<th>Week 7 (3 days)</th>
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<td><strong>Phonological Awareness</strong></td>
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<tr>
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<td>Blend sounds: w/e, d/e, s/e</td>
<td>Blend sounds: w/e, d/e, s/e</td>
<td>Blend sounds: w/e, d/e, s/e</td>
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### Purpose

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

**Foundational Skills**
- Phonological awareness
- High-frequency words
- Spelling-sound
- Reading comprehension

**Text**
- Fiction
- Nonfiction
- Narrative Nonfiction
- Expository nonfiction

**Purpose**
- Foundational
- Phonological
- Phonological

**Grade-level Expectation:** Grade 1

**Week 1 (3 days)**
- 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 18). 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**
- Week 1: 3 days
- Week 2: 3 days
- Week 3: 3 days
- Week 4: 3 days
- Week 5: 3 days
- Week 6: 3 days
- Week 7: 3 days
- Week 8: 3 days
- Week 9: 3 days
- Week 10: 3 days
- Week 11: 3 days
- Week 12: 3 days
- Week 13: 3 days
- Week 14: 3 days

**Grade 1 Expectation:**
- Mastery Test 9
- Mastery Test 10
- Mastery Test 11
- Mastery Test 12

- Assessment
- Mastery Test 9
- Mastery Test 10
- Mastery Test 11
- Mastery Test 12

- Mastery Test 12

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## Purpose
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.

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.

## Text

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<td>Sailboats</td>
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<td>The Silver Coins</td>
<td>Folktale</td>
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<td>Ball Games</td>
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## High-frequency Words and Guided Spelling

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## Comprehension

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

**Grade-level Expectation: Grade 2**

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<td>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.</td>
<td>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 layer 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.</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td><strong>Length</strong></td>
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<tr>
<td><strong>Text</strong></td>
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<td>“I Wonder-ly”</td>
<td>“I Wonder-ly”</td>
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<td>F&amp;P: K; Lexile®: 550L; DRA®: 20</td>
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<td><strong>Purpose</strong></td>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>Length</strong></td>
<td><strong>Length</strong></td>
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<td>6 days</td>
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<th>Word Analysis</th>
<th>Generating Independent Reading</th>
<th>High-Frequency Words and Guided Spelling</th>
<th>Comprehension</th>
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<th>Sharing and supporting opinions</th>
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<td>&quot;Old Tortoise&quot;</td>
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<td>3 days</td>
<td>I Love Guinea Pigs Narrative nonfiction</td>
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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.

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 develop 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.

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<th>Grade-level Expectation: Grade 3</th>
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**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.

- 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**
- 3 days
- 6 days
- 3 days
- 6 days
- 6 days
- 6 days
- 6 days
- 3 days
- 6 days
- 3 days
- 9 days

**Text**
- The Tree Lady Biography (F&P: N; Lexile®: 700L, DRA®: 30)
- My Name Is María Isabel Fiction Chapter Book (F&P: N; Lexile®: 860L, DRA®: 30)
- Story Poetry (F&P: N; Lexile®: N/A)
- The Key Collection Fiction: Chapter Book (F&P: N; Lexile®: 650L, DRA®: 30)
- The Babe & I Historical Fiction (F&P: N; Lexile®: 590L, DRA®: 30)
- Ice Bear Narrative nonfiction (F&P: O; Lexile®: 800L, DRA®: 30)
- “Story” Poetry (F&P; Lexile®; DRA®: N/A)
- 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)

**High-frequency Words and Guided Spelling**
- Understanding character and setting
- Making text-to-text connections
- Understanding problem and solution
- Exploring text features
- Making text-to-text connections

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

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

**Self-monitoring and Self-correcting**
- Understanding character and setting
- Making text-to-text connections
- Understanding problem and solution
- Exploring text features
- Making text-to-text connections

**Generating Independent Reading**
- Responding to literature
- Responding to literature
- Sharing and supporting opinions
- Sharing and supporting opinions
- Responding to literature

**Word Analyze plus**
- Understanding character and setting
- Making text-to-text connections
- Understanding problem and solution
- Exploring text features
- Making text-to-text connections

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