Being a Reader™

EXPANDED SECOND EDITION

Scope and Sequence

Grade 1

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Unit	Texts	Comprehension	Vocabulary	Handwriting	Social Skills	Assessments
Unit 1 *FICTION, NONFICTION, AND POETRY*	• *This Is the Way We Go to School* • "New Friends" • *Alma and How She Got Her Name* • "Willaby Wallaby Woo" • *Places in My Neighborhood* • *Flower Garden* • *It's Mine!* • *Seven Blind Mice*	**Reading Skills and Strategies** • making text-to-self connections • retelling • discuss the story's message **Language Development** • learn and sing songs • review high-frequency words • identify rhyming words • echo and chorally read poems, songs, books, and chants • concepts of print	**Words** *pedestrian*, *passenger*, *eager*, *assortment*, *quarrel*, *rumble*, *tremble*, *peaceful* **Word-learning skills** • discuss synonyms • discuss the suffix *-ful*	• Hand-Strengthening Activities • Stretches, Posture, and Gross-Motor Movement	• build the classroom community • learn classroom procedures • listen carefully • work responsibly • share thinking • learn "Turn to Your Partner" • practice "Turn to Your Partner" • participate responsibly • listen respectfully • take responsibility for learning and behavior	• Class Assessment Records 1–4 (weekly throughout the unit) • Small-Group Foundational Skills Placement Assessment — start administering no earlier than Week 3 • Vocabulary Checks for Unit 1, Weeks 3 and 4 • Unit 1 Listening Comprehension Assessment (Week 4) • D-ELD Unit 1 Observation Record (daily throughout unit) • D-ELD Unit 1 End-of-Unit Assessment (Week 4)
Unit 2 *FICTION AND POETRY*	• *Matthew and Tilly* • "Make New Friends" • *McDuff and the Baby* • *Over in the Meadow: A Counting Rhyme* • *Chrysanthemum* • "Bippity Boppity Bumblebee" • "Kitty Caught a Caterpillar"	**Reading Skills and Strategies** • making text-to-self connections • retelling • wondering • making text-to-text connections • reading independently • discuss the story's message • use illustrations and details to describe characters' feelings **Language Development** • learn and sing songs • echo and chorally read poems, songs, books, and chants • identify rhyming words • concepts of print • act out and dramatize parts of texts • clap and count syllables	**Words** *accuse*, *crabby*, *stomp*, *wonder*, *arrive*, *admire*, *squint*, *indulge*, *miserable*, *possession*, *humorous*, *beam* **Word-learning skills** • discuss the suffix *-er* • review synonyms • discuss shades of meaning • review the suffix *-er* • discuss the inflectional ending *-ing* • review shades of meaning • discuss words with multiple meanings	• Introduce Pencil Grip • Introduce Wipe-Off Boards • Introduce Handwriting Notebooks	• listen respectfully • participate responsibly • take turns talking • listen carefully • respond in caring ways • take turns talking and listening	• Class Assessment Records 5–7 (weekly throughout the unit) • IDR Conference Record 1 (ongoing from Week 3, Day 2) • Social Skills Assessment Record (Week 3) • Vocabulary Checks for Unit 2, Weeks 1–3 • Unit 2 Listening Comprehension Assessment (Week 3) • D-ELD Unit 2 Observation Record (daily throughout the unit) • D-ELD Unit 2 End-of-Unit Assessment (Week 3)
Unit 3 *FICTION*	• *The Stray Dog* • "My Dog's First Poem" • *An Extraordinary Egg* • Big Book Review • *Fritz and the Beautiful Horses* • Poetry Review	**Reading Skills and Strategies** • retelling • making text-to-text connections • reading independently • explore how illustrations support the text • use sequence words to retell events • discuss the beginning, middle, and end of the story **Language Development** • listen to and discuss poems, songs, books, and chants • echo and chorally read poems, songs, books, and chants • identify rhyming words • clap and count syllables • discuss alliteration • introduce poetry readers	**Words** *revisit*, *ecstatic*, *pursue*, *convince*, *ordinary*, *extraordinary*, *accurate*, *inaccurate*, *splendid*, *glossy*, *stumble*, *dependable* **Word-learning skills** • discuss the prefix *re-* • review shades of meaning • discuss antonyms • discuss the prefix *in-* • review antonyms • discuss the suffix *-y* • review the inflectional ending *-ing*	• Letters *c*, *o*, and *s* • Letters *l*, *t*, and *i*	• handle materials responsibly • speak clearly • listen respectfully • participate responsibly • work responsibly • work and participate responsibly • share partners' thinking • work responsibly in pairs	• Class Assessment Records 8–10 (weekly throughout the unit) • IDR Conference Record 2 (ongoing from Week 2, Day 1) • Vocabulary Checks for Unit 3, Weeks 1–3 • Unit 3 Listening Comprehension Assessment (Week 3) • D-ELD Unit 3 Observation Record (daily throughout the unit) • D-ELD Unit 3 End-of-Unit Assessment (Week 3)

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Unit	Texts	Comprehension	Vocabulary	Handwriting	Social Skills	Assessments
Unit 4 *POETRY AND NONFICTION*	• "Sliding Board" • "School Bus" • *Sheep Out to Eat* • "Hippopotamus Stew" • "In a Winter Meadow" • *When Winter Comes* • *The Snowy Day* • "Listen"	**Reading Skills and Strategies** • visualizing • retelling • reading independently • identify and discuss the pattern in the book • identify sensory details • identify words that help them visualize • self-monitor to check for accuracy and understanding **Language Development** • listen to and discuss poems, songs, books, and chants • echo and chorally read poems, songs, books, and chants • concepts of print • discuss figurative language • discuss onomatopoeia	**Words** *glide*, *thrilling*, *commute*, *stuffed*, *appetite*, *chomp*, *commotion*, *pout*, *scurry*, *dart*, *wilt*, *wander*, *frigid*, *heaping*, *firm*, *adventure* **Word-learning skills** • review the suffix *-er* • discuss the inflectional ending *-s* • discuss the inflectional ending *-ed* • review shades of meaning	• Letters *u*, *v*, and *w* • Letters *a*, *d*, and *g* • Letters Punctuation: (? and !) and Sentences	• work responsibly • learn procedures • use "Think, Pair, Share" • participate responsibly • listen carefully • share their partners' thinking • act in caring ways • share partners' thinking	• Class Assessment Records 11–14 (weekly throughout the unit) • IDR Conference Record 3 (Week 2, ongoing) • Vocabulary Checks for Unit 4, Weeks 1–4 • Unit 4 Listening Comprehension Assessment (Week 4) • D-ELD Unit 4 Observation Record (daily throughout the unit) • D-ELD Unit 4 End-of-Unit Assessment (Week 4)
Unit 5 *FICTION AND NONFICTION*	• *The Frog Who Wanted to See the Sea* • *One Duck Stuck* • *The Story of Jumping Mouse* • "Mice" • *Biblioburro* • "When You Can Read" • *Lion on the Inside* • *The Frog Who Wanted to See the Sea, The Story of Jumping Mouse, Biblioburro, and Lion on the Inside* • *No Two Alike*	**Reading Skills and Strategies** • wondering • retelling • visualizing • making text-to-self connections • making text-to-text connections • making predictions • reading independently • discuss a common theme across texts • identify and discuss the pattern in the story • self-monitor to check for accuracy and understanding **Language Development** • listen to and discuss poems, songs, books, and chants • echo and chorally read poems, songs, books, and chants • identify rhyming words • discuss typography and punctuation	**Words** *zip*, *vanish*, *unseen*, *terrified*, *exhausted*, *great*, *generous*, *reappear*, *remote*, *enrich*, *inconvenient*, *convenient*, *lunge*, *earn*, *train*, *persuade* **Word-learning skills** • review words with multiple meanings • review the inflectional ending *-s* • discuss the inflectional ending *-es* • discuss the prefix *un-* • review antonyms • use context to determine word meanings • review using context to determine word meanings • review the prefix *re-* • review the inflectional ending *-es* • review the prefix *in-* • review the inflectional ending *-ed* • review synonyms	• Letters *e*, *f*, and *q* • Letters *r*, *n*, and *m* • Letters *h*, *b*, and *p*	• share and explain thinking • work responsibly • share partners' thinking • participate responsibly • listen respectfully and respond in caring ways	• Class Assessment Records 15–18 (weekly throughout the unit) • IDR Conference Record 4 (ongoing from Week 1, Day 1) • Vocabulary Checks for Unit 5, Weeks 1–4 • Unit 5 Listening Comprehension Assessment (Week 4) • D-ELD Unit 5 Observation Record (daily throughout the unit) • D-ELD Unit 5 End-of-Unit Assessment (Week 4)
Unit 6 *COMMUNITY HELPERS*	• *Doctors Help* • Big Book Review • *A Day in the Life of a Garbage Collector* • "Trash Collectors" from People Who Help • *A Day in the Life of a Garbage Collector and "Trash Collectors"* • Poetry Review	**Reading Skills and Strategies** • making text-to-self connections • making text-to-text connections • making text-to-world connections • comparing and contrasting • reading independently • discuss information they learned to build knowledge about a topic	**Words** *healthy*, *unhealthy*, *patient*, *prevent*, *collect*, *inspect*, *dump*, *landfill*, *construct*, *architect*, *excavate*, *operate* **Word-learning skills** • review suffix *-y* and prefix *un-*	• Letters *j* and *y* • Letters *x*, *z*, and *k* • Write words and sentences	• act in caring ways • participate responsibly • share partners' thinking • participate in partner work and class discussion • work responsibly • reflect on partner work	• Class Assessment Records 19–21 (weekly throughout the unit) • IDR Conference Record 5 (ongoing from Week 1, Day 2) • Social Skills Assessment Record (Week 3) • Vocabulary Checks for Unit 6, Weeks 1–3 • Unit 6 Listening Comprehension Assessment (Week 3)

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Unit	Texts	Comprehension	Vocabulary	Handwriting	Social Skills	Assessments
	• *Construction Workers Help* • "Bulldozer"	• write about and share connections to strengthen understanding of a topic • self-monitor to check for accuracy and understanding **Language Development** • echo and chorally read poems, songs, books, and chants • make text-to-self connections • discuss information from text and illustrations • listen to and discuss poems, songs, books, and chants • discuss personification • identify and discuss contractions	• review using context to determine word meanings, words with multiple meanings, and inflectional ending *-s* • discuss suffix *-or* • review inflectional ending *-s* and compound words • review synonyms • review suffix *-or*			• D-ELD Unit 6 Observation Record (daily throughout the unit) • D-ELD Unit 6 End-of-Unit Assessment (Week 3)
Unit 7 *NONFICTION AND POETRY*	• *A House Spider's Life* • *Bugs for Lunch* • *A Butterfly's Life Cycle* • "From Egg to Butterfly" • "Caterpillars" • *An Elephant Grows Up* • *A Pig Is Big* • *A Turtle's Life Cycle* • *A House Spider's Life, A Butterfly's Life Cycle, An Elephant Grows Up, and A Turtle's Life Cycle* • "The Little Turtle"	**Reading Skills and Strategies** • wondering • making text-to-text connections • reading independently • identify and discuss information they learned about a topic • self-monitor to check for accuracy and understanding **Language Development** • listen to and discuss poems, songs, books, and chants • discuss information from text and illustrations • echo and chorally read poems, songs, books, and chants • make text-to-text connections • concepts of print • identify and discuss contractions • use hand motions while reading	**Words** *multiple*, *risky*, *locate*, *munch*, *cycle*, *hover*, *migrate*, *journey*, *popular*, *gather*, *vegetation*, *remain*, *inactive*, *hibernate*, *restart*, *snap* **Word-learning skills** • review antonyms • review the inflectional ending *-es* and shades of meaning • review the inflectional ending *-ing* • review the inflectional ending *-s* • review the prefix *in-* • review the inflectional ending *-ed* • review the prefix *re-* • review words with multiple meanings		• share partners' thinking • work responsibly • share and explain thinking • participate responsibly • contribute different ideas • repeat what classmates say • listen carefully	• Class Assessment Records 22–25 (weekly throughout the unit) • IDR Conference Record 6 (ongoing from Week 1, Day 1) • Vocabulary Checks for Unit 7, Weeks 1–4 • Unit 7 Listening Comprehension Assessment (Week 4) • D-ELD Unit 7 Observation Record (daily throughout the unit) • D-ELD Unit 7 End-of-Unit Assessment (Week 4)
Unit 8 *NONFICTION, FICTION, AND POETRY*	• *Seeds* • *Up, Down, and Around* • *Throw Your Tooth on the Roof* • "My Loose Tooth" • *An Elephant Grows Up* • *The Napping House* • *Teacher-Selected Website* • Big Book Review • *Julius* • Poetry Review	**Reading Skills and Strategies** • using text features • visualizing • retelling • making text-to-self connections • making predictions • reading independently • discuss the story's message • use a diagram, map, glossary, photographs, labels, index, text boxes, table of contents, and chapter titles • explore a website to build knowledge about a topic • generate questions about a topic to establish a purpose for online research	**Words** *source*, *develop*, *scatter*, *flourish*, *replace*, *gleam*, *favor*, *interview*, *essential*, *inessential*, *stage*, *restless*, *knowledge*, *research*, *credible*, *compare*, *slurp*, *odd*, *untidy*, *tidy* **Word-learning skills** • review words with multiple meanings • review the inflectional ending *-ing* • review synonyms • review the prefix *in-* • review the prefix *un-* • review antonyms		• share thinking • work responsibly • speak clearly • participate responsibly • take responsibility for learning and behavior • listen carefully and respectfully • contribute different ideas • take responsibility for learning • work responsibly in pairs • reflect on behavior • listen carefully • share partners' thinking	• Class Assessment Records 26–30 (weekly throughout the unit) • IDR Conference Record 7 (ongoing from Week 1, Day 1) • IDR Conference Record 8 (ongoing from Week 4, Day 1) • Vocabulary Checks for Unit 8, Weeks 1–5 • Unit 8 Listening Comprehension Assessment (Week 5) • D-ELD Unit 8 Observation Record (daily throughout the unit) • D-ELD Unit 8 End-of-Unit Assessment (Week 5)

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Unit	Texts	Comprehension	Vocabulary	Handwriting	Social Skills	Assessments
		• self-monitor to check for accuracy and understanding **Language Development** • listen to and discuss poems, songs, books, and chants • echo and chorally read poems, songs, books, and chants • sort words into categories • identify rhyming words • retell stories in sequence				

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DESIGNATED ENGLISH LANGUAGE DEVELOPMENT

Scope and Sequence

Grade 1

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Unit	Interactive Reading	Vocabulary Building	Oral Retelling / Recounting	Language Analysis	Collaborative Writing	Creative Expression
Unit 1 *FICTION, NONFICTION, AND POETRY* *4 weeks*	• *This Is the Way We Go to School* • *Alma and How She Got Her Name* • *Places in My Neighborhood* • *Seven Blind Mice*	**Words** *welcome, decide, purpose, argue* **Word-learning skills** • use action words and verbs • use nouns and noun phrases	• orally retell texts in order, using vocabulary and language from the texts	• modify and expand simple sentences with descriptive details • use connecting words (first, then, next, after that, soon, finally)	• jointly construct a nonfiction text about places in a neighborhood using descriptive language • craft their own nonfiction book about places in a neighborhood using important information from the book and descriptive details • present their book to the group	• Sing "Wheels on the Bus" • Dramatize Rhyming Lines • Dramatize Dialogue • Sing About and Move Like Elephants
Unit 2 *FICTION AND POETRY* *3 weeks*	• *Matthew and Tilly* • *McDuff and the Baby* • *Chrysanthemum*	**Words** *apart, interrupt, appreciate* **Word-learning skills** • use antonyms • use action words and verbs	• orally retell texts in order, using vocabulary and language from the texts	• use connecting words (first, then, next, after that, soon, finally)	• jointly construct a class version of *McDuff and the Baby* that tells the events of the story in order, using connecting words and language from the story • craft their own versions of *McDuff and the Baby* that tell the events of the story in order, using connecting words and language from the story • present their books to the group	• Sing About Friendship • Dramatic Play
Unit 3 *FICTION* *3 weeks*	• *The Stray Dog* • *An Extraordinary Egg* • *Fritz and the Beautiful Horses*	**Words** *belong, astonished, reluctant* **Word-learning skills** • use action words and verbs • use adjectives and describing words • discuss shades of meaning	• orally retell texts in order, using vocabulary and language from the texts	• modify and expand simple sentences with descriptive details • use connecting words (first, then, next, after that, soon, finally)	• jointly construct a class version of *An Extraordinary Egg* that tells the events of the story in order, using connecting words and language from the story • craft their own versions of *An Extraordinary Egg* that tell the events of the story in order, using connecting words and language from the story • present their books to the group	• Sing About Pets • Move Like Horses
Unit 4 *4 weeks*	• "School Bus" • *Sheep Out to Eat* • "In a Winter Meadow" • *The Snowy Day*	**Words** *packed, transport, stare, meadow, bound, pretend* **Word-learning skills** • use action words and verbs • use nouns and noun phrases	• orally retell texts in order, using vocabulary and language from the texts	• modify and expand simple sentences with descriptive details • use connecting words (first, then, next, after that, soon, finally)	• jointly construct a class version of *Sheep Out to Eat* that tells the events of the story in order, using doing verbs and language from the story • craft their own versions of *Sheep Out to Eat* that tell the events of the story in order, using doing verbs and language from the story • present their books to the group	• Dramatic Play • Act Like the Sheep • Sing a Song About the Seasons
Unit 5 *FICTION AND NONFICTION* *4 weeks*	• *The Frog Who Wanted to See the Sea* • *The Story of Jumping Mouse* • *Biblioburro* • *Lion on the Inside*	**Words** *beyond, perilous, borrow, charge* **Word-learning skills** • use antonyms • use action words and verbs • use adjectives and describing words	• orally retell texts in order, using vocabulary and language from the texts	• modify and expand simple sentences with descriptive details • use connecting words (first, then, next, after that, soon, finally)	• jointly construct a class version of *Biblioburro* that tells the events of the story in order, using connecting words and language from the story • craft their own versions of *Biblioburro* that tell the events of the story in order, using connecting words and language from the story • present their books to the group	• Sing About Alice the Frog • Dramatic Play
Unit 6 *COMMUNITY HELPERS* *3 weeks*	• *Doctors Help* • "Trash Collectors" from People Who Help • *Construction Workers Help*	**Words** *assist, sort, container, measure*	• orally recount nonfiction texts in order, using vocabulary and language from the texts	• use prepositions (above, behind, below, in, on, under) • combine simple sentences into compound and complex sentences	• jointly construct a class version of *Doctors Help* using important information and language from the book and prepositional phrases	• Sing a Song About Recycling

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Unit	Interactive Reading	Vocabulary Building	Oral Retelling / Recounting	Language Analysis	Collaborative Writing	Creative Expression
		Word-learning skills • use action words and verbs • use nouns and noun phrases			• craft their own books about doctors, using important information and language from *Doctors Help* and prepositional phrases • present their book to the group	
Unit 7 *NONFICTION AND POETRY* *4 weeks*	• *A House Spider's Life* • *A Butterfly's Life Cycle* • *An Elephant Grows Up* • *A Turtle's Life Cycle*	**Words** *escape*, *hatch*, *prefer*, *woodlands* **Word-learning skills** • use action words and verbs • use nouns and noun phrases	• orally recount nonfiction texts in order, using vocabulary and language from the texts	• modify and expand simple sentences with descriptive details • combine simple sentences into compound and complex sentences • use conjunctions (because, so, and, but, while)	• jointly construct a class version of *A Spider's Life*, using important information and verb phrases from the book • craft their own books about spiders, using important information and verb phrases from *A Spider's Life* • present their books to the group • jointly construct a class text about elephants, using important information from the first part of *An Elephant Grows Up* and conjunctions • craft their own books about elephants, using important information and language from the second part of *An Elephant Grows Up* and conjunctions • present their books to the group	• Move Like Spiders • Dramatic Play
Unit 8 *NONFICTION, FICTION, AND POETRY* *5 weeks*	• *Seeds* • *Throw Your Tooth on the Roof* • *Dialogic Reading Routine, Session 2* • *An Elephant Grows Up* • *Julius*	**Words** *float*, *custom*, *request*, *generation*, *sensitive*, *imitation* **Word-learning skills** • use action words and verbs • use nouns and noun phrases • use adjectives and describing words	• orally retell texts in order, using vocabulary and language from the texts • orally recount nonfiction texts in order, using vocabulary and language from the texts	• use prepositions (inside, in, under, by, with) • combine simple sentences into compound and complex sentences • use conjunctions (because, so, and, but) • use connecting words (first, then, next, after that, soon, finally)	• jointly construct a class text about elephants, using important information from the second part of *An Elephant Grows Up* and conjunctions • craft their own books about elephants, using important information and language from the second part of *An Elephant Grows Up* and conjunctions • present their books to the group	• Sing a Song About Plants • Create a Tooth Traditions Mural • Chanting a Poem

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SMALL-GROUP COMPREHENSION

Scope and Sequence

Grade 1

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Small-Group Comprehension, Grade 1

Text	Instructional Focus	Lesson			
Chameleon! Expository nonfiction ■ Lexile®: 390L	**Fluency:** • Paying Attention to Punctuation **Syntax:** • Expanding Sentences	**Day 1:** Reading a Nonfiction Book	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently **Assessment:** Group Assessment	**Day 4:** Expanding Sentences
Not Norman: A Goldfish Story Fiction ■ Lexile®: 460L	**Fluency:** • Paying Attention to Characters' Feelings • Paying Attention to Punctuation **Syntax:** • Combining Sentences	**Day 1:** Reading a Fiction Book	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently **Assessment:** Group Assessment	**Day 4:** Combining Sentences
"A Small Stall" from *Cowgirl Kate and Cocoa: Horse in the House* Fiction: chapter book ■ Lexile®: 470L	**Fluency:** • Paying Attention to Characters' Feelings • Reading for Listeners **Syntax:** • Sorting Words by Function	**Day 1:** Reading a Fiction Book	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently **Assessment:** Group Assessment	**Day 4:** Introducing Readers' Theater
		Day 5: Rehearsing Readers' Theater	**Day 6:** Performing Readers' Theater **Assessment:** Group Assessment	**Day 7:** Sorting Words by Function	
Puffin Peter Fiction ■ Lexile®: 250L ■ ATOS: 1.8	**Comprehension:** • Sequencing and Retelling **Syntax:** • Combining Sentences	**Day 1:** Reading a Fiction Book	**Day 2:** Retelling a Story **Assessment:** Group Assessment	**Day 3:** Retelling a Story	**Day 4:** Combining Sentences
Aggie Gets Lost Fiction: chapter book ■ Lexile®: 320L	**Comprehension:** • Sequencing and Retelling **Syntax:** • Expanding Sentences	**Day 1:** Reading and Retelling	**Day 2:** Reading and Retelling	**Day 3: R**etelling a Story **Assessment:** Group Assessment	**Day 4:** Expanding Sentences

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Small-Group Comprehension, Grade 1

Text	Instructional Focus	Lesson			
Iris and Walter and Cousin Howie Fiction: chapter book ■ Lexile®: 340L	**Comprehension:** • Making Text-to-Self Connections **Syntax:** • Sorting Words by Function	**Day 1:** Making Text-to-Self Connections	**Day 2:** Making Text-to-Self Connections	**Day 3:** Making Text-to-Self Connections **Assessment:** *Group Assessment*	**Day 4:** Sorting Words by Function
Elephant Expository nonfiction ■ Lexile®: 350L	**Comprehension:** • Using Text Features **Syntax:** • Completing Sentences	**Day 1:** Using Text Features	**Day 2:** Reading a Nonfiction Book and Using Text Features	**Day 3:** Reading a Nonfiction Book and Using Text Features **Assessment:** Group Assessment	**Day 4:** Completing Sentences
Earth Expository nonfiction ■ Lexile®: 380L	**Comprehension:** • Determining Topic • Using Text Features **Syntax:** • Combining Sentences	**Day 1:** Exploring Topic and Using Text Features	**Day 2:** Identifying Information About a Topic **Assessment:** Group Assessment	**Day 3:** Identifying Information About a Topic and Determining Topic	**Day 4:** Combining Sentences
Leon and Bob Fiction ■ Lexile®: 400L	**Comprehension:** Wondering Making and Supporting Predictions **Syntax:** Combining Sentences	**Day 1:** Wondering and Making Predictions	**Day 2:** Wondering and Discussing Predictions	**Day 3:** Wondering **Assessment:** Group Assessment	**Day 4:** Combining Sentences
Jellyfish Expository nonfiction ■ Lexile®: 420L	**Word Analysis:** • Analyzing Polysyllabic Words **Comprehension:** • Using Text Features • Making Text-to-Text Connections **Syntax:** • Expanding Sentences	**Day 1:** Reading a Nonfiction Book and Using Text Features	**Day 2:** Analyzing Polysyllabic Words **Assessment:** Group Assessment	**Day 3:** Analyzing Polysyllabic Words	**Day 4:** Expanding Sentences

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Small-Group Comprehension, Grade 1

Text	Instructional Focus	Lesson			
Jellies: The Life of Jellyfish Expository nonfiction ■ Lexile®: N/A	**Comprehension:** • Making Text-to-Text Connections **Syntax:** • Using Action Verbs	**Day 1:** Rereading a Nonfiction Book and Identifying Information Learned	**Day 2:** Reading a Nonfiction Book and Making Text-to-Text Connections	**Day 3:** Reading a Nonfiction Book and Making Text-to-Text Connections **Assessment:** Group Assessment	**Day 4:** Using Action Verbs
Ruby Bridges Goes to School Memoir ■ Lexile®: 470L	**Comprehension:** • Wondering **Syntax:** • Expanding Sentences	**Day 1:** Wondering	**Day 2:** Wondering	**Day 3:** Wondering **Assessment:** Group Assessment	**Day 4:** Expanding Sentences
Mice Expository nonfiction ■ Lexile®: 510L	**Comprehension:** • Determining Topic • Using Text Features **Syntax:** • Completing Sentences	**Day 1: Using Text Features and Determining Topic**	**Day 2: Determining Topic**	**Day 3:** Determining Topic and Using Text Features **Assessment:** *Group Assessment*	**Day 4:** Completing Sentences
"The Greatest Invention," "The Vacuum Cleaner's Revenge," and "Staying Overnight" Poetry ■ Lexile®: N/A	**Comprehension:** • Exploring Elements of Poetry • Determining Theme **Syntax:** • Using First- and Third-Person	**Day 1:** Exploring Elements of Poetry "The Greatest Invention"	**Day 2:** Exploring Elements of Poetry "The Vacuum Cleaner's Revenge"	**Day 3:** Exploring Elements of Poetry "Staying Overnight" **Assessment:** Group Assessment	**Day 4:** Using First- and Third-Person "The Vacuum Cleaner's Revenge"
Koalas Expository nonfiction ■ Lexile®: 500L	**Self-Monitoring and Self-Correcting** **Comprehension:** • Using Text Features **Syntax:** • Combining Sentences	**Day 1:** Reading a Nonfiction Book	**Day 2:** Self-Monitoring and Self-Correcting	**Day 3:** Self-Monitoring and Self-Correcting **Assessment:** Group Assessment	**Day 4:** Combining Sentences
"Under the Ground," "Accidentally," and "I Wouldn't" Poetry ■ Lexile®: N/A	**Generating Independent Thinking:** • Sharing and Supporting Opinions **Syntax:** • Using Nouns, Action Verbs, and Adjectives	**Day 1:** Sharing and Supporting Opinions "Under the Ground"	**Day 2:** Sharing and Supporting Opinions "Accidentally"	**Day 3:** Sharing and Supporting Opinions "I Wouldn't" **Assessment:** Group Assessment	**Day 4:** Using Nouns, Verbs, and Adjectives "Under the Ground"

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Small-Group Comprehension, Grade 1

Text	Instructional Focus	Lesson			
Jamaica's Find Fiction ■ Lexile®: 460L	**Generating Independent Thinking:** • Responding to Literature **Syntax:** • Sorting Words by Function	**Day 1:** Responding to Literature	**Day 2:** Responding to Literature	**Day 3:** Responding to Literature **Assessment:** Group Assessment	**Day 4:** Sorting Words by Function
Upstairs Mouse, Downstairs Mole Fiction: chapter book ■ Lexile®: 510L	**Generating Independent Thinking:** • Responding to Literature **Syntax:** • Expanding Sentences	**Day 1:** Responding to Literature	**Day 2:** Responding to Literature	**Day 3:** Responding to Literature **Assessment:** Group Assessment	**Day 4:** Expanding Sentences

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