



Being a Reader™

EXPANDED SECOND EDITION

Scope and Sequence

Grade 1

| Unit | Texts | Comprehension | Vocabulary | Handwriting | Social Skills | Assessments |
|--|--|--|--|---|---|---|
| Unit 1 FICTION, NONFICTION, AND POETRY | <ul style="list-style-type: none"> • <i>This Is the Way We Go to School</i> • “New Friends” • <i>Alma and How She Got Her Name</i> • “Willaby Wallaby Woo” • <i>Places in My Neighborhood</i> • <i>Flower Garden</i> • <i>It’s Mine!</i> • <i>Seven Blind Mice</i> | <p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • making text-to-self connections • retelling • discuss the story’s message <p>Language Development</p> <ul style="list-style-type: none"> • learn and sing songs • review high-frequency words • identify rhyming words • echo and chorally read poems, songs, books, and chants • concepts of print | <p>Words</p> <p><i>pedestrian, passenger, eager, assortment, quarrel, rumble, tremble, peaceful</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • discuss synonyms • discuss the suffix <i>-ful</i> | <ul style="list-style-type: none"> • Hand-Strengthening Activities • Stretches, Posture, and Gross-Motor Movement | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • <i>Matthew and Tilly</i> • “Make New Friends” • <i>McDuff and the Baby</i> • <i>Over in the Meadow: A Counting Rhyme</i> • <i>Chrysanthemum</i> • “Bippity Boppity Bumblebee” • “Kitty Caught a Caterpillar” | <p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • 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 <p>Language Development</p> <ul style="list-style-type: none"> • 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 | <p>Words</p> <p><i>accuse, crabby, stomp, wonder, arrive, admire, squint, indulge, miserable, possession, humorous, beam</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • discuss the suffix <i>-er</i> • review synonyms • discuss shades of meaning • review the suffix <i>-er</i> • discuss the inflectional ending <i>-ing</i> • review shades of meaning • discuss words with multiple meanings | <ul style="list-style-type: none"> • Introduce Pencil Grip • Introduce Wipe-Off Boards • Introduce Handwriting Notebooks | <ul style="list-style-type: none"> • listen respectfully • participate responsibly • take turns talking • listen carefully • respond in caring ways • take turns talking and listening | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • <i>The Stray Dog</i> • “My Dog’s First Poem” • <i>An Extraordinary Egg</i> • Big Book Review • <i>Fritz and the Beautiful Horses</i> • Poetry Review | <p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • 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 <p>Language Development</p> <ul style="list-style-type: none"> • 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 | <p>Words</p> <p><i>revisit, ecstatic, pursue, convince, ordinary, extraordinary, accurate, inaccurate, splendid, glossy, stumble, dependable</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • discuss the prefix <i>re-</i> • review shades of meaning • discuss antonyms • discuss the prefix <i>in-</i> • review antonyms • discuss the suffix <i>-y</i> • review the inflectional ending <i>-ing</i> | <ul style="list-style-type: none"> • Letters <i>c, o,</i> and <i>s</i> • Letters <i>l, t,</i> and <i>i</i> | <ul style="list-style-type: none"> • handle materials responsibly • speak clearly • listen respectfully • participate responsibly • work responsibly • work and participate responsibly • share partners’ thinking • work responsibly in pairs | <ul style="list-style-type: none"> • 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) |

| Unit | Texts | Comprehension | Vocabulary | Handwriting | Social Skills | Assessments |
|---|--|---|--|--|---|---|
| Unit 4 POETRY AND NONFICTION | <ul style="list-style-type: none"> • “Sliding Board” • “School Bus” • <i>Sheep Out to Eat</i> • “Hippopotamus Stew” • “In a Winter Meadow” • <i>When Winter Comes</i> • <i>The Snowy Day</i> • “Listen” | Reading Skills and Strategies <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <i>glide, thrilling, commute, stuffed, appetite, chomp, commotion, pout, scurry, dart, wilt, wander, frigid, heaping, firm, adventure</i> Word-learning skills <ul style="list-style-type: none"> • review the suffix <i>-er</i> • discuss the inflectional ending <i>-s</i> • discuss the inflectional ending <i>-ed</i> • review shades of meaning | <ul style="list-style-type: none"> • Letters <i>u, v, and w</i> • Letters <i>a, d, and g</i> • Letters Punctuation: (? and !) and Sentences | <ul style="list-style-type: none"> • work responsibly • learn procedures • use “Think, Pair, Share” • participate responsibly • listen carefully • share their partners’ thinking • act in caring ways • share partners’ thinking | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • <i>The Frog Who Wanted to See the Sea</i> • <i>One Duck Stuck</i> • <i>The Story of Jumping Mouse</i> • “Mice” • <i>Biblioburro</i> • “When You Can Read” • <i>Lion on the Inside</i> • <i>The Frog Who Wanted to See the Sea, The Story of Jumping Mouse, Biblioburro, and Lion on the Inside</i> • <i>No Two Alike</i> | Reading Skills and Strategies <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <i>zip, vanish, unseen, terrified, exhausted, great, generous, reappear, remote, enrich, inconvenient, convenient, lunge, earn, train, persuade</i> Word-learning skills <ul style="list-style-type: none"> • review words with multiple meanings • review the inflectional ending <i>-s</i> • discuss the inflectional ending <i>-es</i> • discuss the prefix <i>un-</i> • review antonyms • use context to determine word meanings • review using context to determine word meanings • review the prefix <i>re-</i> • review the inflectional ending <i>-es</i> • review the prefix <i>in-</i> • review the inflectional ending <i>-ed</i> • review synonyms | <ul style="list-style-type: none"> • Letters <i>e, f, and q</i> • Letters <i>r, n, and m</i> • Letters <i>h, b, and p</i> | <ul style="list-style-type: none"> • share and explain thinking • work responsibly • share partners’ thinking • participate responsibly • listen respectfully and respond in caring ways | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • <i>Doctors Help</i> • Big Book Review • <i>A Day in the Life of a Garbage Collector</i> • “Trash Collectors” from People Who Help • <i>A Day in the Life of a Garbage Collector and “Trash Collectors”</i> • Poetry Review | Reading Skills and Strategies <ul style="list-style-type: none"> • 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 <i>healthy, unhealthy, patient, prevent, collect, inspect, dump, landfill, construct, architect, excavate, operate</i> Word-learning skills <ul style="list-style-type: none"> • review suffix <i>-y</i> and prefix <i>un-</i> | <ul style="list-style-type: none"> • Letters <i>j</i> and <i>y</i> • Letters <i>x, z, and k</i> | <ul style="list-style-type: none"> • act in caring ways • participate responsibly • share partners’ thinking • participate in partner work and class discussion • work responsibly • reflect on partner work | <ul style="list-style-type: none"> • 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) |

| Unit | Texts | Comprehension | Vocabulary | Handwriting | Social Skills | Assessments |
|--|---|---|---|--|--|---|
| | <ul style="list-style-type: none"> • <i>Construction Workers Help</i> • “Bulldozer” | <ul style="list-style-type: none"> • write about and share connections to strengthen understanding of a topic • self-monitor to check for accuracy and understanding <p>Language Development</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | | | <ul style="list-style-type: none"> • D-ELD Unit 6 Observation Record (daily throughout the unit) • D-ELD Unit 6 End-of-Unit Assessment (Week 3) |
| <p>Unit 7 NONFICTION AND POETRY</p> | <ul style="list-style-type: none"> • <i>A House Spider’s Life</i> • <i>Bugs for Lunch</i> • <i>A Butterfly’s Life Cycle</i> • “From Egg to Butterfly” • “Caterpillars” • <i>An Elephant Grows Up</i> • <i>A Pig Is Big</i> • <i>A Turtle’s Life Cycle</i> • <i>A House Spider’s Life, A Butterfly’s Life Cycle, An Elephant Grows Up, and A Turtle’s Life Cycle</i> • “The Little Turtle” | <p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • 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 <p>Language Development</p> <ul style="list-style-type: none"> • 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 | <p>Words</p> <p><i>multiple, risky, locate, munch, cycle, hover, migrate, journey, popular, gather, vegetation, remain, inactive, hibernate, restart, snap</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Letters c, o, and s • Letters i, l, and t | <ul style="list-style-type: none"> • share partners’ thinking • work responsibly • share and explain thinking • participate responsibly • contribute different ideas • repeat what classmates say • listen carefully | <ul style="list-style-type: none"> • 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) |
| <p>Unit 8 NONFICTION, FICTION, AND POETRY</p> | <ul style="list-style-type: none"> • <i>Seeds</i> • <i>Up, Down, and Around</i> • <i>Throw Your Tooth on the Roof</i> • “My Loose Tooth” • <i>An Elephant Grows Up</i> • <i>The Napping House</i> • <i>Teacher-Selected Website</i> • Big Book Review • <i>Julius</i> • Poetry Review | <p>Reading Skills and Strategies</p> <ul style="list-style-type: none"> • 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 | <p>Words</p> <p><i>source, develop, scatter, flourish, replace, gleam, favor, interview, essential, inessential, stage, restless, knowledge, research, credible, compare, slurp, odd, untidy, tidy</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • review words with multiple meanings • review the inflectional ending -ing • review synonyms • review the prefix in- • review the prefix un- • review antonyms | <ul style="list-style-type: none"> • Review and Practice | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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) |

| Unit | Texts | Comprehension | Vocabulary | Handwriting | Social Skills | Assessments |
|------|-------|---|------------|-------------|---------------|-------------|
| | | <ul style="list-style-type: none"> • self-monitor to check for accuracy and understanding <p>Language Development</p> <ul style="list-style-type: none"> • 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 | | | | |



Being a Reader™

EXPANDED SECOND EDITION

DESIGNATED ENGLISH LANGUAGE DEVELOPMENT

Scope and Sequence

Grade 1

| Unit | Interactive Reading | Vocabulary Building | Oral Retelling / Recounting | Language Analysis | Collaborative Writing | Creative Expression |
|---|---|--|--|--|--|---|
| Unit 1 FICTION, NONFICTION, AND POETRY 4 weeks | <ul style="list-style-type: none"> <i>This Is the Way We Go to School</i> <i>Alma and How She Got Her Name</i> <i>Places in My Neighborhood</i> <i>Seven Blind Mice</i> | <p>Words <i>welcome, decide, purpose, argue</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> use action words and verbs use nouns and noun phrases | <ul style="list-style-type: none"> orally retell texts in order, using vocabulary and language from the texts | <ul style="list-style-type: none"> modify and expand simple sentences with descriptive details use connecting words (first, then, next, after that, soon, finally) | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Sing “Wheels on the Bus” Dramatize Rhyming Lines Dramatize Dialogue Sing About and Move Like Elephants |
| Unit 2 FICTION AND POETRY 3 weeks | <ul style="list-style-type: none"> <i>Matthew and Tilly</i> <i>McDuff and the Baby</i> <i>Chrysanthemum</i> | <p>Words <i>apart, interrupt, appreciate</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> use antonyms use action words and verbs | <ul style="list-style-type: none"> orally retell texts in order, using vocabulary and language from the texts | <ul style="list-style-type: none"> use connecting words (first, then, next, after that, soon, finally) | <ul style="list-style-type: none"> jointly construct a class version of <i>McDuff and the Baby</i> that tells the events of the story in order, using connecting words and language from the story craft their own versions of <i>McDuff and the Baby</i> that tell the events of the story in order, using connecting words and language from the story present their books to the group | <ul style="list-style-type: none"> Sing About Friendship Dramatic Play |
| Unit 3 FICTION 3 weeks | <ul style="list-style-type: none"> <i>The Stray Dog</i> <i>An Extraordinary Egg</i> <i>Fritz and the Beautiful Horses</i> | <p>Words <i>belong, astonished, reluctant</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> use action words and verbs use adjectives and describing words discuss shades of meaning | <ul style="list-style-type: none"> orally retell texts in order, using vocabulary and language from the texts | <ul style="list-style-type: none"> modify and expand simple sentences with descriptive details use connecting words (first, then, next, after that, soon, finally) | <ul style="list-style-type: none"> jointly construct a class version of <i>An Extraordinary Egg</i> that tells the events of the story in order, using connecting words and language from the story craft their own versions of <i>An Extraordinary Egg</i> that tell the events of the story in order, using connecting words and language from the story present their books to the group | <ul style="list-style-type: none"> Sing About Pets Move Like Horses |
| Unit 4 4 weeks | <ul style="list-style-type: none"> “School Bus” <i>Sheep Out to Eat</i> “In a Winter Meadow” <i>The Snowy Day</i> | <p>Words <i>packed, transport, stare, meadow, bound, pretend</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> use action words and verbs use nouns and noun phrases | <ul style="list-style-type: none"> orally retell texts in order, using vocabulary and language from the texts | <ul style="list-style-type: none"> modify and expand simple sentences with descriptive details use connecting words (first, then, next, after that, soon, finally) | <ul style="list-style-type: none"> jointly construct a class version of <i>Sheep Out to Eat</i> that tells the events of the story in order, using doing verbs and language from the story craft their own versions of <i>Sheep Out to Eat</i> that tell the events of the story in order, using doing verbs and language from the story present their books to the group | <ul style="list-style-type: none"> Dramatic Play Act Like the Sheep Sing a Song About the Seasons |
| Unit 5 FICTION AND NONFICTION 4 weeks | <ul style="list-style-type: none"> <i>The Frog Who Wanted to See the Sea</i> <i>The Story of Jumping Mouse</i> <i>Biblioburro</i> <i>Lion on the Inside</i> | <p>Words <i>beyond, perilous, borrow, charge</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> use antonyms use action words and verbs use adjectives and describing words | <ul style="list-style-type: none"> orally retell texts in order, using vocabulary and language from the texts | <ul style="list-style-type: none"> modify and expand simple sentences with descriptive details use connecting words (first, then, next, after that, soon, finally) | <ul style="list-style-type: none"> jointly construct a class version of <i>Biblioburro</i> that tells the events of the story in order, using connecting words and language from the story craft their own versions of <i>Biblioburro</i> that tell the events of the story in order, using connecting words and language from the story present their books to the group | <ul style="list-style-type: none"> Sing About Alice the Frog Dramatic Play |
| Unit 6 COMMUNITY HELPERS 3 weeks | <ul style="list-style-type: none"> <i>Doctors Help</i> “Trash Collectors” from <i>People Who Help</i> <i>Construction Workers Help</i> | <p>Words <i>assist, sort, container, measure</i></p> | <ul style="list-style-type: none"> orally recount nonfiction texts in order, using vocabulary and language from the texts | <ul style="list-style-type: none"> use prepositions (above, behind, below, in, on, under) combine simple sentences into compound and complex sentences | <ul style="list-style-type: none"> jointly construct a class version of <i>Doctors Help</i> using important information and language from the book and prepositional phrases | <ul style="list-style-type: none"> Sing a Song About Recycling |

| Unit | Interactive Reading | Vocabulary Building | Oral Retelling / Recounting | Language Analysis | Collaborative Writing | Creative Expression |
|--|---|--|--|---|---|--|
| | | <p>Word-learning skills</p> <ul style="list-style-type: none"> • use action words and verbs • use nouns and noun phrases | | | <ul style="list-style-type: none"> • craft their own books about doctors, using important information and language from <i>Doctors Help</i> and prepositional phrases • present their book to the group | |
| <p>Unit 7 NONFICTION AND POETRY 4 weeks</p> | <ul style="list-style-type: none"> • <i>A House Spider's Life</i> • <i>A Butterfly's Life Cycle</i> • <i>An Elephant Grows Up</i> • <i>A Turtle's Life Cycle</i> | <p>Words <i>escape, hatch, prefer, woodlands</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use action words and verbs • use nouns and noun phrases | <ul style="list-style-type: none"> • orally recount nonfiction texts in order, using vocabulary and language from the texts | <ul style="list-style-type: none"> • modify and expand simple sentences with descriptive details • combine simple sentences into compound and complex sentences • use conjunctions (because, so, and, but, while) | <ul style="list-style-type: none"> • jointly construct a class version of <i>A Spider's Life</i>, using important information and verb phrases from the book • craft their own books about spiders, using important information and verb phrases from <i>A Spider's Life</i> • present their books to the group • jointly construct a class text about elephants, using important information from the first part of <i>An Elephant Grows Up</i> and conjunctions • craft their own books about elephants, using important information and language from the second part of <i>An Elephant Grows Up</i> and conjunctions • present their books to the group | <ul style="list-style-type: none"> • Move Like Spiders • Dramatic Play |
| <p>Unit 8 NONFICTION, FICTION, AND POETRY 5 weeks</p> | <ul style="list-style-type: none"> • <i>Seeds</i> • <i>Throw Your Tooth on the Roof</i> • <i>Dialogic Reading Routine, Session 2</i> • <i>An Elephant Grows Up</i> • <i>Julius</i> | <p>Words <i>float, custom, request, generation, sensitive, imitation</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use action words and verbs • use nouns and noun phrases • use adjectives and describing words | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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) | <ul style="list-style-type: none"> • jointly construct a class text about elephants, using important information from the second part of <i>An Elephant Grows Up</i> and conjunctions • craft their own books about elephants, using important information and language from the second part of <i>An Elephant Grows Up</i> and conjunctions • present their books to the group | <ul style="list-style-type: none"> • Sing a Song About Plants • Create a Tooth Traditions Mural • Chanting a Poem |



Being a Reader™

EXPANDED SECOND EDITION

SMALL-GROUP COMPREHENSION

Scope and Sequence

Grade 1

Small-Group Comprehension, Grade 1

| Text | Instructional Focus | Lesson | | | |
|--|--|--|---|---|---|
| <p><i>Chameleon!</i> Expository nonfiction ■ Lexile®: 390L</p> | <p>Fluency:</p> <ul style="list-style-type: none"> • Paying Attention to Punctuation <p>Syntax:</p> <ul style="list-style-type: none"> • Expanding Sentences | <p>Day 1: Reading a Nonfiction Book</p> | <p>Day 2: Reading Fluently</p> | <p>Day 3: Reading Fluently</p> <p>Assessment: Group Assessment</p> | <p>Day 4: Expanding Sentences</p> |
| <p><i>Not Norman: A Goldfish Story</i> Fiction ■ Lexile®: 460L</p> | <p>Fluency:</p> <ul style="list-style-type: none"> • Paying Attention to Characters' Feelings • Paying Attention to Punctuation <p>Syntax:</p> <ul style="list-style-type: none"> • Combining Sentences | <p>Day 1: Reading a Fiction Book</p> | <p>Day 2: Reading Fluently</p> | <p>Day 3: Reading Fluently</p> <p>Assessment: Group Assessment</p> | <p>Day 4: Combining Sentences</p> |
| <p>"A Small Stall" from <i>Cowgirl Kate and Cocoa: Horse in the House</i> Fiction: chapter book ■ Lexile®: 470L</p> | <p>Fluency:</p> <ul style="list-style-type: none"> • Paying Attention to Characters' Feelings • Reading for Listeners <p>Syntax:</p> <ul style="list-style-type: none"> • Sorting Words by Function | <p>Day 1: Reading a Fiction Book</p> | <p>Day 2: Reading Fluently</p> | <p>Day 3: Reading Fluently</p> <p>Assessment: Group Assessment</p> | <p>Day 4: Introducing Readers' Theater</p> |
| <p><i>Puffin Peter</i> Fiction ■ Lexile®: 250L ■ ATOS: 1.8</p> | <p>Comprehension:</p> <ul style="list-style-type: none"> • Sequencing and Retelling <p>Syntax:</p> <ul style="list-style-type: none"> • Combining Sentences | <p>Day 1: Reading a Fiction Book</p> | <p>Day 2: Retelling a Story</p> <p>Assessment: Group Assessment</p> | <p>Day 3: Retelling a Story</p> | <p>Day 4: Combining Sentences</p> |
| <p><i>Aggie Gets Lost</i> Fiction: chapter book ■ Lexile®: 320L</p> | <p>Comprehension:</p> <ul style="list-style-type: none"> • Sequencing and Retelling <p>Syntax:</p> <ul style="list-style-type: none"> • Expanding Sentences | <p>Day 1: Reading and Retelling</p> | <p>Day 2: Reading and Retelling</p> | <p>Day 3: Retelling a Story</p> <p>Assessment: Group Assessment</p> | <p>Day 4: Expanding Sentences</p> |

Small-Group Comprehension, Grade 1

| Text | Instructional Focus | Lesson | | | |
|---|---|--|---|---|--|
| <p><i>Iris and Walter and Cousin Howie</i> Fiction: chapter book ■ Lexile®: 340L</p> | <p>Comprehension:</p> <ul style="list-style-type: none"> Making Text-to-Self Connections <p>Syntax:</p> <ul style="list-style-type: none"> Sorting Words by Function | <p>Day 1: Making Text-to-Self Connections</p> | <p>Day 2: Making Text-to-Self Connections</p> | <p>Day 3: Making Text-to-Self Connections</p> <p>Assessment: <i>Group Assessment</i></p> | <p>Day 4: Sorting Words by Function</p> |
| <p><i>Elephant</i> Expository nonfiction ■ Lexile®: 350L</p> | <p>Comprehension:</p> <ul style="list-style-type: none"> Using Text Features <p>Syntax:</p> <ul style="list-style-type: none"> Completing Sentences | <p>Day 1: Using Text Features</p> | <p>Day 2: Reading a Nonfiction Book and Using Text Features</p> | <p>Day 3: Reading a Nonfiction Book and Using Text Features</p> <p>Assessment: Group Assessment</p> | <p>Day 4: Completing Sentences</p> |
| <p><i>Earth</i> Expository nonfiction ■ Lexile®: 380L</p> | <p>Comprehension:</p> <ul style="list-style-type: none"> Determining Topic Using Text Features <p>Syntax:</p> <ul style="list-style-type: none"> Combining Sentences | <p>Day 1: Exploring Topic and Using Text Features</p> | <p>Day 2: Identifying Information About a Topic</p> <p>Assessment: Group Assessment</p> | <p>Day 3: Identifying Information About a Topic and Determining Topic</p> | <p>Day 4: Combining Sentences</p> |
| <p><i>Leon and Bob</i> Fiction ■ Lexile®: 400L</p> | <p>Comprehension: Wondering Making and Supporting Predictions</p> <p>Syntax: Combining Sentences</p> | <p>Day 1: Wondering and Making Predictions</p> | <p>Day 2: Wondering and Discussing Predictions</p> | <p>Day 3: Wondering</p> <p>Assessment: Group Assessment</p> | <p>Day 4: Combining Sentences</p> |
| <p><i>Jellyfish</i> Expository nonfiction ■ Lexile®: 420L</p> | <p>Word Analysis:</p> <ul style="list-style-type: none"> Analyzing Polysyllabic Words <p>Comprehension:</p> <ul style="list-style-type: none"> Using Text Features Making Text-to-Text Connections <p>Syntax:</p> <ul style="list-style-type: none"> Expanding Sentences | <p>Day 1: Reading a Nonfiction Book and Using Text Features</p> | <p>Day 2: Analyzing Polysyllabic Words</p> <p>Assessment: Group Assessment</p> | <p>Day 3: Analyzing Polysyllabic Words</p> | <p>Day 4: Expanding Sentences</p> |

Small-Group Comprehension, Grade 1

| Text | Instructional Focus | Lesson | | | |
|---|--|--|--|--|---|
| <p><i>Jellies: The Life of Jellyfish</i> Expository nonfiction ■ Lexile®: N/A</p> | <p>Comprehension:</p> <ul style="list-style-type: none"> Making Text-to-Text Connections <p>Syntax:</p> <ul style="list-style-type: none"> Using Action Verbs | <p>Day 1: Rereading a Nonfiction Book and Identifying Information Learned</p> | <p>Day 2: Reading a Nonfiction Book and Making Text-to-Text Connections</p> | <p>Day 3: Reading a Nonfiction Book and Making Text-to-Text Connections Assessment: Group Assessment</p> | <p>Day 4: Using Action Verbs</p> |
| <p><i>Ruby Bridges Goes to School</i> Memoir ■ Lexile®: 470L</p> | <p>Comprehension:</p> <ul style="list-style-type: none"> Wondering <p>Syntax:</p> <ul style="list-style-type: none"> Expanding Sentences | <p>Day 1: Wondering</p> | <p>Day 2: Wondering</p> | <p>Day 3: Wondering Assessment: Group Assessment</p> | <p>Day 4: Expanding Sentences</p> |
| <p><i>Mice</i> Expository nonfiction ■ Lexile®: 510L</p> | <p>Comprehension:</p> <ul style="list-style-type: none"> Determining Topic Using Text Features <p>Syntax:</p> <ul style="list-style-type: none"> Completing Sentences | <p>Day 1: Using Text Features and Determining Topic</p> | <p>Day 2: Determining Topic</p> | <p>Day 3: Determining Topic and Using Text Features Assessment: Group Assessment</p> | <p>Day 4: Completing Sentences</p> |
| <p>“The Greatest Invention,” “The Vacuum Cleaner’s Revenge,” and “Staying Overnight” Poetry ■ Lexile®: N/A</p> | <p>Comprehension:</p> <ul style="list-style-type: none"> Exploring Elements of Poetry Determining Theme <p>Syntax:</p> <ul style="list-style-type: none"> Using First- and Third-Person | <p>Day 1: Exploring Elements of Poetry “The Greatest Invention”</p> | <p>Day 2: Exploring Elements of Poetry “The Vacuum Cleaner’s Revenge”</p> | <p>Day 3: Exploring Elements of Poetry “Staying Overnight” Assessment: Group Assessment</p> | <p>Day 4: Using First- and Third-Person “The Vacuum Cleaner’s Revenge”</p> |
| <p><i>Koalas</i> Expository nonfiction ■ Lexile®: 500L</p> | <p>Self-Monitoring and Self-Correcting Comprehension:</p> <ul style="list-style-type: none"> Using Text Features <p>Syntax:</p> <ul style="list-style-type: none"> Combining Sentences | <p>Day 1: Reading a Nonfiction Book</p> | <p>Day 2: Self-Monitoring and Self-Correcting</p> | <p>Day 3: Self-Monitoring and Self-Correcting Assessment: Group Assessment</p> | <p>Day 4: Combining Sentences</p> |
| <p>“Under the Ground,” “Accidentally,” and “I Wouldn’t” Poetry ■ Lexile®: N/A</p> | <p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> Sharing and Supporting Opinions <p>Syntax:</p> <ul style="list-style-type: none"> Using Nouns, Action Verbs, and Adjectives | <p>Day 1: Sharing and Supporting Opinions “Under the Ground”</p> | <p>Day 2: Sharing and Supporting Opinions “Accidentally”</p> | <p>Day 3: Sharing and Supporting Opinions “I Wouldn’t” Assessment: Group Assessment</p> | <p>Day 4: Using Nouns, Verbs, and Adjectives “Under the Ground”</p> |

Small-Group Comprehension, Grade 1

| Text | Instructional Focus | Lesson | | | |
|--|---|---|---|--|--|
| <p><i>Jamaica's Find</i> Fiction ■ Lexile®: 460L</p> | <p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> • Responding to Literature <p>Syntax:</p> <ul style="list-style-type: none"> • Sorting Words by Function | <p>Day 1: Responding to Literature</p> | <p>Day 2: Responding to Literature</p> | <p>Day 3: Responding to Literature</p> <p>Assessment: Group Assessment</p> | <p>Day 4: Sorting Words by Function</p> |
| <p><i>Upstairs Mouse, Downstairs Mole</i> Fiction: chapter book ■ Lexile®: 510L</p> | <p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> • Responding to Literature <p>Syntax:</p> <ul style="list-style-type: none"> • Expanding Sentences | <p>Day 1: Responding to Literature</p> | <p>Day 2: Responding to Literature</p> | <p>Day 3: Responding to Literature</p> <p>Assessment: Group Assessment</p> | <p>Day 4: Expanding Sentences</p> |