

**Reading Series 1**  
**Pacing Guide**  
**“Gull Talk” Poem**

**DAY 1**

Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction</b>	<b>“Gull Talk” Poem Close Reading Guide (Day 1)</b>
30	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 1 Close Reading Purpose Statements</li> </ul>
	Explore the Title and Illustrations Conduct a Teacher Read	<ul style="list-style-type: none"> <li>• Teacher and student copies of the “Gull Talk” Poem</li> </ul>
	Record What the Poem is About	<ul style="list-style-type: none"> <li>• Teacher paper</li> <li>• Teacher pencil</li> </ul>
	<b>Foundational Skills Instruction</b>	<b>“Gull Talk” Poem Foundational Skills Guide (Day 1)</b>
50	Post Foundational Skills Purpose Statement	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Foundational Skills Purpose Statement</li> </ul>
	Auditory Picture Card Sort by Short and Long Vowel Sounds	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Teacher copy of Vowel Staircase</li> <li>• Auditory Picture Card Sort Letter Cards: o, a</li> <li>• Picture cards for long and short /o/ sounds               <ul style="list-style-type: none"> <li>- nose, snow, globe, boat, box, frog, clock, rock</li> </ul> </li> <li>• Picture cards for long and short /a/ sounds               <ul style="list-style-type: none"> <li>- rain, snail, snake, cake, cat, map, flag, mask</li> </ul> </li> </ul>
	Identifying Closed and Open Syllables	<ul style="list-style-type: none"> <li>• Teacher copy Open and Closed Syllable Checklist</li> <li>• Letter cards: g, o, t</li> </ul>
	Vowel Pattern Sort 1	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Vowel Pattern Sort 1 Chart</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• “Gull Talk” Poem Vowel Pattern Sort 1 Master Chart (spiral p. 24 – mark page with sticky note for easy reference)</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know.</li> <li>• Use the scaffold questions for “Examine What the Text Says” to help students arrive at a general understanding of what they have read and give them practice providing evidence.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 2**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b>“Gull Talk” Poem Foundational Skills Guide (Day 2)</b>
20	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart started on Day 1</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• “Gull Talk” Poem Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, continued</b>	<b>“Gull Talk” Poem Foundational Skills Guide (Day 2)</b>
10	Phoneme-Grapheme Mapping: Rabbit Word Strategy	<ul style="list-style-type: none"> <li>• Teacher and student copies of Rabbit Word Strategy sheet</li> <li>• “My Spelling Journal” p. 1 for teacher and students</li> <li>• Teacher and student pencils</li> <li>• Teacher and student red pencils or markers</li> </ul>
	<b>Close Reading Instruction</b>	<b>“Gull Talk” Poem Close Reading Guide (Day 2)</b>
20	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 2 Close Reading Purpose Statements</li> </ul>
	Conduct a Choral Read	<ul style="list-style-type: none"> <li>• Teacher and student copies of the “Gull Talk” Poem</li> </ul>
	<b>Close Reading Instruction, continued</b>	<b>“Gull Talk” Poem Close Reading Guide (Day 2)</b>
20	Examine What the Text Says Examine How the Text Works Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the “Gull Talk” Poem</li> </ul>
Time	Workshop	Materials
50	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know.</li> <li>• Use the scaffold questions for “Examine What the Text Says” to help students arrive at a general understanding of what they have read and give them practice providing evidence.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 3**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b>“Gull Talk” Poem Foundational Skills Guide (Day 3)</b>
20	Introduce Target Letter-Sound Correspondence: Review Schwa /ə/ Sound	<ul style="list-style-type: none"> <li>• Teacher wipe-off board &amp; marker</li> </ul>
	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart from Days 1 &amp; 2</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• “Gull Talk” Poem Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, continued</b>	<b>“Gull Talk” Poem Foundational Skills Guide (Day 3)</b>
10	Phoneme-Grapheme Mapping: Rabbit Word Strategy, <i>continued</i>	<ul style="list-style-type: none"> <li>• Teacher and student copies of Rabbit Word Strategy sheet</li> <li>• “My Spelling Journal” p. 1 (started on Day 2) for teacher and students</li> <li>• Teacher and student pencils</li> <li>• Teacher and student red pencils or markers</li> </ul>
	<b>Close Reading Instruction</b>	<b>“Gull Talk” Poem Close Reading Guide (Day 3)</b>
30	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 3 Close Reading Purpose Statements</li> </ul>
	Conduct a Choral Read	<ul style="list-style-type: none"> <li>• Teacher and student copies of the “Gull Talk” Poem</li> </ul>
	Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the “Gull Talk” Poem</li> </ul>
Time	Workshop	Materials
60	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know.</li> <li>• Use the scaffold questions for “Examine What the Text Says” to help students arrive at a general understanding of what they have read and give them practice providing evidence.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 4**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b>“Gull Talk” Poem Foundational Skills Guide (Day 4)</b>
25	Introduce Target Letter-Sound Correspondence: Review Schwa /ə/ Sound	<ul style="list-style-type: none"> <li>• Teacher wipe-off board &amp; marker</li> </ul>
	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart started on Days 1, 2, &amp; 3</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• “Gull Talk” Poem Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Close Reading Instruction</b>	<b>“Gull Talk” Poem Close Reading Guide (Day 4)</b>
25	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 4 Close Reading Purpose Statements</li> </ul>
	Conduct a Choral Read	<ul style="list-style-type: none"> <li>• Teacher and student copies of the “Gull Talk” Poem</li> </ul>
	Examine What the Text Says Examine How the Text Works Explore What the Text Means	<ul style="list-style-type: none"> <li>• Teacher and student copies of the “Gull Talk” Poem</li> <li>• “Record What the Poem Is About” responses from Day 1</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction, continued</b>	<b>“Gull Talk” Poem Foundational Skills Guide (Day 4)</b>
20	Connecting Spelling to Meaning	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Connecting Spelling to Meaning chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
50	<ul style="list-style-type: none"> <li>• You can add “Deliver Oral Reading Fluency Instruction” to you Day 4 Workshop, using the poem’s phrase-cued reading sheet located on p. 1 of the “Phrase-Cued Reading Journal.”</li> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know.</li> <li>• Use the scaffold questions for “Examine What the Text Says” to help students arrive at a general understanding of what they have read and give them practice providing evidence.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 5**

<b>Time</b>	<b>Whole Group (tables/desks)</b>	<b>Materials</b>
	<b>Close Reading Instruction, continued from Day 4</b>	<b>“Gull Talk” Poem Close Reading Guide (Day 4)</b>
10	Deliver Fluency Instruction	<ul style="list-style-type: none"> <li>• “Phrase-Cued Reading Journal” p. 1 for teacher and students</li> <li>• Teacher and student plastic spoons</li> </ul>
	<b>Reading Time</b>	<b>“Gull Talk” Poem</b>
10	Have students partner read or conduct a choral reread	<ul style="list-style-type: none"> <li>• Teacher and student copies of the “Gull Talk” Poem</li> </ul>
<b>Time</b>	<b>Whole Group (floor)</b>	<b>Materials</b>
	<b>Close Reading Instruction</b>	<b>“Gull Talk” Poem Close Reading Guide (Day 4)</b>
50	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 5 Close Reading Purpose Statements</li> </ul>
	Demonstrate Understanding -Examine Phrases for Meaning -Think About Illustrations -Construct a Pyramid Attribute Poem -Engage in a Poetry Performance	<ul style="list-style-type: none"> <li>• Teacher and student copies of the “Gull Talk” Poem</li> <li>• Index cards</li> <li>• Large wipe-off board or easel paper to create Pyramid Attribute Poem</li> <li>• Appropriate writing utensil</li> </ul>
<b>Time</b>	<b>Workshop</b>	<b>Materials</b>
50	Progress Monitoring Assessments	<ul style="list-style-type: none"> <li>• “Gull Talk” Poem Foundational Skills Guide (Post-Reading)</li> <li>• Book-by-Book Progress Monitoring Assessment Student Response Records and/or copies of the oral reading fluency assessment materials</li> </ul>

**Reading Series 1**  
**Pacing Guide**  
**“Junk?” Poem**

**DAY 1**

Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction</b>	<b>“Junk?” Poem Close Reading Guide (Day 1)</b>
30	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 1 Close Reading Purpose Statements</li> </ul>
	Explore the Title and Illustrations Conduct a Teacher Read	<ul style="list-style-type: none"> <li>• Teacher and student copies of the “Junk?” Poem</li> </ul>
	Record What the Poem is About	<ul style="list-style-type: none"> <li>• Teacher paper</li> <li>• Teacher pencil</li> </ul>
	<b>Foundational Skills Instruction</b>	<b>“Junk?” Poem Foundational Skills Guide (Day 1)</b>
50	Post Foundational Skills Purpose Statement	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Foundational Skills Purpose Statement</li> </ul>
	Introduce Target Letter-Sound Correspondence: The /ng/ Sound Spelled n[k]	<ul style="list-style-type: none"> <li>• Teacher wipe-off board &amp; marker</li> </ul>
	Auditory Picture Card Sort by Short and Long Vowel Sounds	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Teacher copy Vowel Staircase</li> <li>• Auditory Picture Card Sort Letter Cards: e, i</li> <li>• Picture cards for long and short /e/ sounds               <ul style="list-style-type: none"> <li>- feet, leaves, queen, tree, bed, pen, dress, tent</li> </ul> </li> <li>• Picture cards for long and short /i/ sounds               <ul style="list-style-type: none"> <li>- ice, bike, five, white, six, dig, skip, gift</li> </ul> </li> </ul>
	Identifying Closed and Open Syllables	<ul style="list-style-type: none"> <li>• Teacher copy Open and Closed Syllable Checklist</li> <li>• Letter cards: m, e, t</li> </ul>
	Vowel Pattern Sort 1	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Vowel Pattern Sort 1 Chart</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• “Junk?” Poem Vowel Pattern Sort 1 Master Chart (spiral p. 48 – mark page with sticky note for easy reference)</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know.</li> <li>• Use the scaffold questions for “Examine What the Text Says” to help students arrive at a general understanding of what they have read and give them practice providing evidence.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

**Reading Series 1**  
**Pacing Guide**  
**"Junk?" Poem**

**DAY 2**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b>"Junk?" Poem Foundational Skills Guide (Day 2)</b>
20	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart started on Day 1</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• "Junk?" Poem Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b>"Junk?" Poem Foundational Skills Guide (Day 2)</b>
20	Phoneme-Grapheme Mapping: Rabbit Word Strategy	<ul style="list-style-type: none"> <li>• Teacher and student copies of Rabbit Word Strategy sheet</li> <li>• "My Spelling Journal" p. 2 for teacher and students</li> <li>• Teacher and student pencils</li> <li>• Teacher and student red pencils or markers</li> </ul>
	<b>Close Reading Instruction</b>	<b>"Junk?" Poem Close Reading Guide (Day 2)</b>
20	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 2 Close Reading Purpose Statements</li> </ul>
	Conduct a Choral Read	<ul style="list-style-type: none"> <li>• Teacher and student copies of the "Junk?" Poem</li> </ul>
	<b>Close Reading Instruction, <i>continued</i></b>	<b>"Junk?" Poem Close Reading Guide (Day 2)</b>
20	Examine What the Text Says Examine How the Text Works Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the "Junk?" Poem</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know.</li> <li>• Use the scaffold questions for "Examine What the Text Says" to help students arrive at a general understanding of what they have read and give them practice providing evidence.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student.</li> </ul> <p>When not in small group, students can generate written responses to answer the "Examine What the Text Says" questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

**Reading Series 1**  
**Pacing Guide**  
**"Junk?" Poem**

**DAY 3**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b>"Junk?" Poem Foundational Skills Guide (Day 3)</b>
20	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart from Days 1 &amp; 2</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• "Junk?" Poem Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, continued</b>	<b>"Junk?" Poem Foundational Skills Guide (Day 3)</b>
10	Phoneme-Grapheme Mapping: Rabbit Word Strategy, <i>continued</i>	<ul style="list-style-type: none"> <li>• Teacher and student copies of Rabbit Word Strategy sheet</li> <li>• "My Spelling Journal" p. 2 (started on Day 2) for teacher and students</li> <li>• Teacher and student pencils</li> <li>• Teacher and student red pencils or markers</li> </ul>
	<b>Close Reading Instruction</b>	<b>"Junk?" Poem Close Reading Guide (Day 3)</b>
30	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 3 Close Reading Purpose Statements</li> </ul>
	Conduct a Choral Read	<ul style="list-style-type: none"> <li>• Teacher and student copies of the "Junk?" Poem</li> </ul>
	Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the "Junk?" Poem</li> </ul>
Time	Workshop	Materials
60	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know.</li> <li>• Use the scaffold questions for "Examine What the Text Says" to help students arrive at a general understanding of what they have read and give them practice providing evidence.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student.</li> </ul> <p>When not in small group, students can generate written responses to answer the "Examine What the Text Says" questions. Otherwise, they should be engaging in Literacy Workstations.</p>	



**Reading Series 1**  
**Pacing Guide**  
**“Junk?” Poem**

**DAY 4**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b>“Junk?” Poem Foundational Skills Guide (Day 4)</b>
30	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart started on Days 1, 2, &amp; 3</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• “Junk?” Poem Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Close Reading Instruction</b>	<b>“Junk?” Poem Close Reading Guide (Day 4)</b>
35	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 4 Close Reading Purpose Statements</li> </ul>
	Conduct a Choral Read	<ul style="list-style-type: none"> <li>• Teacher and student copies of the “Junk?” Poem</li> </ul>
	Examine What the Text Says	<ul style="list-style-type: none"> <li>• Teacher and student copies of the “Junk?” Poem</li> </ul>
	Examine How the Text Works Explore What the Text Means	<ul style="list-style-type: none"> <li>• “Record What the Poem Is About” responses from Day 1</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b>“Junk?” Poem Foundational Skills Guide (Day 4)</b>
5	Connecting Spelling to Meaning	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Connecting Spelling to Meaning chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
50	<ul style="list-style-type: none"> <li>• You can add “Deliver Oral Reading Fluency Instruction” to you Day 4 Workshop, using the poem’s phrase-cued reading sheet located on p. 2 of the “Phrase-Cued Reading Journal.”</li> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know.</li> <li>• Use the scaffold questions for “Examine What the Text Says” to help students arrive at a general understanding of what they have read and give them practice providing evidence.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

**Reading Series 1**  
**Pacing Guide**  
**"Junk?" Poem**

**DAY 5**

Time	Whole Group (tables/desks)	Materials
	<b>Close Reading Instruction, continued from Day 4</b>	<b>"Junk?" Poem Close Reading Guide (Day 4)</b>
10	Deliver Fluency Instruction	<ul style="list-style-type: none"> <li>• "Phrase-Cued Reading Journal" p. 2 for teacher and students</li> <li>• Teacher and student plastic spoons</li> </ul>
	<b>Reading Time</b>	<b>"Junk?" Poem</b>
10	Have students partner read or conduct a choral reread	<ul style="list-style-type: none"> <li>• Teacher and student copies of the "Junk?" Poem</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction</b>	<b>"Junk?" Poem Close Reading Guide (Day 4)</b>
50	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 5 Close Reading Purpose Statements</li> </ul>
	Demonstrating Understanding -Examine Phrases for Meaning -Discuss and Illustrate the Poem's Message -Construct a Pyramid Attribute Poem -Engage in a Poetry Performance	<ul style="list-style-type: none"> <li>• Teacher and student copies of the "Junk?" Poem</li> <li>• Index cards</li> <li>• Large wipe-off board or easel paper to create Pyramid Attribute Poem</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
50	Progress Monitoring Assessments	<ul style="list-style-type: none"> <li>• "Junk?" Poem Foundational Skills Guide (Post-Reading)</li> <li>• Book-by-Book Progress Monitoring Assessment Student Response Records and/or copies of the oral reading fluency assessment materials</li> </ul>

**Reading Series 1**  
**Pacing Guide**  
**The Sunset Pond**

**DAY 1**

Time	Whole Group (floor)	Materials
<b>Foundational Skills Instruction</b>		<b><i>The Sunset Pond</i> Foundational Skills Guide (Day 1)</b>
30	Post Foundational Skills Purpose Statement	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Foundational Skills Purpose Statement</li> </ul>
	Vowel Pattern Sort 1	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Vowel Pattern Sort 1 Chart</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>The Sunset Pond</i> Vowel Pattern Sort 1 Master Chart. (spiral p. 69 – mark page with sticky note for easy reference)</li> <li>• Appropriate writing utensil</li> </ul>
	Practice Reading a Tricky Word	<ul style="list-style-type: none"> <li>• Teacher wipe-off board &amp; marker</li> </ul>
	Word Chains	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Word Chain to Emphasize Final s Blends               <ul style="list-style-type: none"> <li>- Teacher Word Chain Cards: j, u, s(2), t, e, w, p, a, f, r, g</li> </ul> </li> <li>• Word Chain to Emphasize Initial s Blends               <ul style="list-style-type: none"> <li>- Teacher Word Chain Cards: s(2), k, i, p, l, m, w, u, a, c, t, o, e</li> </ul> </li> </ul>
Time	Whole Group (tables/desks)	Materials
<b>Close Reading Instruction</b>		<b><i>The Sunset Pond</i> Close Reading Guide (Day 1)</b>
15	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 1 Close Reading Purpose Statements</li> </ul>
	Explore Book Cover	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>The Sunset Pond</i></li> </ul>
	Introduce Story Grammar Bookmarks Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>The Sunset Pond</i></li> <li>• Teacher and student Story Grammar Bookmarks</li> </ul>
<b>Reading Time</b>		<b><i>The Sunset Pond</i></b>
15	Begin Individual Reading (While students practice reading the book's daily page range, pull a small group and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>The Sunset Pond</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
<b>Close Reading Instruction, continued</b>		<b><i>The Sunset Pond</i> Close Reading Guide (Day 1)</b>
15	Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>The Sunset Pond</i></li> </ul>
<b>Foundational Skills Instruction, continued</b>		<b><i>The Sunset Pond</i> Foundational Skills Guide (Day 1)</b>
5	Connecting Spelling to Meaning	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Connecting Spelling to Meaning chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students' hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for "Examine What the Text Says" when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the "Examine What the Text Says" questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 2**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b><i>The Sunset Pond</i> Foundational Skills Guide (Day 2)</b>
15	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart started on Day 1</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>The Sunset Pond</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, continued</b>	<b><i>The Sunset Pond</i> Foundational Skills Guide (Day 2)</b>
15	Phoneme-Grapheme Mapping	<ul style="list-style-type: none"> <li>• “My Spelling Journal” p. 3 for teacher and students</li> <li>• Teacher and student pencils</li> </ul>
	<b>Close Reading Instruction</b>	<b><i>The Sunset Pond</i> Close Reading Guide (Day 2)</b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 2 Close Reading Purpose Statements</li> </ul>
	Provide a Recap	• Teacher and student copies of the book <i>The Sunset Pond</i>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>The Sunset Pond</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
	<b>Reading Time</b>	<b><i>The Sunset Pond</i></b>
20	Continue Individual Reading (While students practice reading the book’s daily page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>The Sunset Pond</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction, continued</b>	<b><i>The Sunset Pond</i> Close Reading Guide (Day 2)</b>
20	Examine What the Text Says Examine How the Text Works	• Teacher and student copies of the book <i>The Sunset Pond</i>
	<b>Foundational Skills Instruction, continued</b>	<b><i>The Sunset Pond</i> Foundational Skills Guide (Day 2)</b>
5	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> <li>• Connecting Spelling to Meaning chart started on Day 1</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students’ hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for “Examine What the Text Says” when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 3**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b>The Sunset Pond Foundational Skills Guide (Day 3)</b>
15	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart from Days 1 &amp; 2</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>The Sunset Pond</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, continued</b>	<b>The Sunset Pond Foundational Skills Guide (Day 3)</b>
15	Phoneme-Grapheme Mapping: Rabbit Word Strategy	<ul style="list-style-type: none"> <li>• Teacher and student copies of Rabbit Word Strategy sheet</li> <li>• “My Spelling Journal” p. 4 for teacher and students</li> <li>• Teacher and student pencils</li> <li>• Teacher and student red pencils or markers</li> </ul>
	<b>Close Reading Instruction</b>	<b>The Sunset Pond Close Reading Guide (Day 3)</b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 3 Close Reading Purpose Statements</li> </ul>
	Generate a Recap	• Teacher and student copies of the book <i>The Sunset Pond</i>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>The Sunset Pond</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
	<b>Reading Time</b>	<b>The Sunset Pond</b>
10	Continue Individual Reading (While students practice reading the day’s first page range, pull a small group and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>The Sunset Pond</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
	<b>Close Reading Instruction, continued</b>	<b>The Sunset Pond Close Reading Guide (Day 3)</b>
10	Examine What the Text Says	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>The Sunset Pond</i></li> <li>• Retell Word Cards: just then, worried, puzzled, ecstatic</li> </ul>
	<b>Reading Time</b>	<b>The Sunset Pond</b>
10	Move bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>The Sunset Pond</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
	Continue Individual Reading (While students practice reading the day’s second page range, pull a small group and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>The Sunset Pond</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction, continued</b>	<b>The Sunset Pond Close Reading Guide (Day 3)</b>
10	Examine What the Text Says Examine How the Text Words	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>The Sunset Pond</i></li> <li>• Retell Word Cards: all of a sudden, wonders, realizes, decides, first, next, then, after that, finally, but, so, because, surprised, worried</li> </ul>
	<b>Foundational Skills Instruction, continued</b>	<b>The Sunset Pond Foundational Skills Guide (Day 3)</b>
5	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> <li>• Connecting Spelling to Meaning chart from Days 1 &amp; 2</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students’ hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for “Examine What the Text Says” when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 4**

<b>Time</b>	<b>Whole Group (floor)</b>	<b>Materials</b>
	<b>Foundational Skills Instruction</b>	<b><i>The Sunset Pond</i> Foundational Skills Guide (Day 4)</b>
15	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart from Days 1, 2, &amp; 3</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>The Sunset Pond</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
	<b>Whole Group (tables/desks)</b>	<b>Materials</b>
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>The Sunset Pond</i> Foundational Skills Guide (Day 4)</b>
10	Phoneme-Grapheme Mapping to Focus on Blends	<ul style="list-style-type: none"> <li>• “My Spelling Journal” p. 5 for teacher and students</li> <li>• Teacher and student pencils</li> </ul>
	<b>Close Reading Instruction</b>	<b><i>The Sunset Pond</i> Close Reading Guide (Day 4)</b>
10	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 4 Close Reading Purpose Statements</li> </ul>
	Conduct a Reread	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>The Sunset Pond</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>The Sunset Pond</i></li> <li>• Teacher and student Resolution Bookmarks</li> </ul>
	<b>Reading Time</b>	<b><i>The Sunset Pond</i></b>
20	Continue Individual Reading (While students practice reading the book’s daily page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>The Sunset Pond</i></li> <li>• Teacher and student Resolution Bookmarks</li> </ul>
	<b>Whole Group (floor)</b>	<b>Materials</b>
	<b>Close Reading Instruction, <i>continued</i></b>	<b><i>The Sunset Pond</i> Close Reading Guide (Day 4)</b>
20	Explore What the Text Means	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>The Sunset Pond</i></li> <li>• Large wipe-off board or easel paper to create Concept Map</li> <li>• Appropriate writing utensil</li> </ul>
	Generate a Retell	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>The Sunset Pond</i></li> <li>• Retell Word Cards: one day, all of a sudden, wonders, realizes, decided, first, next, then, after that, but, so, because, worried</li> </ul>
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>The Sunset Pond</i> Foundational Skills Guide (Day 4)</b>
5	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> <li>• Connecting Spelling to Meaning chart from Days 1, 2, &amp; 3</li> <li>• Appropriate writing utensil</li> </ul>
	<b>Workshop</b>	<b>Materials</b>
40	<ul style="list-style-type: none"> <li>• You can add “Deliver Oral Reading Fluency Instruction” to you Day 4 Workshop, using the book’s phrase-cued reading sheet located on p. 3 of the “Phrase-Cued Reading Journal.”</li> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students’ hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for “Examine What the Text Says” when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 5**

<b>Time</b>	<b>Whole Group (tables/desks)</b>	<b>Materials</b>
	<b>Close Reading Instruction, continued from Day 4</b>	<b><i>The Sunset Pond</i> Close Reading Guide (Day 4)</b>
10	Deliver Fluency Instruction	<ul style="list-style-type: none"> <li>• “Phrase-Cued Reading Journal” p. 3 for teacher and students</li> <li>• Teacher and student plastic spoons</li> </ul>
	<b>Reading Time</b>	<b><i>The Sunset Pond</i></b>
10	Have students partner read or conduct a choral reread	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>The Sunset Pond</i></li> </ul>
<b>Time</b>	<b>Whole Group (floor)</b>	<b>Materials</b>
	<b>Demonstrate Understanding</b>	<b><i>The Sunset Pond</i> Close Reading Guide (Day 5)</b>
20	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 5 Close Reading Purpose Statements</li> </ul>
	Conduct a Character Analysis	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Character Analysis Chart</li> <li>• Appropriate writing utensil</li> </ul>
<b>Time</b>	<b>Whole Group (tables/desks)</b>	<b>Materials</b>
	<b>Writing Time</b>	<b><i>The Sunset Pond</i> Close Reading Guide (Day 5)</b>
40	From Close Reading to Action: What Does the Text Inspire You to Do? -Discuss and Write an Opinion	<ul style="list-style-type: none"> <li>• Student copies of the book <i>The Sunset Pond</i></li> <li>• Completed Character Analysis Chart for student reference</li> <li>• “My Writing Journal”</li> <li>• Student pencils</li> </ul>
<b>Time</b>	<b>Workshop</b>	<b>Materials</b>
40	Progress Monitoring Assessments	<ul style="list-style-type: none"> <li>• <i>The Sunset Pond</i> Foundational Skills Guide (Post-Reading)</li> <li>• Book-by-Book Progress Monitoring Assessment Student Response Records and/or copies of the oral reading fluency assessment materials</li> </ul>

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**DAY 1**

Time	Whole Group (floor)	Materials
<b>Foundational Skills Instruction</b>		<b><i>Jen's Best Gift Ever Foundational Skills Guide (Day 1)</i></b>
30	Post Foundational Skills Purpose Statement	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Foundational Skills Purpose Statement</li> </ul>
	Vowel Pattern Sort 1	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Vowel Pattern Sort 1 Chart</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>Jen's Best Gift Ever</i> Vowel Pattern Sort 1 Master Chart (spiral p. 22 – mark page with sticky note for easy reference)</li> <li>• Appropriate writing utensil</li> </ul>
	Practice Reading a Tricky Word	<ul style="list-style-type: none"> <li>• Teacher wipe-off board &amp; marker</li> </ul>
	Word Chains	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Word Chain to Emphasize Initial Blends               <ul style="list-style-type: none"> <li>- Teacher Word Chain Cards: s(2), p, i, n, g, u, l, o, f, r</li> </ul> </li> <li>• Word Chain to Emphasize Final Blends               <ul style="list-style-type: none"> <li>- Teacher Word Chain Cards: l, o, f, t, s, i, a, p, e, j, u, d, k</li> </ul> </li> </ul>
<b>Time</b>		<b>Materials</b>
<b>Close Reading Instruction</b>		<b><i>Jen's Best Gift Ever Close Reading Guide (Day 1)</i></b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 1 Close Reading Purpose Statements</li> </ul>
	Explore Book Cover	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
<b>Reading Time</b>		<b><i>Jen's Best Gift Ever</i></b>
20	Begin Individual Reading (While students practice reading the book's daily page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
<b>Close Reading Instruction, continued</b>		<b><i>Jen's Best Gift Ever Close Reading Guide (Day 1)</i></b>
20	Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> </ul>
<b>Time</b>		<b>Materials</b>
<b>Foundational Skills Instruction, continued</b>		<b><i>Jen's Best Gift Ever Foundational Skills Guide (Day 1)</i></b>
5	Connecting Spelling to Meaning	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Connecting Spelling to Meaning chart</li> <li>• Appropriate writing utensil</li> </ul>
<b>Time</b>		<b>Materials</b>
<b>Workshop</b>		<b>Materials</b>
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students' hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for "Examine What the Text Says" when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the "Examine What the Text Says" questions. Otherwise, they should be engaging in Literacy Workstations.</p>	



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**DAY 2**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b><i>Jen's Best Gift Ever Foundational Skills Guide (Day 2)</i></b>
15	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart started on Day 1</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>Jen's Best Gift Ever</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>Jen's Best Gift Ever Foundational Skills Guide (Day 2)</i></b>
15	Phoneme-Grapheme Mapping	<ul style="list-style-type: none"> <li>• "My Spelling Journal" p. 6 for teacher and students</li> <li>• Teacher and student pencils</li> </ul>
	<b>Close Reading Instruction</b>	<b><i>Jen's Best Gift Ever Close Reading Guide (Day 2)</i></b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 2 Close Reading Purpose Statements</li> </ul>
	Provide a Recap	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
	<b>Reading Time</b>	<b><i>Jen's Best Gift Ever</i></b>
20	Continue Individual Reading (While students practice reading the book's daily page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
	<b>Close Reading Instruction, <i>continued</i></b>	<b><i>Jen's Best Gift Ever Close Reading Guide (Day 2)</i></b>
20	Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> </ul>
Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>Jen's Best Gift Ever Foundational Skills Guide (Day 2)</i></b>
5	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> <li>• Connecting Spelling to Meaning chart started on Day 1</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students' hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for "Examine What the Text Says" when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the "Examine What the Text Says" questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 3**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b><i>Jen's Best Gift Ever Foundational Skills Guide (Day 3)</i></b>
15	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart from Days 1 &amp; 2</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>Jen's Best Gift Ever</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, continued</b>	<b><i>Jen's Best Gift Ever Foundational Skills Guide (Day 3)</i></b>
15	Phoneme-Grapheme Mapping: Rabbit Word Strategy	<ul style="list-style-type: none"> <li>• Teacher and student copies of Rabbit Word Strategy sheet</li> <li>• "My Spelling Journal" p. 7 for teacher and students</li> <li>• Teacher and student pencils</li> <li>• Teacher and student red pencils or markers</li> </ul>
	<b>Close Reading Instruction</b>	<b><i>Jen's Best Gift Ever Close Reading Guide (Day 3)</i></b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 3 Close Reading Purpose Statements</li> </ul>
	Generate a Recap	• Teacher and student copies of the book <i>Jen's Best Gift Ever</i>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
	<b>Reading Time</b>	<b><i>Jen's Best Gift Ever</i></b>
10	Continue Individual Reading (While students practice reading the day's first page range, pull a small group and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
	<b>Close Reading Instruction, continued</b>	<b><i>Jen's Best Gift Ever Close Reading Guide (Day 3)</i></b>
10	Examine What the Text Says	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> <li>• Retell Word Cards: just then, worried, puzzled, ecstatic</li> </ul>
	<b>Reading Time</b>	<b><i>Jen's Best Gift Ever</i></b>
10	Move bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
	Continue Individual Reading (While students practice reading the day's second page range, pull a small group and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction, continued</b>	<b><i>Jen's Best Gift Ever Close Reading Guide (Day 3)</i></b>
10	Examine What the Text Says	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> <li>• Retell Word Cards: first, next, then</li> </ul>
	<b>Foundational Skills Instruction, continued</b>	<b><i>Jen's Best Gift Ever Foundational Skills Guide (Day 3)</i></b>
5	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> <li>• Connecting Spelling to Meaning chart from Days 1 &amp; 2</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students' hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for "Examine What the Text Says" when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the "Examine What the Text Says" questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 4**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b><i>Jen's Best Gift Ever</i> Foundational Skills Guide (Day 4)</b>
15	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart from Days 1, 2, &amp; 3</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>Jen's Best Gift Ever</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>Jen's Best Gift Ever</i> Foundational Skills Guide (Day 4)</b>
10	Phoneme-Grapheme Mapping: Rabbit Word Strategy, <i>continued</i>	<ul style="list-style-type: none"> <li>• Teacher and student copies of Rabbit Word Strategy sheet</li> <li>• "My Spelling Journal" p. 8 for teacher and students</li> <li>• Teacher and student pencils</li> <li>• Teacher and student red pencils or markers</li> </ul>
	<b>Close Reading Instruction</b>	<b><i>Jen's Best Gift Ever</i> Close Reading Guide (Day 4)</b>
10	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 4 Close Reading Purpose Statements</li> </ul>
	Conduct a Reread	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> <li>• Teacher and student Resolution Bookmarks</li> </ul>
	<b>Reading Time</b>	<b><i>Jen's Best Gift Ever</i></b>
20	Continue Individual Reading (While students practice reading the book's daily page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> <li>• Teacher and student Resolution Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction, <i>continued</i></b>	<b><i>Jen's Best Gift Ever</i> Close Reading Guide (Day 4)</b>
20	Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> <li>• Dictionary</li> </ul>
	Generate a Retell	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> <li>• Retell Word Cards: all of a sudden, realizes, decides, first, next, then, but, so, because, excited, surprised, puzzled, worried, glad</li> </ul>
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>Jen's Best Gift Ever</i> Foundational Skills Guide (Day 4)</b>
5	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> <li>• Connecting Spelling to Meaning chart from Days 1, 2, &amp; 3</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• You can add "Deliver Oral Reading Fluency Instruction" to you Day 4 Workshop, using the book's phrase-cued reading sheet located on p. 4 of the "Phrase-Cued Reading Journal."</li> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students' hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for "Examine What the Text Says" when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the "Examine What the Text Says" questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 5**

<b>Time</b>	<b>Whole Group (tables/desks)</b>	<b>Materials</b>
	<b>Close Reading Instruction, continued from Day 4</b>	<b><i>Jen's Best Gift Ever</i> Close Reading Guide (Day 4)</b>
10	Deliver Fluency Instruction	<ul style="list-style-type: none"> <li>• "Phrase-Cued Reading Journal" p. 4 for teacher and students</li> <li>• Teacher and student plastic spoons</li> </ul>
	<b>Reading Time</b>	<b><i>Jen's Best Gift Ever</i></b>
10	Have students partner read or conduct a choral reread	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Jen's Best Gift Ever</i></li> </ul>
<b>Time</b>	<b>Whole Group (floor)</b>	<b>Materials</b>
	<b>Demonstrate Understanding</b>	<b><i>Jen's Best Gift Ever</i> Close Reading Guide (Day 5)</b>
20	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 5 Close Reading Purpose Statements</li> </ul>
	Conduct a Character Analysis	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Character Analysis Chart</li> <li>• Appropriate writing utensil</li> </ul>
<b>Time</b>	<b>Whole Group (tables/desks)</b>	<b>Materials</b>
	<b>Writing Time</b>	<b><i>Jen's Best Gift Ever</i> Close Reading Guide (Day 5)</b>
40	From Close Reading to Action: What Does the Text Inspire You to Do? -Discuss and Write an Opinion	<ul style="list-style-type: none"> <li>• Student copies of the book <i>Jen's Best Gift Ever</i></li> <li>• Completed Character Analysis Chart for student reference</li> <li>• "My Writing Journal"</li> <li>• Student pencils</li> </ul>
<b>Time</b>	<b>Workshop</b>	<b>Materials</b>
40	Progress Monitoring Assessments  While you are progress monitoring, students can create a story matrix for <i>The Sunset Pond</i> and <i>Jen's Best Gift Ever</i> as an independent activity. See the Story Matrix Model Lesson.	<ul style="list-style-type: none"> <li>• <i>Jen's Best Gift Ever</i> Foundational Skills Guide (Post-Reading)</li> <li>• Book-by-Book Progress Monitoring Assessment Student Response Records and/or copies of the oral reading fluency assessment materials</li> <li>• Paper</li> <li>• Student pencils, crayons, and/or markers</li> </ul>

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***It Is Halloween!***

**DAY 1**

Time	Whole Group (floor)	Materials
<b>Foundational Skills Instruction</b>		<b><i>It Is Halloween! Foundational Skills Guide (Day 1)</i></b>
30	Post Foundational Skills Purpose Statement	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Foundational Skills Purpose Statement</li> </ul>
	Vowel Pattern Sort 1	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Vowel Pattern Sort 1 Chart</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>It Is Halloween!</i> Vowel Pattern Sort 1 Master Chart (spiral p.43 – mark page with sticky note for easy reference)</li> <li>• Appropriate writing utensil</li> </ul>
	Practice Reading Tricky Words	<ul style="list-style-type: none"> <li>• Teacher wipe-off board &amp; marker</li> </ul>
	Word Chains	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Word Chain to Emphasize Final Nasal Blends               <ul style="list-style-type: none"> <li>- Teacher Word Chain Cards: l, a, m, p, u, b, d, r, g, s</li> </ul> </li> <li>• Word Chain to Emphasize Final Blends               <ul style="list-style-type: none"> <li>- Teacher Word Chain Cards: l, i, f, t, s, a, p, e, j, u, d, k</li> </ul> </li> </ul>
Time	Whole Group (tables/desks)	Materials
<b>Close Reading Instruction</b>		<b><i>It Is Halloween! Close Reading Guide (Day 1)</i></b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 1 Close Reading Purpose Statements</li> </ul>
	Explore Book Cover	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
<b>Reading Time</b>		<b><i>It Is Halloween!</i></b>
10	Begin Individual Reading (While students read the day's first page range, pull a small group for 10 minutes and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
<b>Close Reading Instruction, continued</b>		<b><i>It Is Halloween! Close Reading Guide (Day 1)</i></b>
10	Examine What the Text Says	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> </ul>
<b>Reading Time</b>		<b><i>It Is Halloween!</i></b>
10	Begin Individual Reading (While students read the day's second page range, pull a small group for 10 minutes and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
<b>Close Reading Instruction, continued</b>		<b><i>It Is Halloween! Close Reading Guide (Day 1)</i></b>
10	Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> </ul>
<b>Foundational Skills Instruction, continued</b>		<b><i>It Is Halloween! Foundational Skills Guide (Day 1)</i></b>
5	Connecting Spelling to Meaning	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Connecting Spelling to Meaning chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students' hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for "Examine What the Text Says" when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the "Examine What the Text Says" questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 2**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b><i>It Is Halloween!</i> Foundational Skills Guide (Day 2)</b>
15	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart started on Day 1</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>It Is Halloween!</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
	Practice Reading Tricky Words	<ul style="list-style-type: none"> <li>• Teacher wipe-off board &amp; marker</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>It Is Halloween!</i> Foundational Skills Guide (Day 2)</b>
15	Phoneme-Grapheme Mapping	<ul style="list-style-type: none"> <li>• “My Spelling Journal” p. 9 for teacher and students</li> <li>• Teacher and student pencils</li> </ul>
	<b>Close Reading Instruction</b>	<b><i>It Is Halloween!</i> Close Reading Guide (Day 2)</b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 2 Close Reading Purpose Statements</li> </ul>
	Provide a Recap	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
	<b>Reading Time</b>	<b><i>It Is Halloween!</i></b>
10	Continue Individual Reading (While students practice reading the day’s first page range range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
	<b>Close Reading Instruction, <i>continued</i></b>	<b><i>It Is Halloween!</i> Close Reading Guide (Day 2)</b>
10	Examine What the Text Says	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> </ul>
	<b>Reading Time</b>	<b><i>It Is Halloween!</i></b>
10	Continue Individual Reading (While students practice reading the day’s second page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction, <i>continued</i></b>	<b><i>It Is Halloween!</i> Close Reading Guide (Day 2)</b>
10	Examine What the Text Says	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> <li>• Retell Word Cards: all of a sudden, but, so, because</li> </ul>
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>It Is Halloween!</i> Foundational Skills Guide (Day 2)</b>
5	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> <li>• Connecting Spelling to Meaning chart started on Day 1</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students’ hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for “Examine What the Text Says” when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 3**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b><i>It Is Halloween!</i> Foundational Skills Guide (Day 3)</b>
15	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart from Days 1 &amp; 2</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>It Is Halloween!</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
	Practice Reading a Tricky Word	<ul style="list-style-type: none"> <li>• Teacher wipe-off board &amp; marker</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>It Is Halloween!</i> Foundational Skills Guide (Day 3)</b>
15	Phoneme-Grapheme Mapping: Rabbit Word Strategy	<ul style="list-style-type: none"> <li>• Teacher and student copies of Rabbit Word Strategy sheet</li> <li>• “My Spelling Journal” pp. 10 &amp; 11 for teacher and students</li> <li>• Teacher and student pencils</li> <li>• Teacher and student red pencils or markers</li> </ul>
	<b>Close Reading Instruction</b>	<b><i>It Is Halloween!</i> Close Reading Guide (Day 3)</b>
10	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 3 Close Reading Purpose Statements</li> </ul>
	Generate a Recap	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
	<b>Reading Time</b>	<b><i>It Is Halloween!</i></b>
20	Continue Individual Reading (While students practice reading the book’s daily page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction</b>	<b><i>It Is Halloween!</i> Close Reading Guide (Day 3)</b>
10	Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> <li>• Retell Word Cards: just then, wonder, decide, because, scared</li> </ul>
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>It Is Halloween!</i> Foundational Skills Guide (Day 3)</b>
10	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> <li>• Connecting Spelling to Meaning chart from Days 1 &amp; 2</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students’ hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for “Examine What the Text Says” when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 4**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b><i>It Is Halloween!</i> Foundational Skills Guide (Day 4)</b>
20	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart from Days 1, 2, &amp; 3</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>It Is Halloween!</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, continued</b>	<b><i>It Is Halloween!</i> Foundational Skills Guide (Day 4)</b>
10	Phoneme-Grapheme Mapping to Focus on Blends	<ul style="list-style-type: none"> <li>• “My Spelling Journal” p. 12 for teacher and students</li> <li>• Teacher and student pencils</li> </ul>
	<b>Close Reading Instruction</b>	<b><i>It Is Halloween!</i> Close Reading Guide (Day 4)</b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 4 Close Reading Purpose Statements</li> </ul>
	Conduct a Reread	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> <li>• Teacher and student Resolution Bookmarks</li> </ul>
	<b>Reading Time</b>	<b><i>It Is Halloween!</i></b>
15	Continue Individual Reading (While students practice reading the book’s daily page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> <li>• Teacher and student Resolution Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction, continued</b>	<b><i>It Is Halloween!</i> Close Reading Guide (Day 4)</b>
20	Explore What the Text Means Generate a Retell	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>It Is Halloween!</i></li> <li>• Retell Word Cards: all of a sudden, realize, decide, first, next, then, but, so, because, scared, relieved</li> </ul>
	<b>Foundational Skills Instruction, continued</b>	<b><i>It Is Halloween!</i> Foundational Skills Guide (Day 4)</b>
10	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> <li>• Connecting Spelling to Meaning chart from Days 1, 2, &amp; 3</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• You can add “Deliver Oral Reading Fluency Instruction” to you Day 4 Workshop, using the book’s phrase-cued reading sheet located on p. 5 of the “Phrase-Cued Reading Journal.”</li> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students’ hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for “Examine What the Text Says” when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	



**Reading Series 1**  
**Pacing Guide**  
*It Is Halloween!*

**DAY 5**

Time	Whole Group (tables/desks)	Materials
	<b>Close Reading Instruction, continued from Day 4</b>	<b><i>It Is Halloween!</i> Close Reading Guide (Day 4)</b>
10	Deliver Fluency Instruction	<ul style="list-style-type: none"> <li>• “Phrase-Cued Reading Journal” p. 5 for teacher and students</li> <li>• Teacher and student plastic spoons</li> </ul>
	<b>Reading Time</b>	<b><i>It Is Halloween!</i></b>
10	Have students partner read or conduct a choral reread	• Teacher and student copies of the book <i>It Is Halloween!</i>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction</b>	<b><i>It Is Halloween!</i> Close Reading Guide (Day 5)</b>
20	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 5 Close Reading Purpose Statements</li> </ul>
	Explore What the Text Means	• Teacher and student copies of the book <i>It Is Halloween!</i>
Time	Whole Group (tables/desks)	Materials
	<b>Writing Time</b>	<b><i>It Is Halloween!</i> Close Reading Guide (Day 5)</b>
40	From Close Reading to Action: What Does the Text Inspire You to Do? -Discuss and Rewrite Part of the Story -Write an Opinion	<ul style="list-style-type: none"> <li>• Student copies of the book <i>It Is Halloween!</i></li> <li>• “My Writing Journal”</li> <li>• Student pencils</li> <li>• Markers</li> </ul>
Time	Workshop	Materials
40	Progress Monitoring Assessments  While you are progress monitoring, students can add <i>It Is Halloween!</i> to the story matrix created for <i>The Sunset Pond</i> and <i>Jen’s Best Gift Ever</i> as an independent activity. See the Story Matrix Model Lesson.	<ul style="list-style-type: none"> <li>• <i>It Is Halloween!</i> Foundational Skills Guide (Post-Reading)</li> <li>• Book-by-Book Progress Monitoring Assessment Student Response Records and/or copies of the oral reading fluency assessment materials</li> <li>• Paper</li> <li>• Student pencils, crayons, and/or markers</li> </ul>

**Reading Series 1**  
**Pacing Guide**  
*Meg and Jim's Sled Trip*

**DAY 1**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b><i>Meg and Jim's Sled Trip</i> Foundational Skills Guide (Day 1)</b>
30	Post Foundational Skills Purpose Statement	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Foundational Skills Purpose Statement</li> </ul>
	Vowel Pattern Sort 1	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Vowel Pattern Sort 1 Chart</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>Meg and Jim's Sled Trip</i> Vowel Pattern Sort 1 Master Chart (spiral p. 64 – mark page with sticky note for easy reference)</li> <li>• Appropriate writing utensil</li> </ul>
	Word Chains	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Word Chain to Emphasize Final Nasal Blends               <ul style="list-style-type: none"> <li>- Teacher Word Chain Cards: j, u, m, p, b, d, a, r, g, s</li> </ul> </li> <li>• Word Chain to Emphasize Final s Blends               <ul style="list-style-type: none"> <li>- Teacher Word Chain Cards: g, u, s, t, b, m, j, e, r, d, k</li> </ul> </li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Close Reading Instruction</b>	<b><i>Meg and Jim's Sled Trip</i> Close Reading Guide (Day 1)</b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 1 Close Reading Purpose Statements</li> </ul>
	Explore Book Cover	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
	<b>Reading Time</b>	<b><i>Meg and Jim's Sled Trip</i></b>
20	Begin Individual Reading (While students practice reading the book's daily page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction, <i>continued</i></b>	<b><i>Meg and Jim's Sled Trip</i> Close Reading Guide (Day 1)</b>
20	Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> </ul>
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>Meg and Jim's Sled Trip</i> Foundational Skills Guide (Day 1)</b>
5	Connecting Spelling to Meaning	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Connecting Spelling to Meaning chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students' hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for "Examine What the Text Says" when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the "Examine What the Text Says" questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

**Reading Series 1**  
**Pacing Guide**  
*Meg and Jim's Sled Trip*

**DAY 2**

<b>Time</b>	<b>Whole Group (floor)</b>	<b>Materials</b>
	<b>Foundational Skills Instruction</b>	<b><i>Meg and Jim's Sled Trip</i> Foundational Skills Guide (Day 2)</b>
15	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart started on Day 1</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>Meg and Jim's Sled Trip</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
<b>Time</b>	<b>Whole Group (tables/desks)</b>	<b>Materials</b>
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>Meg and Jim's Sled Trip</i> Foundational Skills Guide (Day 2)</b>
15	Phoneme-Grapheme Mapping	<ul style="list-style-type: none"> <li>• "My Spelling Journal" p. 13 for teacher and students</li> <li>• Teacher and student pencils</li> </ul>
	<b>Close Reading Instruction</b>	<b><i>Meg and Jim's Sled Trip</i> Close Reading Guide (Day 2)</b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 2 Close Reading Purpose Statements</li> </ul>
	Provide a Recap	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
	<b>Reading Time</b>	<b><i>Meg and Jim's Sled Trip</i></b>
10	Continue Individual Reading (While students practice reading the day's first page range, pull a small group and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
	<b>Close Reading Instruction, <i>continued</i></b>	<b><i>Meg and Jim's Sled Trip</i> Close Reading Guide (Day 2)</b>
10	Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> </ul>
	<b>Reading Time</b>	<b><i>Meg and Jim's Sled Trip</i></b>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
10	Continue Individual Reading (While students practice reading the day's second page range, pull a small group and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
<b>Time</b>	<b>Whole Group (floor)</b>	<b>Materials</b>
	<b>Close Reading Instruction, <i>continued</i></b>	<b><i>Meg and Jim's Sled Trip</i> Close Reading Guide (Day 2)</b>
10	Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> </ul>
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>Meg and Jim's Sled Trip</i> Foundational Skills Guide (Day 2)</b>
5	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> <li>• Connecting Spelling to Meaning chart started on Day 1</li> <li>• Appropriate writing utensil</li> </ul>

Instruction continues on the following page.

Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students' hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for "Examine What the Text Says" when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the "Examine What the Text Says" questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

**Reading Series 1**  
**Pacing Guide**  
*Meg and Jim's Sled Trip*

**DAY 3**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b><i>Meg and Jim's Sled Trip</i> Foundational Skills Guide (Day 3)</b>
15	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart from Days 1 &amp; 2</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>Meg and Jim's Sled Trip</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, continued</b>	<b><i>Meg and Jim's Sled Trip</i> Foundational Skills Guide (Day 3)</b>
15	Phoneme-Grapheme Mapping: Rabbit Word Strategy	<ul style="list-style-type: none"> <li>• Teacher and student copies of Rabbit Word Strategy sheet</li> <li>• "My Spelling Journal" p. 14 for teacher and students</li> <li>• Teacher and student pencils</li> <li>• Teacher and student red pencils or markers</li> </ul>
	<b>Close Reading Instruction</b>	<b><i>Meg and Jim's Sled Trip</i> Close Reading Guide (Day 3)</b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 3 Close Reading Purpose Statements</li> </ul>
	Generate a Recap	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> <li>• Teacher and student Resolution Bookmarks</li> </ul>
	<b>Reading Time</b>	<b><i>Meg and Jim's Sled Trip</i></b>
20	Continue Individual Reading (While students practice reading the book's daily page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> <li>• Teacher and student Resolution Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction, continued</b>	<b><i>Meg and Jim's Sled Trip</i> Close Reading Guide (Day 3)</b>
20	Examine What the Text Says	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> <li>• Retell Word Cards: just then, worried, puzzled, ecstatic</li> </ul>
	Examine How the Text Works	
	<b>Foundational Skills Instruction, continued</b>	<b><i>Meg and Jim's Sled Trip</i> Foundational Skills Guide (Day 3)</b>
5	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> <li>• Connecting Spelling to Meaning chart from Days 1 &amp; 2</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students' hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for "Examine What the Text Says" when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the "Examine What the Text Says" questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

**Reading Series 1**  
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*Meg and Jim's Sled Trip*

**DAY 4**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b><i>Meg and Jim's Sled Trip</i> Foundational Skills Guide (Day 4)</b>
15	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart from Days 1, 2, &amp; 3</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>Meg and Jim's Sled Trip</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
	Practice Reading a Tricky Word	<ul style="list-style-type: none"> <li>• Teacher wipe-off board &amp; marker</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>Meg and Jim's Sled Trip</i> Foundational Skills Guide (Day 4)</b>
15	Phoneme-Grapheme Mapping to Focus on Blends	<ul style="list-style-type: none"> <li>• "My Spelling Journal" p. 15 for teacher and students</li> <li>• Teacher and student Pencils</li> </ul>
	<b>Close Reading Instruction</b>	<b><i>Meg and Jim's Sled Trip</i> Close Reading Guide (Day 4)</b>
10	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 4 Close Reading Purpose Statements</li> </ul>
	Conduct a Reread	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> <li>• Teacher and student Resolution Bookmarks</li> </ul>
	<b>Reading Time</b>	<b><i>Meg and Jim's Sled Trip</i></b>
20	Continue Individual Reading (While students practice reading the book's daily page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> <li>• Teacher and student Resolution Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction, <i>continued</i></b>	<b><i>Meg and Jim's Sled Trip</i> Close Reading Guide (Day 4)</b>
20	Examine How the Text Works Explore What the Text Means	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> <li>• Dictionary</li> </ul>
	Generate a Retell	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> <li>• Retell Word Cards: one day, all of a sudden, realize, decides, first, next, then, after that, finally, but, so, because, excited, relieved</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• You can add "Deliver Oral Reading Fluency Instruction" to you Day 4 Workshop, using the book's phrase-cued reading sheet located on p. 6 of the "Phrase-Cued Reading Journal."</li> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students' hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for "Examine What the Text Says" when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the "Examine What the Text Says" questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

**Reading Series 1**  
**Pacing Guide**  
*Meg and Jim's Sled Trip*

**DAY 5**

Time	Whole Group (tables/desks)	Materials
	<b>Close Reading Instruction, continued from Day 4</b>	<b><i>Meg and Jim's Sled Trip</i> Close Reading Guide (Day 4)</b>
10	Deliver Fluency Instruction	<ul style="list-style-type: none"> <li>• "Phrase-Cued Reading Journal" p. 6 for teacher and students</li> <li>• Teacher and student plastic spoons</li> </ul>
	<b>Reading Time</b>	<b><i>Meg and Jim's Sled Trip</i></b>
10	Have students partner read or conduct a choral reread	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Meg and Jim's Sled Trip</i></li> </ul>
Time	Whole Group (floor)	Materials
	<b>Demonstrate Understanding</b>	<b><i>Meg and Jim's Sled Trip</i> Close Reading Guide (Day 5)</b>
20	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 5 Close Reading Purpose Statements</li> </ul>
	Conduct a Character Analysis	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Character Analysis Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Writing Time</b>	<b><i>Meg and Jim's Sled Trip</i> Close Reading Guide (Day 5)</b>
40	From Close Reading to Action: What Does the Text Inspire You to Do? -Discuss and Extend the Story	<ul style="list-style-type: none"> <li>• Student copies of the book <i>Meg and Jim's Sled Trip</i></li> <li>• Completed Character Analysis Chart for student reference</li> <li>• "My Writing Journal"</li> <li>• Student pencils, crayons, and/or markers</li> </ul>
Time	Workshop	Materials
40	Progress Monitoring Assessments  While you are progress monitoring, students can create add <i>Meg and Jim's Sled Trip</i> to their story matrix independent activity. See the Story Matrix Model Lesson.	<ul style="list-style-type: none"> <li>• <i>Meg and Jim's Sled Trip</i> Foundational Skills Guide (Post-Reading)</li> <li>• Book-by-Book Progress Monitoring Assessment Student Response Records and/or copies of the oral reading fluency assessment materials</li> <li>• Paper</li> <li>• Student pencils, crayons, and/or markers</li> </ul>

**Reading Series 1**  
**Pacing Guide**  
*Just a Box*

**DAY 1**

<b>Time</b>	<b>Whole Group (floor)</b>	<b>Materials</b>
	<b>Foundational Skills Instruction</b>	<b><i>Just a Box</i> Foundational Skills Guide (Day 1)</b>
30	Post Foundational Skills Purpose Statement	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Foundational Skills Purpose Statement</li> </ul>
	Vowel Pattern Sort 1	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Vowel Pattern Sort 1 Chart</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>Just a Box</i> Vowel Pattern Sort 1 Master Chart (spiral p. 22 – mark page with sticky note for easy reference)</li> <li>• Appropriate writing utensil</li> </ul>
	Practice Reading Tricky Words	<ul style="list-style-type: none"> <li>• Teacher wipe-off board &amp; marker</li> </ul>
	Word Chains	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Word Chain to Emphasize Final s Blends               <ul style="list-style-type: none"> <li>- Teacher Word Chain Cards: t, u, a, s, k, b, m, f, i, l</li> </ul> </li> <li>• Word Chain to Emphasize Initial and Final Blends               <ul style="list-style-type: none"> <li>- Teacher Word Chain Cards: t(2), e, n, a, p, l, f, i, s, m, u, c</li> </ul> </li> </ul>
<b>Time</b>	<b>Whole Group (tables/desks)</b>	<b>Materials</b>
	<b>Close Reading Instruction</b>	<b><i>Just a Box</i> Close Reading Guide (Day 1)</b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 1 Close Reading Purpose Statements</li> </ul>
	Explore Book Cover	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
	<b>Reading Time</b>	<b><i>Just a Box</i></b>
10	Begin Individual Reading (While students practice reading the day's first page range, pull a small group for 10 minutes and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
	<b>Close Reading Instruction, continued</b>	<b><i>Just a Box</i> Close Reading Guide (Day 1)</b>
10	Examine What the Text Says	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> </ul>
	<b>Reading Time</b>	<b><i>Just a Box</i></b>
10	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
	Begin Individual Reading (While students practice reading the day's second page range, pull a small group for 10 minutes and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
<b>Time</b>	<b>Whole Group (floor)</b>	<b>Materials</b>
	<b>Close Reading Instruction, continued</b>	<b><i>Just a Box</i> Close Reading Guide (Day 1)</b>
10	Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> <li>• Retell Word Cards: all of a sudden, so, decided</li> </ul>
	<b>Foundational Skills Instruction, continued</b>	<b><i>Just a Box</i> Foundational Skills Guide (Day 1)</b>
5	Connecting Spelling to Meaning	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Connecting Spelling to Meaning chart</li> <li>• Appropriate writing utensil</li> </ul>

Instruction continues on the following page.



Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students' hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for "Examine What the Text Says" when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the "Examine What the Text Says" questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

**Reading Series 1**  
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**DAY 2**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b><i>Just a Box Foundational Skills Guide (Day 2)</i></b>
15	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart started on Day 1</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>Just a Box</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>Just a Box Foundational Skills Guide (Day 2)</i></b>
15	Phoneme-Grapheme Mapping	<ul style="list-style-type: none"> <li>• “My Spelling Journal” p. 16 for teacher and students</li> <li>• Teacher and student pencils</li> </ul>
	<b>Close Reading Instruction</b>	<b><i>Just a Box Close Reading Guide (Day 2)</i></b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 2 Close Reading Purpose Statements</li> </ul>
	Provide a Recap	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
	<b>Reading Time</b>	<b><i>Just a Box</i></b>
20	Continue Individual Reading (While students practice reading the book’s daily page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction, <i>continued</i></b>	<b><i>Just a Box Close Reading Guide (Day 2)</i></b>
20	Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> <li>• Retell Word Cards: first, next, then</li> </ul>
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>Just a Box Foundational Skills Guide (Day 2)</i></b>
5	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> <li>• Connecting Spelling to Meaning chart started on Day 1</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students’ hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for “Examine What the Text Says” when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 3**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b><i>Just a Box Foundational Skills Guide (Day 3)</i></b>
20	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart from Days 1 &amp; 2</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>Just a Box</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>Just a Box Foundational Skills Guide (Day 3)</i></b>
20	Phoneme-Grapheme Mapping: Rabbit Word Strategy	<ul style="list-style-type: none"> <li>• Teacher and student copies of Rabbit Word Strategy sheet</li> <li>• “My Spelling Journal” pp. 17 &amp; 18 for teacher and students</li> <li>• Teacher and student pencils</li> <li>• Teacher and student red pencils or markers</li> </ul>
	<b>Close Reading Instruction</b>	<b><i>Just a Box Close Reading Guide (Day 3)</i></b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 3 Close Reading Purpose Statements</li> </ul>
	Generate a Recap	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
	<b>Reading Time</b>	<b><i>Just a Box</i></b>
20	Continue Individual Reading (While students practice reading the book’s daily page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction</b>	<b><i>Just a Box Close Reading Guide (Day 3)</i></b>
10	Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> <li>• Retell Word Cards: first, next, then, finally, but, so, because</li> </ul>
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>Just a Box Foundational Skills Guide (Day 3)</i></b>
5	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> <li>• Connecting Spelling to Meaning chart from Days 1 &amp; 2</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students’ hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for “Examine What the Text Says” when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 4**

Time	Whole Group (floor)	Materials
<b>Foundational Skills Instruction</b>		<b><i>Just a Box Foundational Skills Guide (Day 4)</i></b>
20	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart from Days 1, 2, &amp; 3</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>Just a Box</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
	Practice Reading a Tricky Word	<ul style="list-style-type: none"> <li>• Teacher wipe-off board &amp; marker</li> </ul>
Time	Whole Group (tables/desks)	Materials
<b>Foundational Skills Instruction, <i>continued</i></b>		<b><i>Just a Box Foundational Skills Guide (Day 4)</i></b>
10	Phoneme-Grapheme Mapping: Rabbit Word Strategy, <i>continued</i>	<ul style="list-style-type: none"> <li>• Teacher and student copies of Rabbit Word Strategy sheet</li> <li>• “My Spelling Journal” pp. 18 (started on Day 3) &amp; 19 for teacher and students</li> <li>• Teacher and student pencils</li> <li>• Teacher and student red pencils or markers</li> </ul>
<b>Close Reading Instruction</b>		<b><i>Just a Box Close Reading Guide (Day 4)</i></b>
10	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 4 Close Reading Purpose Statements</li> </ul>
	Conduct a Reread	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> <li>• Teacher and student Resolution Bookmarks</li> </ul>
<b>Reading Time</b>		<b><i>Just a Box</i></b>
20	Continue Individual Reading (While students practice reading the book’s daily page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> <li>• Teacher and student Resolution Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
<b>Close Reading Instruction, <i>continued</i></b>		<b><i>Just a Box Close Reading Guide (Day 4)</i></b>
20	Explore What the Text Means	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> <li>• Large wipe-off board or easel paper to create Venn diagram</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• You can add “Deliver Oral Reading Fluency Instruction” to you Day 4 Workshop, using the book’s phrase-cued reading sheet located on p. 7 of the “Phrase-Cued Reading Journal.”</li> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students’ hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for “Examine What the Text Says” when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 5**

Time	Whole Group (tables/desks)	Materials
	<b>Close Reading Instruction, continued from Day 4</b>	<b><i>Just a Box</i> Close Reading Guide (Day 4)</b>
10	Deliver Fluency Instruction	<ul style="list-style-type: none"> <li>• “Phrase-Cued Reading Journal” p. 7</li> <li>• Teacher and student plastic spoons</li> </ul>
	<b>Reading Time</b>	<b><i>Just a Box</i></b>
10	Have students partner read or conduct a choral reread	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> </ul>
Time	Whole Group (floor)	Materials
	<b>Demonstrate Understanding</b>	<b><i>Just a Box</i> Close Reading Guide (Day 5)</b>
20	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 5 Close Reading Purpose Statements</li> </ul>
	Explore What the Text Means	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Just a Box</i></li> <li>• Completed Venn Diagram from Day 4</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Writing Time</b>	<b><i>Just a Box</i> Close Reading Guide (Day 5)</b>
40	From Close Reading to Action: What Does the Text Inspire You to Do? -Discuss and Write a Narrative	<ul style="list-style-type: none"> <li>• Student copies of the book <i>Just a Box</i></li> <li>• Completed Character Analysis Chart for student reference</li> <li>• “My Writing Journal”</li> <li>• Student pencils, crayons, and/or markers</li> </ul>
Time	Workshop	Materials
40	Progress Monitoring Assessments  While you are progress monitoring, students can create add <i>Just a Box</i> to their story matrix independent activity. See the Story Matrix Model Lesson.	<ul style="list-style-type: none"> <li>• <i>Just a Box</i> Foundational Skills Guide (Post-Reading)</li> <li>• Book-by-Book Progress Monitoring Assessment Student Response Records and/or copies of the oral reading fluency assessment materials</li> <li>• Paper</li> <li>• Student pencils, crayons, and/or markers</li> </ul>

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**DAY 1**

Time	Whole Group (floor)	Materials
<b>Foundational Skills Instruction</b>		<b>My Vivid Town Foundational Skills Guide (Day 1)</b>
30	Post Foundational Skills Purpose Statement	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Foundational Skills Purpose Statement</li> </ul>
	Vowel Pattern Sort 1	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Vowel Pattern Sort 1 Chart</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>My Vivid Town</i> Vowel Pattern Sort 1 Master Chart (spiral p. 46 – mark page with sticky note for easy reference)</li> <li>• Appropriate writing utensil</li> </ul>
	Practice Reading a Tricky Word	<ul style="list-style-type: none"> <li>• Teacher wipe-off board &amp; marker</li> </ul>
	Word Chains	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Word Chain to Emphasize Final Nasal Blends               <ul style="list-style-type: none"> <li>- Teacher Word Chain Cards: b, l, o, n, d, a, e, t(2), w, i</li> </ul> </li> <li>• Word Chain to Emphasize Final Nasal Blends               <ul style="list-style-type: none"> <li>- Teacher Word Chain Cards: h, i, n, t, u, m, p, d, a, c, l, s</li> </ul> </li> </ul>
Time	Whole Group (tables/desks)	Materials
<b>Close Reading Instruction</b>		<b>My Vivid Town Close Reading Guide (Day 1)</b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 1 Close Reading Purpose Statements</li> </ul>
	Explore Book Cover	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
<b>Reading Time</b>		<b>My Vivid Town</b>
10	Begin Individual Reading (While students read the day's first page range, pull a small group for 10 minutes and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
<b>Close Reading Instruction, continued</b>		<b>My Vivid Town Close Reading Guide (Day 1)</b>
10	Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> </ul>
<b>Reading Time</b>		<b>My Vivid Town</b>
10	Begin Individual Reading (While students read the day's second page range, pull a small group for 10 minutes and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
<b>Close Reading Instruction, continued</b>		<b>My Vivid Town Close Reading Guide (Day 1)</b>
10	Examine What the Text Says	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> </ul>
<b>Foundational Skills Instruction, continued</b>		<b>My Vivid Town Foundational Skills Guide (Day 1)</b>
5	Connecting Spelling to Meaning	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Connecting Spelling to Meaning chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students' hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for "Examine What the Text Says" when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the "Examine What the Text Says" questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 2**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b>My Vivid Town Foundational Skills Guide (Day 2)</b>
15	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart started on Day 1</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>My Vivid Town</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
	Practice Reading Tricky Words	<ul style="list-style-type: none"> <li>• Teacher wipe-off board &amp; marker</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, continued</b>	<b>My Vivid Town Foundational Skills Guide (Day 2)</b>
15	Phoneme-Grapheme Mapping	<ul style="list-style-type: none"> <li>• “My Spelling Journal” p. 20 for teacher and students</li> <li>• Teacher and student pencils</li> </ul>
	<b>Close Reading Instruction</b>	<b>My Vivid Town Close Reading Guide (Day 2)</b>
10	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 2 Close Reading Purpose Statements</li> </ul>
	Conduct a Reread	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
	<b>Reading Time</b>	<b>My Vivid Town</b>
20	Continue Individual Reading (While students practice reading the book’s daily page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Close Reading Instruction, continued</b>	<b>My Vivid Town Close Reading Guide (Day 2)</b>
20	Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> <li>• Large wipe-off board or easel paper to create a Vivid Details Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students’ hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for “Examine What the Text Says” when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 3**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b>My Vivid Town Foundational Skills Guide (Day 3)</b>
15	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart from Days 1 &amp; 2</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>My Vivid Town</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, continued</b>	<b>My Vivid Town Foundational Skills Guide (Day 3)</b>
15	Phoneme-Grapheme Mapping: Rabbit Word Strategy	<ul style="list-style-type: none"> <li>• Teacher and student copies of Rabbit Word Strategy sheet</li> <li>• “My Spelling Journal” pp. 21 &amp; 22 for teacher and students</li> <li>• Teacher and student pencils</li> <li>• Teacher and student red pencils or markers</li> </ul>
	<b>Close Reading Instruction</b>	<b>My Vivid Town Close Reading Guide (Day 3)</b>
10	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 3 Close Reading Purpose Statements</li> </ul>
	Generate a Recap	• Teacher and student copies of the book <i>My Vivid Town</i>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
	<b>Reading Time</b>	<b>My Vivid Town</b>
20	Continue Individual Reading (While students practice reading the book’s daily page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction</b>	<b>My Vivid Town Close Reading Guide (Day 3)</b>
10	Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> <li>• Retell Word Cards: decided, wanted, first, next, then, after that, so, because, surprised, excited, delighted</li> <li>• Vivid Details Chart started on Day 2</li> </ul>
	<b>Foundational Skills Instruction, continued</b>	<b>My Vivid Town Foundational Skills Guide (Day 3)</b>
10	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> <li>• Connecting Spelling to Meaning chart from Day 1</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students’ hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for “Examine What the Text Says” when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	



**Reading Series 1**  
**Pacing Guide**  
**My Vivid Town**

**DAY 4**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b>My Vivid Town Foundational Skills Guide (Day 4)</b>
15	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart from Days 1, 2, &amp; 3</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>My Vivid Town</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, continued</b>	<b>My Vivid Town Foundational Skills Guide (Day 4)</b>
10	Phoneme-Grapheme Mapping to Focus on Blends	<ul style="list-style-type: none"> <li>• “My Spelling Journal” p. 23 for teacher and students</li> <li>• Teacher and student pencils</li> </ul>
	Practice Reading a Tricky Word	<ul style="list-style-type: none"> <li>• Teacher wipe-off board &amp; marker</li> </ul>
	<b>Close Reading Instruction</b>	<b>My Vivid Town Close Reading Guide (Day 4)</b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 4 Close Reading Purpose Statements</li> </ul>
	Conduct a Reread	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> <li>• Teacher and student Resolution Bookmarks</li> </ul>
	<b>Reading Time</b>	<b>My Vivid Town</b>
10	Continue Individual Reading (While students practice reading the day’s first page range, pull a small group for 10 minutes and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> <li>• Teacher and student Resolution Bookmarks</li> </ul>
	<b>Close Reading Instruction, continued</b>	<b>My Vivid Town Close Reading Guide (Day 4)</b>
10	Examine What the Text Says	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> </ul>
	<b>Reading Time</b>	<b>My Vivid Town</b>
10	Continue Individual Reading (While students practice reading the day’s second page range, pull a small group for 10 minutes and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> <li>• Teacher and student Resolution Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction, continued</b>	<b>My Vivid Town Close Reading Guide (Day 4)</b>
15	Explore What the Text Means Generate a Retell	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> <li>• Retell Word Cards: setup, initiating event, resolution, decided, wanted, first, next, then, after that, finally, but, so, because, surprised, delighted</li> </ul>
	<b>Foundational Skills Instruction, continued</b>	<b>My Vivid Town Foundational Skills Guide (Day 4)</b>
5	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> <li>• Connecting Spelling to Meaning chart from Days 1 &amp; 3</li> <li>• Appropriate writing utensil</li> </ul>

Instruction continues on the following page.

Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• You can add “Deliver Oral Reading Fluency Instruction” to you Day 4 Workshop, using the book’s phrase-cued reading sheet located on p. 8 of the “Phrase-Cued Reading Journal.”</li> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students’ hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for “Examine What the Text Says” when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

**Reading Series 1**  
**Pacing Guide**  
*My Vivid Town*

**DAY 5**

<b>Time</b>	<b>Whole Group (tables/desks)</b>	<b>Materials</b>
	<b>Close Reading Instruction, continued from Day 4</b>	<b>My Vivid Town Close Reading Guide (Day 4)</b>
10	Deliver Fluency Instruction	<ul style="list-style-type: none"> <li>• “Phrase-Cued Reading Journal” p. 8 for teacher and students</li> <li>• Teacher and student plastic spoons</li> </ul>
	<b>Reading Time</b>	<b>My Vivid Town</b>
10	Have students partner read or conduct a choral reread	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>My Vivid Town</i></li> </ul>
<b>Time</b>	<b>Whole Group (floor)</b>	<b>Materials</b>
	<b>Close Reading Instruction</b>	<b>My Vivid Town Close Reading Guide (Day 5)</b>
20	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 5 Close Reading Purpose Statements</li> </ul>
	Conduct a Character Analysis	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Character Analysis Chart</li> <li>• Appropriate writing utensil</li> </ul>
<b>Time</b>	<b>Whole Group (tables/desks)</b>	<b>Materials</b>
	<b>Writing Time</b>	<b>My Vivid Town Close Reading Guide (Day 5)</b>
40	From Close Reading to Action: What Does the Text Inspire You to Do? -Write and Illustrate a Narrative -Write an Opinion	<ul style="list-style-type: none"> <li>• Student copies of the book <i>My Vivid Town</i></li> <li>• Completed Character Analysis Chart for student reference</li> <li>• “My Writing Journal”</li> <li>• Student pencils</li> <li>• Markers</li> </ul>
<b>Time</b>	<b>Workshop</b>	<b>Materials</b>
40	Progress Monitoring Assessments	<ul style="list-style-type: none"> <li>• <i>My Vivid Town</i> Foundational Skills Guide (Post-Reading)</li> <li>• Book-by-Book Progress Monitoring Assessment Student Response Records and/or copies of the oral reading fluency assessment materials</li> </ul>

**Reading Series 1**  
**Pacing Guide**  
**Great Grandma Dot**

**DAY 1**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b>Great Grandma Dot Foundational Skills Guide (Day 1)</b>
30	Post Foundational Skills Purpose Statement	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Foundational Skills Purpose Statement</li> </ul>
	Vowel Pattern Sort 1	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Vowel Pattern Sort 1 Chart</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>Great Grandma Dot</i> Vowel Pattern Sort 1 Master Chart (spiral p. 71 – mark page with sticky note for easy reference)</li> <li>• Appropriate writing utensil</li> </ul>
	Practice Reading a Tricky Word	<ul style="list-style-type: none"> <li>• Teacher wipe-off board &amp; marker</li> </ul>
	Word Chains	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Word Chain to Emphasize Final Nasal Blends - Teacher Word Chain Cards: s(2), p, a,n, t(2), l, u, r, e, d</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Close Reading Instruction</b>	<b>Great Grandma Dot Close Reading Guide (Day 1)</b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 1 Close Reading Purpose Statements</li> </ul>
	Explore Book Cover	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Great Grandma Dot</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Great Grandma Dot</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
	<b>Reading Time</b>	<b>Great Grandma Dot</b>
10	Begin Individual Reading (While students practice reading the day's first page range, pull a small group for 10 minutes and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Great Grandma Dot</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
	<b>Close Reading Instruction, continued</b>	<b>Great Grandma Dot Close Reading Guide (Day 1)</b>
10	Examine What the Text Says	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Great Grandma Dot</i></li> </ul>
	<b>Reading Time</b>	<b>Great Grandma Dot</b>
10	Begin Individual Reading (While students practice reading the day's second page range, pull a small group for 10 minutes and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Great Grandma Dot</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction, continued</b>	<b>Great Grandma Dot Close Reading Guide (Day 1)</b>
10	Examine What the Text Says	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Great Grandma Dot</i></li> </ul>
	<b>Foundational Skills Instruction, continued</b>	<b>Great Grandma Dot Foundational Skills Guide (Day 1)</b>
5	Connecting Spelling to Meaning	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Connecting Spelling to Meaning chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students' hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for "Examine What the Text Says" when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the "Examine What the Text Says" questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

**Reading Series 1**  
**Pacing Guide**  
**Great Grandma Dot**

**DAY 2**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b>Great Grandma Dot Foundational Skills Guide (Day 2)</b>
20	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart from Day 1</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>Great Grandma Dot</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
	Practice Reading Tricky Words	<ul style="list-style-type: none"> <li>• Teacher wipe-off board &amp; marker</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, continued</b>	<b>Great Grandma Dot Foundational Skills Guide (Day 2)</b>
15	Phoneme-Grapheme Mapping	<ul style="list-style-type: none"> <li>• “My Spelling Journal” p. 24 for teacher and students</li> <li>• Teacher and student pencils</li> </ul>
	<b>Close Reading Instruction</b>	<b>Great Grandma Dot Close Reading Guide (Day 2)</b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 2 Close Reading Purpose Statements</li> </ul>
	Provide a Recap	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Great Grandma Dot</i></li> <li>• Large wipe-off board or easel paper to create Character Splash</li> <li>• Appropriate writing utensil</li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Great Grandma Dot</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
	<b>Reading Time</b>	<b>Great Grandma Dot</b>
20	Continue Individual Reading (While students practice reading the book’s daily page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Great Grandma Dot</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction, continued</b>	<b>Great Grandma Dot Close Reading Guide (Day 2)</b>
15	Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Great Grandma Dot</i></li> <li>• Teacher and student sticky notes</li> <li>• Teacher and student pencils</li> </ul>
	<b>Foundational Skills Instruction, continued</b>	<b>Great Grandma Dot Foundational Skills Guide (Day 1)</b>
5	Connecting Spelling to Meaning	<ul style="list-style-type: none"> <li>• Connecting Spelling to Meaning chart from Day 1</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students’ hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for “Examine What the Text Says” when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

**Reading Series 1**  
**Pacing Guide**  
**Great Grandma Dot**

**DAY 3**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b>Great Grandma Dot Foundational Skills Guide (Day 3)</b>
15	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart from Days 1 &amp; 2</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>Great Grandma Dot</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, continued</b>	<b>Great Grandma Dot Foundational Skills Guide (Day 3)</b>
15	Phoneme-Grapheme Mapping: Rabbit Word Strategy	<ul style="list-style-type: none"> <li>• Teacher and student copies of Rabbit Word Strategy sheet</li> <li>• “My Spelling Journal” p. 25 for teacher and students</li> <li>• Teacher and student pencils</li> <li>• Teacher and student red pencils or markers</li> </ul>
	<b>Close Reading Instruction</b>	<b>Great Grandma Dot Close Reading Guide (Day 3)</b>
10	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 3 Close Reading Purpose Statements</li> </ul>
	Provide a Recap	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Great Grandma Dot</i></li> <li>• Character Splash from Day 2</li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Great Grandma Dot</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
	<b>Reading Time</b>	<b>Great Grandma Dot</b>
20	Continue Individual Reading (While students practice reading the book’s daily page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Great Grandma Dot</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
	<b>Close Reading Instruction</b>	<b>Great Grandma Dot Close Reading Guide (Day 3)</b>
10	Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Great Grandma Dot</i></li> <li>• Teacher and student sticky notes</li> <li>• Teacher and student pencils</li> <li>• Large wipe-off board or easel paper to create Concept Map</li> <li>• Appropriate writing utensil.</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction, continued</b>	<b>Great Grandma Dot Foundational Skills Guide (Day 3)</b>
10	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> <li>• Connecting Spelling to Meaning chart from Days 1 &amp; 2</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students’ hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for “Examine What the Text Says” when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

**Reading Series 1**  
**Pacing Guide**  
**Great Grandma Dot**

**DAY 4**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b>Great Grandma Dot Foundational Skills Guide (Day 4)</b>
20	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart from Days 1, 2, &amp; 3</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>Great Grandma Dot</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, continued</b>	<b>Great Grandma Dot Foundational Skills Guide (Day 4)</b>
20	Phoneme-Grapheme Mapping to Focus on Blends	<ul style="list-style-type: none"> <li>• “My Spelling Journal” p. 26 for teacher and students</li> <li>• Teacher and student pencils</li> </ul>
	<b>Close Reading Instruction</b>	<b>Great Grandma Dot Close Reading Guide (Day 4)</b>
10	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 4 Close Reading Purpose Statements</li> </ul>
	Conduct a Reread	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Great Grandma Dot</i></li> </ul>
	<b>Reading Time</b>	<b>Great Grandma Dot</b>
20	Continue Individual Reading (While students practice reading the book’s daily page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Great Grandma Dot</i></li> </ul>
	<b>Close Reading Instruction, continued</b>	<b>Great Grandma Dot Close Reading Guide (Day 4)</b>
10	Explore What the Text Means	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Great Grandma Dot</i></li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• You can add “Deliver Oral Reading Fluency Instruction” to you Day 4 Workshop, using the book’s phrase-cued reading sheet located on p. 9 of the “Phrase-Cued Reading Journal.”</li> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students’ hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for “Examine What the Text Says” when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

**Reading Series 1**  
**Pacing Guide**  
*Great Grandma Dot*

**DAY 5**

<b>Time</b>	<b>Whole Group (tables/desks)</b>	<b>Materials</b>
	<b>Close Reading Instruction, continued from Day 4</b>	<b>Great Grandma Dot Close Reading Guide (Day 4)</b>
10	Deliver Fluency Instruction	<ul style="list-style-type: none"> <li>• “Phrase-Cued Reading Journal” p. 9 for teacher and students</li> <li>• Teacher and student plastic spoons</li> </ul>
	<b>Reading Time</b>	<b>Great Grandma Dot</b>
10	Have students partner read or conduct a choral reread	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Great Grandma Dot</i></li> </ul>
<b>Time</b>	<b>Whole Group (floor)</b>	<b>Materials</b>
	<b>Close Reading Instruction</b>	<b>Great Grandma Dot Close Reading Guide (Day 5)</b>
20	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 5 Close Reading Purpose Statements</li> </ul>
	Explore What the Text Means	<ul style="list-style-type: none"> <li>• Character Splash created on Days 2 &amp; 3</li> </ul>
<b>Time</b>	<b>Whole Group (tables/desks)</b>	<b>Materials</b>
	<b>Writing Time</b>	<b>Great Grandma Dot Close Reading Guide (Day 5)</b>
40	From Close Reading to Action: What Does the Text Inspire You to Do? -Write a Character Sketch	<ul style="list-style-type: none"> <li>• Student copies of the book <i>The Sunset Pond</i></li> <li>• Completed Character Splash for student reference</li> <li>• “My Writing Journal”</li> <li>• Student pencils</li> <li>• Markers</li> </ul>
<b>Time</b>	<b>Workshop</b>	<b>Materials</b>
40	Progress Monitoring Assessments	<ul style="list-style-type: none"> <li>• <i>Great Grandma Dot</i> Foundational Skills Guide (Post-Reading)</li> <li>• Book-by-Book Progress Monitoring Assessment Student Response Records and/or copies of the oral reading fluency assessment materials</li> </ul>



**Reading Series 1**  
**Pacing Guide**  
*Will Is Up at Bat*

**DAY 1**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b><i>Will Is Up at Bat</i> Foundational Skills Guide (Day 1)</b>
30	Post Foundational Skills Purpose Statement	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Foundational Skills Purpose Statement</li> </ul>
	Vowel Pattern Sort 1	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Vowel Pattern Sort 1 Chart</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>Will Is Up at Bat</i> Vowel Pattern Sort 1 Master Chart (spiral p. 89 – mark page with sticky note for easy reference)</li> <li>• Appropriate writing utensil</li> </ul>
	Practice Reading a Tricky Word	<ul style="list-style-type: none"> <li>• Teacher wipe-off board &amp; marker</li> </ul>
	Word Chains	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Word Chain to Emphasize Final Blends - Teacher Word Chain Cards: l, e, f, t, i, s, o, m, u, d, j, b, n, h, r, p, g, a</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Close Reading Instruction</b>	<b><i>Will Is Up at Bat</i> Close Reading Guide (Day 1)</b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 1 Close Reading Purpose Statements</li> </ul>
	Explore Book Cover	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Will Is Up at Bat</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Will Is Up at Bat</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
	<b>Reading Time</b>	<b><i>Will Is Up at Bat</i></b>
20	Begin Individual Reading (While students practice reading the book's daily page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Will Is Up at Bat</i></li> <li>• Teacher and student Setup Bookmarks</li> </ul>
	<b>Close Reading Instruction, continued</b>	<b><i>Will Is Up at Bat</i> Close Reading Guide (Day 1)</b>
20	Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Will Is Up at Bat</i></li> </ul>
Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction, continued</b>	<b><i>Will Is Up at Bat</i> Foundational Skills Guide (Day 1)</b>
5	Connecting Spelling to Meaning	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Connecting Spelling to Meaning chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students' hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for "Examine What the Text Says" when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the "Examine What the Text Says" questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 2**

Time	Whole Group (floor)	Materials
	<b>Foundational Skills Instruction</b>	<b><i>Will Is Up at Bat</i> Foundational Skills Guide (Day 2)</b>
20	Vowel Pattern Sort 1, <i>continued</i>	<ul style="list-style-type: none"> <li>• Vowel Pattern Sort 1 Chart started on Day 1</li> <li>• Teacher wipe-off board &amp; marker for demonstration purposes</li> <li>• Teacher and student copies of Open and Closed Syllable Checklist</li> <li>• <i>Will Is Up at Bat</i> Vowel Pattern Sort 1 Master Chart</li> <li>• Appropriate writing utensil</li> </ul>
Time	Whole Group (tables/desks)	Materials
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>Will Is Up at Bat</i> Foundational Skills Guide (Day 2)</b>
25	Phoneme-Grapheme Mapping	<ul style="list-style-type: none"> <li>• “My Spelling Journal” p. 27 for teacher and students</li> <li>• Teacher and student pencils</li> </ul>
	Phoneme-Grapheme Mapping to Focus on Blends	<ul style="list-style-type: none"> <li>• “My Spelling Journal” p. 28 for teacher and students</li> <li>• Teacher and student pencils</li> </ul>
	<b>Close Reading Instruction</b>	<b><i>Will Is Up at Bat</i> Close Reading Guide (Day 2)</b>
5	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 2 Close Reading Purpose Statements</li> </ul>
	Provide a Recap	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Will Is Up at Bat</i></li> </ul>
	Place bookmarks	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Will Is Up at Bat</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
	<b>Reading Time</b>	<b><i>Will Is Up at Bat</i></b>
10	Continue Individual Reading (While students practice reading the book’s daily page range, pull a small group and read with them.)	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Will Is Up at Bat</i></li> <li>• Teacher and student Initiating Event Bookmarks</li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction, <i>continued</i></b>	<b><i>Will Is Up at Bat</i> Close Reading Guide (Day 2)</b>
15	Examine What the Text Says	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Will Is Up at Bat</i></li> <li>• Retell Word Cards: initiating event, plan, all of sudden, decides, first, next, then, so, because, excited, thrilled, nervous</li> </ul>
	<b>Foundational Skills Instruction, <i>continued</i></b>	<b><i>Will Is Up at Bat</i> Foundational Skills Guide (Day 2)</b>
5	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> <li>• Connecting Spelling to Meaning chart from Day 1</li> <li>• Appropriate writing utensil</li> </ul>
Time	Workshop	Materials
40	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students’ hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for “Examine What the Text Says” when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 3**

Time	Whole Group (tables/desks)	Materials
	<b>Close Reading Instruction</b>	<b><i>Will Is Up at Bat</i> Close Reading Guide (Day 3)</b>
15	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 3 Close Reading Purpose Statements</li> </ul>
	Conduct a Reread	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Will Is Up at Bat</i></li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction, continued</b>	<b><i>Will Is Up at Bat</i> Close Reading Guide (Day 3)</b>
15	Examine What the Text Means	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Will Is Up at Bat</i></li> </ul>
20	Generate a Retell	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Will Is Up at Bat</i></li> <li>• Retell Word Cards: all of a sudden, realizes, decides, first, next, then, after that, finally, but, so, because, nervous, surprised</li> </ul>
Time	Workshop	Materials
70	<ul style="list-style-type: none"> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students' hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for "Examine What the Text Says" when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the "Examine What the Text Says" questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 4**

Time	Whole Group (tables/desks)	Materials
	<b>Close Reading Instruction</b>	<b><i>Will Is Up at Bat</i> Close Reading Guide (Day 4)</b>
10	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 4 Close Reading Purpose Statements</li> </ul>
	Conduct a Reread	• Teacher and student copies of the book <i>Will Is Up at Bat</i>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction, <i>continued</i></b>	<b><i>Will Is Up at Bat</i> Close Reading Guide (Day 4)</b>
50	Explore What the Text Means	• Teacher and student copies of the book <i>Will Is Up at Bat</i>
Time	Workshop	Materials
60	<ul style="list-style-type: none"> <li>• You can add “Deliver Oral Reading Fluency Instruction” to you Day 4 Workshop, using the book’s phrase-cued reading sheet located on p. 10 of the “Phrase-Cued Reading Journal.”</li> <li>• Listen to individual students read and provide feedback. Encourage them to use their reading strategies (Open and Closed Syllable Checklists, learned blending strategies, etc.) when they encounter words they do not know. Emergent Reader Companion books can be used with students who need differentiated instruction.</li> <li>• Scaffold and provide feedback on students’ hands-on practice of word chains. (Use the cards listed in the Day 1 materials list. Provide one set of cards for each student.)</li> <li>• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general understanding of what they have read or providing evidence, use the scaffold questions for “Examine What the Text Says” when available.</li> <li>• Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every week for every student. For students reading Emergent Reader Companion books, deliver the progress monitoring assessment for that book.</li> </ul> <p>When not in small group, students can generate written responses to answer the “Examine What the Text Says” questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

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**DAY 5**

Time	Whole Group (tables/desks)	Materials
	<b>Reading Time</b>	<b><i>Will Is Up at Bat</i></b>
10	Have students partner read or conduct a choral reread	<ul style="list-style-type: none"> <li>• Teacher and student copies of the book <i>Will Is Up at Bat</i></li> </ul>
Time	Whole Group (floor)	Materials
	<b>Close Reading Instruction</b>	<b><i>Will Is Up at Bat</i> Close Reading Guide (Day 5)</b>
60	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> <li>• Pocket chart</li> <li>• Day 5 Close Reading Purpose Statements</li> </ul>
	Create a Story Matrix	<ul style="list-style-type: none"> <li>• Large wipe-off board or easel paper to create Story Matrix</li> <li>• Appropriate writing utensil</li> <li>• Books: <i>The Sunset Pond</i>, <i>Jen's Best Gift Ever</i>, <i>It is Halloween!</i>, <i>Meg and Jim's Sled Trip</i>, <i>Just a Box</i>, <i>My Vivid Town</i>, <i>Great Grandma Dot</i>, and <i>Will Is Up at Bat</i></li> </ul>
Time	Workshop	Materials
50	Progress Monitoring Assessments	<ul style="list-style-type: none"> <li>• <i>Will Is Up at Bat</i> Foundational Skills Guide (Post-Reading)</li> <li>• Book-by-Book Progress Monitoring Assessment Student Response Records and/or copies of the oral reading fluency assessment materials</li> </ul>