Reading Series 2 Pacing Guide The Case of Jake's Escape

Prepare Yourself

Have the <i>l</i>	Metacognitive Icon Cards on hand throughout instruction	n.
Day	1	
Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	The Case of Jake's Escape Foundational Skills Guide (Day 1)
35	Post Foundational Skills Purpose Statement	Pocket chart
		 Foundational Skills Purpose Statement
	Identifying Silent e Syllables	Closed Syllable Checklist
	- The Long /ā/ Sound Spelled a_e	Silent <i>e</i> Syllable Checklist
		• Identifying Silent e Syllables Letter Cards: m, a, d, e
	Listen Sort Bood	- Docket chart

	- The Long \bar{a} Sound Spelled a_e	• Silent <i>e</i> Syllable Checklist
		• Identifying Silent e Syllables Letter Cards: m, a, d, e
	Listen, Sort, Read	 Pocket chart The Case of Jake's Escape Listen, Sort, Read Cards: Picture Header Cards: apples, acorn Word Cards: mad, Dan, rat, sat, cab, dab, grass, made, Dave, rate, snake, Abe, drapes, jade
	Vowel Pattern Sort 2	 Large wipe-off board or easel paper to create Vowel Pattern Sort 2 chart Teacher wipe-off board & marker for demonstration purposes Teacher and student copies of Open, Closed, and Silent <i>e</i> Syllable Checklists The Case of Jake's Escape Vowel Pattern Sort 2 Master Chart (Reading Series 2, Part 3 spiral p. 29- mark page with sticky note for easy reference) Appropriate writing utensil
	High-Frequency Puzzle Words	 The Case of Jake's Escape High-Frequency Word Cards: New Words: found, wanted, way, without Review Words: are, been, could, day, do, down, even, first, for, from, go, great, have, he, home, into, likes, my, no, now, of, one, out, put, said, she, so, their, there, they, to, too, was, we, were, what, where, you Pocket chart Wipe-off board and marker
	Practice Reading Words	Teacher wipe-off board & marker for demonstration purposes
Time	Whole Group (tables/desks)	Materials
	Close Reading Instruction	The Case of Jake's Escape Close Reading Guide (Day 1)
5	Explore Book Cover	• Teacher and student copies of the book The Case of Jake's Escape
	Post Close Reading Purpose Statements	Pocket chart
		Day 1 Close Reading Purpose Statements
	Place Bookmarks	 Teacher and student copies of the book The Case of Jake's Escape Teacher and student Setup Bookmarks
		• Teacher and student copies of the book The Case of Jake's Escape
15	Place Bookmarks	 Teacher and student copies of the book The Case of Jake's Escape Teacher and student Setup Bookmarks
15 Time	Place Bookmarks Reading Time Begin Individual Reading (While students practice reading the book's daily page	Teacher and student copies of the book <i>The Case of Jake's Escape</i> Teacher and student Setup Bookmarks The Case of Jake's Escape Teacher and student copies of the book <i>The Case of Jake's Escape</i>
	Place Bookmarks Reading Time Begin Individual Reading (While students practice reading the book's daily page range, pull a small group and read with them.)	Teacher and student copies of the book <i>The Case of Jake's Escape</i> Teacher and student Setup Bookmarks The Case of Jake's Escape Teacher and student copies of the book <i>The Case of Jake's Escape</i> Teacher and student Setup Bookmarks Materials The Case of Jake's Escape Close Reading Guide (Day 1)
	Place Bookmarks Reading Time Begin Individual Reading (While students practice reading the book's daily page range, pull a small group and read with them.) Whole Group (floor)	Teacher and student copies of the book <i>The Case of Jake's Escape</i> Teacher and student Setup Bookmarks The Case of Jake's Escape Teacher and student copies of the book <i>The Case of Jake's Escape</i> Teacher and student Setup Bookmarks Materials
Time	Place Bookmarks Reading Time Begin Individual Reading (While students practice reading the book's daily page range, pull a small group and read with them.) Whole Group (floor) Close Reading Instruction, continued	Teacher and student copies of the book The Case of Jake's Escape Teacher and student Setup Bookmarks The Case of Jake's Escape Teacher and student copies of the book The Case of Jake's Escape Teacher and student Setup Bookmarks Materials The Case of Jake's Escape Close Reading Guide (Day 1)

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 key details questions for "Examine What the Text Says."

• 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.

When not in small group, students can generate written responses to answer the "Examine What the Text Says" questions, or to the questions on their Story Grammar Bookmarks. Otherwise, they should be engaging in Literacy Workstations.

Day	2	
Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	The Case of Jake's Escape Foundational Skills Guide (Day 2)
15	Vowel Pattern Sort 2	Vowel Pattern Sort 2 chart started on Day 1
		• Teacher wipe-off board & marker for demonstration purposes
		• Teacher and student copies of Open, Closed, and Silent e Syllable
		Checklists
		The Case of Jake's Escape Vowel Pattern Sort 2 Master Chart
		Appropriate writing utensil
	Practice Reading a Word	Teacher wipe-off board & marker for demonstration purposes
Time	Whole Group (tables/desks)	Materials
	Foundational Skills Instruction, continued	The Case of Jake's Escape Foundational Skills Guide (Day 2)
20	Phoneme-Grapheme Mapping	• "My Spelling Journal 2" pp. 1 & 2 for teacher and students
	Sentence Dictation	Teacher and student pencils
		Teacher wipe-off board & marker for demonstration purposes
	Phoneme-Grapheme Mapping: Rabbit Word Strategy	• Teacher and student copies of Rabbit Word Strategy sheet
		• "My Spelling Journal 2" p. 3 for teacher and students
		 Teacher and student pencils Teacher and student red pencils or markers
	Class Reading Instruction	The Case of Jake's Escape Close Reading Guide (Day 2)
5	Close Reading Instruction Generate a Summary	The case of fake's Escape close Reading Guide (Day 2)
J	Post Close Reading Purpose Statements	Pocket chart
	Tost close reading rulpose statements	Day 2 Close Reading Purpose Statements
	Place Bookmarks	Teacher and student copies of the book The Case of Jake's Escape
		Teacher and student Initiating Event Bookmarks
	Reading Time	The Case of Jake's Escape
20	Continue Individual Reading	• Teacher and student copies of the book The Case of Jake's Escape
	(While students practice reading the book's daily page	Teacher and student Initiating Event Bookmarks
	range, pull two small groups for 10 minutes each and	
	read with them.)	
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	The Case of Jake's Escape Close Reading Guide (Day 2)
30	Examine What the Text Says	• Teacher and student copies of the book <i>The Case of Jake's Escape</i>
	Examine How the Text Works	Feeling Word Synonym Card: upset
	Explore What the Text Means	Shades of Meaning Synonyms chart
	Summarize and Synthesize Strategy	Large wipe-off board or easel paper to create Summarize and Synthesize
		Strategy chart Appropriate writing utensil
	Foundational Skills Instruction, continued	The Case of Jake's Escape Foundational Skills Guide (Day 2)
10	Connecting Spelling to Meaning	Large wipe-off board or easel paper to create Connecting Spelling to
10	connecting opening to meaning	Meaning charts
		Appropriate writing utensil
Time	Workshop	Materials
20	Listen to individual students read and provide feedback. Encourage them to use the reading strategies they have learned when the second strategies they do not learned when the second strategies are second strategies.	
	 encounter words they do not know. Use the activities from this book's Differentiated Instruction section as needed. You may reproduce the necessary worksheets from 	
	 Use the activities from this book's Differentiated Instruction section as needed. You may reproduce the necessary worksheets from the Reading Series 2 Blackline Masters spiral. 	
	 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 key details questions for "Examine What the Text Says."	
	 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.	,
	,	
	When not in small group, students can generate written	responses to answer the "Examine What the Text Says" questions, or to the
	questions on their Story Grammar Bookmarks. Otherwis	e, they should be engaging in Literacy Workstations.
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Гime	Whole Group (floor)	Materials
	Foundational Skills Instruction	The Case of Jake's Escape Foundational Skills Guide (Day 3)
5	Vowel Pattern Sort 2	 Vowel Pattern Sort 2 chart started on Days 1 & 2 Teacher wipe-off board & marker for demonstration purposes Teacher and student copies of Open, Closed, and Silent <i>e</i> Syllable Checklists The Case of Jake's Escape Vowel Pattern Sort 2 Master Chart Appropriate writing utensil
Time	Whole Group (tables/desks)	Materials
	Foundational Skills Instruction, continued	The Case of Jake's Escape Foundational Skills Guide (Day 3)
5	Phoneme-Grapheme Mapping Sentence Dictation	 "My Spelling Journal 2" p. 4 for teacher and students Teacher and student pencils Teacher wipe-off board & marker for demonstration purposes
	Phoneme-Grapheme Mapping: Turtle Word Strategy	 Teacher and student copies of Turtle Word Strategy sheet "My Spelling Journal 2" p. 5 for teacher and students Teacher and student pencils
	Close Reading Instruction	The Case of Jake's Escape Close Reading Guide (Day 3)
	Restate the Synthesized Summary	Summarize and Synthesize chart created on Day 2
	Post Close Reading Purpose Statements	Pocket chart Day 3 Close Reading Purpose Statements
	Place Bookmarks	Teacher and student copies of the book The Case of Jake's Escape Teacher and student Initiating Event Bookmarks
	Reading Time	The Case of Jake's Escape
0	Continue Individual Reading (While students practice reading the day's first page range, pull a small group and read with them.)	 Teacher and student copies of the book The Case of Jake's Escape Teacher and student Initiating Event Bookmarks
	Close Reading Instruction, continued	The Case of Jake's Escape Close Reading Guide (Day 3)
5	Examine What the Text Says Explore How the Text Works	• Teacher and student copies of the book <i>The Case of Jake's Escape</i>
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	The Case of Jake's Escape Close Reading Guide (Day 3)
0	Examine What the Text Says	• Teacher and student copies of the book The Case of Jake's Escape
	Examine How the Text Works	Retell Word Cards: first, next, then, after that, but, so
	Foundational Skills Instruction, continued	The Case of Jake's Escape Foundational Skills Guide (Day 3)
5	Connecting Spelling to Meaning	 Connecting Spelling to Meaning charts started on Day 2 Large wipe-off board or easel paper to create new Connecting Spelling to Meaning charts Appropriate writing utensil
Time	Workshop	Materials
0	 encounter words they do not know. Use the activities from this book's Differentiated Ins the Reading Series 2 Blackline Masters spiral. Have students answer questions from the story gran understanding of what they have read or providing of Progress monitor and/or deliver oral reading fluency week for every student. 	pack. Encourage them to use the reading strategies they have learned when the truction section as needed. You may reproduce the necessary worksheets fro nmar bookmarks. For students who need support arriving at a general evidence, use the key details questions for "Examine What the Text Says." y assessments to students on Days 4 and 5. Use at least one assessment every responses to answer the "Examine What the Text Says" questions, or to the

Day		
Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	The Case of Jake's Escape Foundational Skills Guide (Day 4)
10	Vowel Pattern Sort 2	 Vowel Pattern Sort 2 chart started on Days 1–3 Teacher wipe-off board & marker for demonstration purposes Teacher and student copies of Open, Closed, and Silent <i>e</i> Syllable Checklists <i>The Case of Jake's Escape</i> Vowel Pattern Sort 2 Master Chart Appropriate writing utensil
	Practice Reading a Word	Teacher wipe-off board & marker for demonstration purposes
Time	Whole Group (tables/desks)	Materials
	Foundational Skills Instruction, continued	The Case of Jake's Escape Foundational Skills Guide (Day 4)
10	Phoneme-Grapheme Mapping Sentence Dictation	 "My Spelling Journal 2" p. 6 for teacher and students Teacher and student pencils Teacher wipe-off board & marker for demonstration purposes
10	Close Reading Instruction	The Case of Jake's Escape Close Reading Guide (Day 4)
10	Generate a Summary Post Close Reading Purpose Statements	 Teacher and student copies of the book <i>The Case of Jake's Escape</i> Pocket chart Day 4 Close Reading Purpose Statements
	Place Bookmarks	 Teacher and student copies of the book The Case of Jake's Escape Teacher and student Resolution Bookmarks
	Reading Time	The Case of Jake's Escape
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.)	 Teacher and student copies of the book The Case of Jake's Escape Teacher and student Resolution Bookmarks
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	The Case of Jake's Escape Close Reading Guide (Day 4)
30	Examine What the Text Says Examine How the Text Works Explore What the Text Means	 Teacher and student copies of the book The Case of Jake's Escape Retell Word Cards: finally, so, because Two blank two-column charts Appropriate writing utensil
	Foundational Skills Instruction, continued	The Case of Jake's Escape Foundational Skills Guide (Day 4)
10	Connecting Spelling to Meaning, continued	 Connecting Spelling to Meaning charts started on Days 2 & 3 Appropriate writing utensil
Time	Workshop	Materials
30	 Listen to individual students read and provide feedback. Encourage them to use the reading strategies they have learned when the encounter words they do not know. Use the activities from this book's Differentiated Instruction section as needed. You may reproduce the necessary worksheets from the Reading Series 2 Blackline Masters spiral. 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 key details questions for "Examine What the Text Says." 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. 	
	When not in small group, students can generate written questions on their Story Grammar Bookmarks. Otherwis	responses to answer the "Examine What the Text Says" questions, or to the e, they should be engaging in Literacy Workstations.

Day	Day 5		
Time	Whole Group (tables/desks)	Materials	
	Reading Time	The Case of Jake's Escape	
20	Have students partner read or conduct a choral reread	Teacher and student copies of the book The Case of Jake's Escape	
Time	Whole Group (floor)	Materials	
	Take Action: What Does the Text Inspire You to Do?	The Case of Jake's Escape Close Reading Guide (Day 5)	
	Post Close Reading Purpose Statements	 Pocket chart Day 5 Close Reading Purpose Statements 	
Time	Whole Group (tables/desks)	Materials	
	Writing Time	The Case of Jake's Escape Close Reading Guide (Day 5)	
40	Write Your Opinion Write a New Initiating Event	 "My Writing Journal" Teacher and student copies of <i>The Case of Jake's Escape</i>: New Initiating Event Frame blackline master Teacher and student pencils 	
Time	Workshop	Materials	
60	Progress Monitoring Assessments While you are progress monitoring, students can complete their writing activities. Otherwise, they should be engaging in Literacy Workstations.	 The Case of Jake's Escape Foundational Skills Guide (Post-Reading) Book-by-Book Progress Monitoring Assessment Student Response Records and/or copies of the oral reading fluency assessment materials Paper Student pencils, crayons, and/or markers 	

Reading Series 2 Pacing Guide My Summertime Camping Trip

Prepare Yourself

Have the Metacognitive Icon Cards on hand throughout instruction.	
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Day	1	
Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	My Summertime Camping Trip Foundational Skills Guide (Day 1)
30	Post Foundational Skills Purpose Statement	Pocket chart
		Foundational Skills Purpose Statement
	Identifying Silent <i>e</i> Syllables	Closed Syllable Checklist
	- The Long /ī/ Sound Spelled i_e	• Silent <i>e</i> Syllable Checklist
		• Identifying Silent <i>e</i> Syllables Letter Cards: <i>p, i, n, e</i>
	Listen, Sort, Read	• Pocket chart
		• My Summertime Camping Trip Listen, Sort, Read Cards:
		- Picture Header Cards: itch, ice cream
		- Word Cards: pin, pine, fin, fine, rid, ride, Tim, time, Sid, side
	Vowel Pattern Sort 2	• Large wipe-off board or easel paper to create Vowel Pattern Sort 2 chart
		Teacher wipe-off board & marker for demonstration purposes
		• Teacher and student copies of Open, Closed, and Silent <i>e</i> Syllable
		Checklists
		My Summertime Camping Trip Vowel Pattern Sort 2 Master Chart
		(Reading Series 2, Part 3 spiral p. 56– mark page with sticky note for easy
		reference)
		Appropriate writing utensil
	High-Frequency Puzzle Words	My Summertime Camping Trip High-Frequency Word Cards:
		- New Words: around, light, more, pulled - Review Words: also, be, because, by, for, from, go, into, me, my, of, our,
		out, put, said, she, so, there, they, to, was, we, were, what, would
		Pocket chart
		Wipe-off board and marker
Time	Whole Group (tables/desks)	Materials
	Close Reading Instruction	My Summertime Camping Trip Close Reading Guide (Day 1)
5	Explore Book Cover	Teacher and student copies of the book My Summertime Camping Trip
	Post Close Reading Purpose Statements	• Pocket chart
		Day 1 Close Reading Purpose Statements
	Place Bookmarks	Teacher and student copies of the book My Summertime Camping Trip
		Teacher and student Setup Bookmarks
	Reading Time	My Summertime Camping Trip
15	Begin Individual Reading	• Teacher and student copies of the book My Summertime Camping Trip
	(While students practice reading the book's daily page	Teacher and student Setup Bookmarks
	range, pull a small group and read with them.)	
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	My Summertime Camping Trip Close Reading Guide (Day 1)
35	Examine What the Text Says	Teacher and student copies of the book My Summertime Camping Trip
	Examine How the Text Works	• Large wipe-off board or easel paper to create Personal Narrative Organizer
	Explore Text Structure: Personal Narrative	and Summarize and Synthesize Strategy chart
	Examine What the Text Says	Appropriate writing utensil
	Summarize and Synthesize Strategy	
	Foundational Skills Instruction, continued	My Summertime Camping Trip Foundational Skills Guide (Day 1)
5		
5	Connecting Spelling to Meaning, continued	Large wipe-off board or easel paper to create Connecting Spelling to
5	Connecting Spelling to Meaning, <i>continued</i>	• Large wipe-off board or easel paper to create Connecting Spelling to Meaning chart

Time	Workshop	Materials	
40	 encounter words they do not know. Use the activities from this book's Differentiated Instructed the Reading Series 2 Blackline Masters spiral. Have students answer questions from the story grammunderstanding of what they have read or providing explored the store students and the store students are stored as a store student store st	ten to individual students read and provide feedback. Encourage them to use the reading strategies they have learned when they counter words they do not know. e the activities from this book's Differentiated Instruction section as needed. You may reproduce the necessary worksheets from e Reading Series 2 Blackline Masters spiral. we students answer questions from the story grammar bookmarks. For students who need support arriving at a general derstanding of what they have read or providing evidence, use the key details questions for "Examine What the Text Says." pgress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every	
	When not in small group, students can generate written r questions on their Story Grammar Bookmarks. Otherwise	esponses to answer the "Examine What the Text Says" questions, or to the , they should be engaging in Literacy Workstations.	

Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	My Summertime Camping Trip Foundational Skills Guide (Day 2)
10	Vowel Pattern Sort 2	Vowel Pattern Sort 2 chart started on Day 1
		Teacher wipe-off board & marker for demonstration purposes
		• Teacher and student copies of Open, Closed, and Silent <i>e</i> Syllable
		Checklists
		My Summertime Camping Trip Vowel Pattern Sort 2 Master Chart
		Appropriate writing utensil
Гime	Whole Group (tables/desks)	Materials
	Foundational Skills Instruction, continued	My Summertime Camping Trip Foundational Skills Guide (Day 2)
5	Phoneme-Grapheme Mapping	 "My Spelling Journal 2" p. 7 for teacher and students
	Sentence Dictation	 Teacher and student pencils
		Teacher wipe-off board & marker for demonstration purposes
	Phoneme-Grapheme Mapping: Turtle Word Strategy	 Teacher and student copies of Rabbit Word Strategy sheet
		• "My Spelling Journal 2" p. 8 for teacher and students
		Teacher and student pencils
	Close Reading Instruction	My Summertime Camping Trip Close Reading Guide (Day 2)
5	Restate the Synthesized Summary	Summarize and Synthesize Strategy chart from Day 1
	Post Close Reading Purpose Statements	Pocket chart
		Day 2 Close Reading Purpose Statements
	Place Bookmarks	• Teacher and student copies of the book My Summertime Camping Trip
		Teacher and student Initiating Event Bookmarks
	Reading Time	My Summertime Camping Trip
20	Continue Individual Reading	• Teacher and student copies of the book My Summertime Camping Trip
	(While students practice reading the day's first page	Teacher and student Initiating Event Bookmarks
	range, pull two small groups for 10 minutes each and read with them.)	
Time	Whole Group (floor)	Materials
line	Close Reading Instruction, continued	My Summertime Camping Trip Close Reading Guide (Day 2)
20	Examine What the Text Says	• Teacher and student copies of the book My Summertime Camping Trip
20	Examine Text Structure: Personal Narrative	Personal Narrative Organizer started on Day 1
		-
	Foundational Skills Instruction, continued	My Summertime Camping Trip Foundational Skills Guide (Day 2)
	Connecting Spelling to Meaning	• Large wipe-off board or easel paper to create Connecting Spelling to
		Meaning charts
		Appropriate writing utensil
Гime	Workshop	Materials
5	Listen to individual students read and provide feedb	back. Encourage them to use the reading strategies they have learned when th
	encounter words they do not know.	
	• Use the activities from this book's Differentiated Instruction section as needed. You may reproduce the necessary worksheets from	
	the Reading Series 2 Blackline Masters spiral.	
	• Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general	
		evidence, use the key details questions for "Examine What the Text Says."
	 Progress monitor and/or deliver oral reading fluency week for every student. 	y assessments to students on Days 4 and 5. Use at least one assessment every
	When not in small group, students can generate written	responses to answer the "Examine What the Text Says" questions, or to the
	when not in small group, students can generate written	responses to answer the Examine what the rest says questions, of to the

Time	3 Whole Group (floor)	Materials	
Time			
10	Foundational Skills Instruction Vowel Pattern Sort 2	My Summertime Camping Trip Foundational Skills Guide (Day 3) • Vowel Pattern Sort 2 chart from Days 1 & 2	
10	vower Pattern sort 2	• Teacher wipe-off board & marker for demonstration purposes	
		Teacher and student copies of Open, Closed, and Silent <i>e</i> Syllable	
		Checklists	
		My Summertime Camping Trip Vowel Pattern Sort 2 Master Chart	
		Appropriate writing utensil	
Time	Whole Group (tables/desks)	Materials	
	Foundational Skills Instruction, continued	My Summertime Camping Trip Foundational Skills Guide (Day 3)	
0	Phoneme-Grapheme Mapping	• "My Spelling Journal 2" p. 9 for teacher and students	
0	Sentence Dictation	Teacher and student pencils	
	Schence Dietation	Teacher wipe-off board & marker for demonstration purposes	
	Phoneme-Grapheme Mapping: Rabbit Word Strategy	Teacher and student copies of Rabbit Word Strategy sheet	
	· · · · · · · · · · · · · · · · · · ·	• "My Spelling Journal 2" p. 10 for teacher and students	
		• Teacher and student pencils	
		Teacher and student red pencils or markers	
	Phoneme-Grapheme Mapping: Turtle Word Strategy	Teacher and student copies of Rabbit Word Strategy sheet	
		• "My Spelling Journal 2" p. 11 for teacher and students	
		Teacher and student pencils	
	Close Reading Instruction	My Summertime Camping Trip Close Reading Guide (Day 3)	
5	Generate a Summary		
	Post Close Reading Purpose Statements	Pocket chart	
		Day 3 Close Reading Purpose Statements	
	Place Bookmarks	• Teacher and student copies of the book My Summertime Camping Trip	
		Teacher and student Initiating Event Bookmarks	
	Reading Time	My Summertime Camping Trip	
20	Continue Individual Reading	• Teacher and student copies of the book My Summertime Camping Trip	
	(While students practice reading the day's page range,	Teacher and student Initiating Event Bookmarks	
	pull two small groups of 10 minutes each and read with		
-!	them.)	Maxwella.	
Time	Whole Group (floor)	Materials	
	Close Reading Instruction, continued	My Summertime Camping Trip Close Reading Guide (Day 3)	
20	Examine What the Text Says	• Teacher and student copies of the book My Summertime Camping Trip	
	Examine Text Structure: Personal Narrative	Personal Narrative Organizer started on Days 1 & 2	
	Foundational Skills Instruction, continued	My Summertime Camping Trip Foundational Skills Guide (Day 3)	
5	Connecting Spelling to Meaning, continued	Connecting Spelling to Meaning chart started on Day 1	
-	Manhahan	Appropriate writing utensil	
Time	Workshop	Materials	
50		ack. Encourage them to use the reading strategies they have learned when the	
	encounter words they do not know.		
	• Use the activities from this book's Differentiated Instruction section as needed. You may reproduce the necessary worksheets from		
	the Reading Series 2 Blackline Masters spiral.		
	• 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 key details questions for "Examine What the Text Says."		
	 Progress monitor and/or deliver oral reading fluency week for every student. 	assessments to students on Days 4 and 5. Use at least one assessment every	
		responses to answer the "Examine What the Text Says" questions, or to the	

Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	My Summertime Camping Trip Foundational Skills Guide (Day 4)
15	Vowel Pattern Sort 2	 Vowel Pattern Sort 2 chart from Days 1–3 Teacher wipe-off board & marker for demonstration purposes Teacher and student copies of Open, Closed, and Silent <i>e</i> Syllable Checklists My Summertime Camping Trip Vowel Pattern Sort 2 Master Chart Appropriate writing utensil
Time	Whole Group (tables/desks)	Materials
	Foundational Skills Instruction, continued	My Summertime Camping Trip Foundational Skills Guide (Day 4)
10	Phoneme-Grapheme Mapping Sentence Dictation Phoneme-Grapheme Mapping: Rabbit Word Strategy	 "My Spelling Journal 2" p. 12 for teacher and students Teacher and student pencils Teacher wipe-off board & marker for demonstration purposes Teacher and student copies of Rabbit Word Strategy sheet "My Spelling Journal 2" p. 13 for teacher and students Teacher and student pencils
		Teacher and student red pencils or markers
	Close Reading Instruction	My Summertime Camping Trip Close Reading Guide (Day 4)
5	Generate a Summary	
	Post Close Reading Purpose Statements Place Bookmarks	Pocket chart Day 4 Close Reading Purpose Statements Teacher and student copies of the book My Summertime Camping Trip
		Teacher and student Resolution Bookmarks
	Reading Time	My Summertime Camping Trip
20	Continue Individual Reading (While students practice reading the book's first daily page range, pull two small groups for 10 minutes each and read with them.)	Teacher and student copies of the book <i>My Summertime Camping Trip</i> Teacher and student Resolution Bookmarks
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	My Summertime Camping Trip Close Reading Guide (Day 4)
20	Examine What the Text Says Examine Text Structure: Personal Narrative	 Teacher and student copies of the book My Summertime Camping Trip Personal Narrative Organizer started on Days 1–3
Time	Workshop	Materials
50	 Listen to individual students read and provide feedback. Encourage them to use the reading strategies they have learned we encounter words they do not know. Use the activities from this book's Differentiated Instruction section as needed. You may reproduce the necessary workshe the Reading Series 2 Blackline Masters spiral. 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 key details questions for "Examine What the Text Says" Progress monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment week for every student. When not in small group, students can generate written responses to answer the "Examine What the Text Says" questions, or the students and students can generate written responses to answer the "Examine What the Text Says" questions, or the students and students can generate written responses to answer the "Examine What the Text Says" questions, or the students and students can generate written responses to answer the "Examine What the Text Says" questions, or the students and students can generate written responses to answer the "Examine What the Text Says" questions, or the students and students can generate written responses to answer the "Examine What the Text Says" questions, or the students can generate written responses to answer the "Examine What the Text Says" questions, or the students can generate written responses to answer the students what the Text Says" questions, or the students and students can generate written responses to answer the students what the Text Says" questions, or the students whet the text Says and students whet text Says are st	

Day 5		
Time	Whole Group (tables/desks)	Materials
	Reading Time	My Summertime Camping Trip
20	Have students partner read or conduct a choral reread	• Teacher and student copies of the book My Summertime Camping Trip
	Take Action: What Does the Text Inspire You to Do?	My Summertime Camping Trip Close Reading Guide (Day 5)
0	Post Close Reading Purpose Statements	Pocket chart
		Day 5 Close Reading Purpose Statements
	Writing Time	My Summertime Camping Trip Close Reading Guide (Day 5)
40	Plan a Personal Narrative	Student copies of Personal Narrative Organizer
	Write a Personal Narrative	• "My Writing Journal"
		Teacher and student pencils
Time	Workshop	Materials
60	Progress Monitoring Assessments	• My Summertime Camping Trip Foundational Skills Guide (Post-Reading)
		Book-by-Book Progress Monitoring Assessment Student Response Records
	While you are progress monitoring, students can	and/or copies of the oral reading fluency assessment materials
	complete their writing activities. Otherwise, they	• Paper
	should be engaging in Literacy Workstations.	 Student pencils, crayons, and/or markers

Reading Series 2 Pacing Guide Mister Mole's Stove

PREPARE YOURSELF

	TOURSELF Aetacognitive Icon Cards on hand throughout instruction.	
1		
Day		
Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	Mister Mole's Stove Foundational Skills Guide (Day 1)
35	Post Foundational Skills Purpose Statement	• Pocket chart
		Foundational Skills Purpose Statement
	Identifying Silent <i>e</i> Syllables	Closed Syllable Checklist Silene - Syllable Checklist
	- The Long /õ/ Sound Spelled o_e	 Silent e Syllable Checklist Identifying Silent e Syllables Letter Cards: n, o, t, e
	Listen, Sort, Read	Pocket chart
		Mister Mole's Stove Listen, Sort, Read Cards:
		- Picture Header Cards: octopus, open
		- Word Cards: not, on, hot, top, rocks, pot, got, note, hole, mole, nose, stove,
		rope, slope
	Vowel Pattern Sort 2	Large wipe-off board or easel paper to create Vowel Pattern Sort 2 chart
		Teacher wipe-off board & marker for demonstration purposes
		• Teacher and student copies of Open, Closed, and Silent <i>e</i> Syllable
		Checklists
		• <i>Mister Mole's Stove</i> Vowel Pattern Sort 2 Master Chart (Reading Series 2, Part 4 spiral p. 35– mark page with sticky note for easy reference)
		Appropriate writing utensil
	High-Frequency Puzzle Words	Mister Mole's Stove High-Frequency Word Cards:
	right requeites r uzzle troitus	- New Words: how, lived, made, makes, old, opened, take, want, warm,
		warmed, why
		- Review Words: are, could, days, do, down, for, from, he, into, me, my,
		no, now, of, one, other, out, so, there, they, to, too, was, what, where,
		would, you, your
		Pocket chart
		Wipe-off board and marker
Time	Whole Group (tables/desks)	Materials
-	Close Reading Instruction	Mister Mole's Stove Close Reading Guide (Day 1)
5	Explore Book Cover	Teacher and student copies of the book <i>Mister Mole's Stove</i>
	Post Close Reading Purpose Statements	Pocket chart
		Day 1 Close Reading Purpose Statements
	Place Bookmarks	 Teacher and student copies of the book Mister Mole's Stove Teacher and student Setup Bookmarks
	Reading Time	Mister Mole's Stove
20		
20	Begin Individual Reading	Teacher and student copies of the book Mister Mole's Stove
	(While students practice reading the book's daily page range, pull two small groups of 10 minutes each and	Teacher and student Setup Bookmarks
	read with them.)	
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	Mister Mole's Stove Close Reading Guide (Day 1)
35	Examine What the Text Says	• Teacher and student copies of the book <i>Mister Mole's Stove</i>
	Examine Nuances in Word Meaning	Large wipe-off board or easel paper to create Nuances in Word Meaning
	Summarize and Synthesize Strategy	chart and Summarize and Synthesize Strategy chart
		Appropriate writing utensil
	Foundational Skills Instruction, continued	Mister Mole's Stove Foundational Skills Guide (Day 1)
5	Connecting Spelling to Meaning	Large wipe-off board or easel paper to create Connecting Spelling to
-	0.1	Meaning chart
		Appropriate writing utensil

Time	Workshop	Materials	
20	 encounter words they do not know. Use the activities from this book's Differentiated Instructed the Reading Series 2 Blackline Masters spiral. Have students answer questions from the story grammunderstanding of what they have read or providing experience. 	ividual students read and provide feedback. Encourage them to use the reading strategies they have learned when th rords they do not know. rities from this book's Differentiated Instruction section as needed. You may reproduce the necessary worksheets from Series 2 Blackline Masters spiral. Its answer questions from the story grammar bookmarks. For students who need support arriving at a general ng of what they have read or providing evidence, use the key details questions for "Examine What the Text Says." nitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every ry student.	
	When not in small group, students can generate written r questions on their Story Grammar Bookmarks. Otherwise	esponses to answer the "Examine What the Text Says" questions, or to the , they should be engaging in Literacy Workstations.	

Time 15	Whole Group (floor)	Materials
15	Foundational Skills Instruction	Mister Mole's Stove Foundational Skills Guide (Day 2)
	Vowel Pattern Sort 2	Vowel Pattern Sort 2 chart started on Day 1
1		Teacher wipe-off board & marker for demonstration purposes
		• Teacher and student copies of Open, Closed, and Silent <i>e</i> Syllable
		Checklists
		Mister Mole's Stove Vowel Pattern Sort 2 Master Chart
		Appropriate writing utensil
	Practice Reading Words	Teacher wipe-off board & marker for demonstration purposes
Time	Whole Group (tables/desks)	Materials
	Foundational Skills Instruction, continued	Mister Mole's Stove Foundational Skills Guide (Day 2)
10	Phoneme-Grapheme Mapping	• "My Spelling Journal 2" p. 14 for teacher and students
	Sentence Dictation	Teacher and student pencils
		Teacher wipe-off board & marker for demonstration purposes
	Phoneme-Grapheme Mapping: Rabbit Word Strategy	Teacher and student copies of Rabbit Word Strategy sheet
		• "My Spelling Journal 2" p. 15 for teacher and students
		Teacher and student pencils
		Teacher and student red pencils or markers
	Close Reading Instruction	Mister Mole's Stove Close Reading Guide (Day 2)
5	Restate the Synthesized Summary	Summarize and Synthesize Strategy chart created on Day 1
	Post Close Reading Purpose Statements	Pocket chart
		Day 2 Close Reading Purpose Statements
	Place Bookmarks	• Teacher and student copies of the book <i>Mister Mole's Stove</i>
		Teacher and student Initiating Event Bookmarks
20	Reading Time	Mister Mole's Stove
20	Continue Individual Reading	Teacher and student copies of the book <i>Mister Mole's Stove</i> Teacher and student luising Frence Realmander
	(While students practice reading the book's daily page range, pull two small groups for 10 minutes each and	Teacher and student Initiating Event Bookmarks
	read with them.)	
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	Mister Mole's Stove Close Reading Guide (Day 2)
20	Examine What the Text Says	Teacher and student copies of the book Mister Mole's Stove
20	Explore What the Text Means	Large wipe-off board or easel paper to create Summarize and Synthesize
	Summarize and Synthesize Strategy	Strategy chart
	, 0,	Appropriate writing utensil
	Foundational Skills Instruction, continued	Mister Mole's Stove Foundational Skills Guide (Day 2)
10	Connecting Spelling to Meaning	Connecting Spelling to Meaning charts started on Day 1
	0 - F	• Large wipe-off board or easel paper to create new Connecting Spelling to
		Meaning charts
		-
		Appropriate writing utensil

Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	Mister Mole's Stove Foundational Skills Guide (Day 3)
0	Vowel Pattern Sort 2	Vowel Pattern Sort 2 chart started on Days 1 & 2
		Teacher wipe-off board & marker for demonstration purposes
		• Teacher and student copies of Open, Closed, and Silent <i>e</i> Syllable
		Checklists
		Mister Mole's Stove Vowel Pattern Sort 2 Master Chart
		Appropriate writing utensil
īme	Whole Group (tables/desks)	Materials
	Foundational Skills Instruction, continued	Mister Mole's Stove Foundational Skills Guide (Day 3)
	Phoneme-Grapheme Mapping	• "My Spelling Journal 2" p. 16 for teacher and students
	Sentence Dictation	Teacher and student pencils
		Teacher wipe-off board & marker for demonstration purposes
	Close Reading Instruction	Mister Mole's Stove Close Reading Guide (Day 3)
	Restate the Synthesized Summary	Summarize and Synthesize chart created on Day 2
	Post Close Reading Purpose Statements	Pocket chart
		Day 3 Close Reading Purpose Statements
	Place Bookmarks	Teacher and student copies of the book Mister Mole's Stove
		Teacher and student Initiating Event Bookmarks
	Reading Time	Mister Mole's Stove
0	Continue Individual Reading	Teacher and student copies of the book Mister Mole's Stove
	(While students practice reading the day's page range,	Teacher and student Initiating Event Bookmarks
	pull two small groups for 10 minutes each and read	
	with them.)	
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	Mister Mole's Stove Close Reading Guide (Day 3)
0	Examine What the Text Says	• Teacher and student copies of the book Mister Mole's Stove
	Examine Nuances in Word Meaning	Retell Word Cards: first, next, then, finally, but, so
	Summarize and Synthesize Strategy	Nuances in Word Meaning chart started on Day 1
		• Large wipe-off board or easel paper to create Summarize and Synthesize
		Strategy chart
	Foundational Skills Instruction, continued	Mister Mole's Stove Foundational Skills Guide (Day 3)
	Connecting Spelling to Meaning, continued	 Connecting Spelling to Meaning charts started on Days 1 & 2
		• Large wipe-off board or easel paper to create new Connecting Spelling to
		Meaning charts
		Appropriate writing utensil
ime	Workshop	Materials
5		ack. Encourage them to use the reading strategies they have learned when th
	encounter words they do not know.	с с ,
	 Use the activities from this book's Differentiated Instruction section as needed. You may reproduce the necessary worksheets from 	
	the Reading Series 2 Blackline Masters spiral.	
	 Have students answer questions from the story grammar bookmarks. For students who need support arriving at a general 	
		evidence, use the key details questions for "Examine What the Text Says."
		v assessments to students on Days 4 and 5. Use at least one assessment every
	week for every student.	
	When not in small group, students can generate written	responses to answer the "Examine What the Text Says" questions, or to the
	when not in small group, students can generate wheten	responses to answer the Examine what the reac says questions of to the

Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	Mister Mole's Stove Foundational Skills Guide (Day 4)
15	Vowel Pattern Sort 2	Vowel Pattern Sort 2 chart started on Days 1–3
		Teacher wipe-off board & marker for demonstration purposes
		• Teacher and student copies of Open, Closed, and Silent <i>e</i> Syllable
		Checklists
		Mister Mole's Stove Vowel Pattern Sort 2 Master Chart
		Appropriate writing utensil
	Practice Reading Words	Teacher wipe-off board & marker for demonstration purposes
Time	Whole Group (tables/desks)	Materials
	Foundational Skills Instruction, continued	Mister Mole's Stove Foundational Skills Guide (Day 4)
5	Phoneme-Grapheme Mapping	 "My Spelling Journal 2" p. 17 for teacher and students
	Sentence Dictation	 Teacher and student pencils
		Teacher wipe-off board & marker for demonstration purposes
	Close Reading Instruction	Mister Mole's Stove Close Reading Guide (Day 4)
5	Restate the Synthesized Summary	 Summarize and Synthesize chart created on Day 3
	Post Close Reading Purpose Statements	• Pocket chart
		Day 4 Close Reading Purpose Statements
	Place Bookmarks	• Teacher and student copies of the book Mister Mole's Stove
		Teacher and student Resolution Bookmarks
	Reading Time	Mister Mole's Stove
20	Continue Individual Reading	• Teacher and student copies of the book Mister Mole's Stove
	(While students practice reading the book's daily page	Teacher and student Resolution Bookmarks
	range, pull two small groups for 10 minutes each and	
	read with them.)	
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	Mister Mole's Stove Close Reading Guide (Day 4)
30	Examine What the Text Says	Teacher and student copies of the book Mister Mole's Stove
	Examine Nuances in Word Meaning	 Nuances in Word Meaning chart started on Days 1 & 2
	Summarize and Synthesize Strategy	• Large wipe-off board or easel paper to create Summarize and Synthesize
		Strategy chart
		Appropriate writing utensil
	Foundational Skills Instruction, continued	Mister Mole's Stove Foundational Skills Guide (Day 4)
5	Connecting Spelling to Meaning, continued	 Connecting Spelling to Meaning charts from Days 1–3
		 Appropriate writing utensil
Time	Workshop	Materials
40		ack. Encourage them to use the reading strategies they have learned when the
	encounter words they do not know.	
	• Use the activities from this book's Differentiated Instruction section as needed. You may reproduce the necessary worksheets from	
	the Reading Series 2 Blackline Masters spiral.	
	• 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 key details questions for "Examine What the Text Says."	
		assessments to students on Days 4 and 5. Use at least one assessment every
	week for every student.	,,
	,	
	When not in small group, students can generate written	responses to answer the "Examine What the Text Says" questions, or to the
		e, they should be engaging in Literacy Workstations.

Time	Whole Group (tables/desks)	Materials
	Reading Time	Mister Mole's Stove
20	Have students partner read or conduct a choral reread	• Teacher and student copies of the book Mister Mole's Stove
Time	Whole Group (floor)	Materials
	Take Action: What Does the Text Inspire You to Do?	Mister Mole's Stove Close Reading Guide (Day 5)
20	Post Close Reading Purpose Statements	Pocket chart Day 5 Close Reading Purpose Statements
	Conduct a Character Analysis Find Evidence of the Story's Messages	 Large wipe-off board or easel paper to create 2-column Evidence chart and Character Analysis chart Appropriate writing utensil
Time	Whole Group (tables/desks)	Materials
	Writing Time	Mister Mole's Stove Close Reading Guide (Day 5)
30	Write What You Learned Write an Opinion	 "My Writing Journal" Teacher and student pencils
Time	Workshop	Materials
50	Progress Monitoring Assessments While you are progress monitoring, students can	 Mister Mole's Stove Foundational Skills Guide (Post-Reading) Book-by-Book Progress Monitoring Assessment Student Response Records and/or copies of the oral reading fluency assessment materials
	complete their writing activities. Otherwise, they should be engaging in Literacy Workstations.	 Paper Student pencils, crayons, and/or markers

Reading Series 2 Pacing Guide Summer Fun at Duke Park

PREPARE YOURSELF

Have the Metacognitive Icon Cards on hand throughout instruction.

Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	Summer Fun at Duke Park Foundational Skills Guide (Day 1)
35	Post Foundational Skills Purpose Statement	Pocket chart
		Foundational Skills Purpose Statement
	Identifying Silent e Syllables	Closed Syllable Checklist
	- The Long /ē/ Sound Spelled e_e	• Silent <i>e</i> Syllable Checklist
	- The Long /ū/ and Long /oo/ Sounds Spelled <i>u_e</i>	• Identifying Silent <i>e</i> Syllables Word Cards: <i>pet, Pete, cub, cube, tub, tube</i>
	Listen, Sort, Read	• Pocket chart
		Summer Fun at Duke Park Listen, Sort, Read Cards:
		- Picture Header Cards: eagle, moon, unicorn
		- Word Cards: Pete, eve, these, extreme, complete, tube, rule, tune,
	Newsl Determs Cent 2	Jules, Duke, June, cube, use, amuse, excuse, uses, cute
	Vowel Pattern Sort 2	 Large wipe-off board or easel paper to create Vowel Pattern Sort 2 Chart Teacher wipe-off board & marker for demonstration purposes
		Teacher and student copies of Open, Closed, and Silent <i>e</i> Syllable
		Checklists
		Summer Fun at Duke Park Vowel Pattern Sort 2 Master Chart (Reading
		Series 2, Part 4 spiral p. 59– mark page with sticky note for easy reference)
		Appropriate writing utensil
	High-Frequency Puzzle Words	Summer Fun at Duke Park High-Frequency Word Cards:
		- New Words: looks, much, onto, plays
		- Review Words: are, be, come, down, for, from, go, have, he, how, me,
		my, of, one, our, out, play, she, so, there, they, time, to, want, we, you
		• Pocket chart
		Wipe-off board and marker
	Practice Reading Words	Teacher wipe-off board & marker for demonstration purposes
Time	Whole Group (tables/desks)	Materials
	Close Reading Instruction	Summer Fun at Duke Park Close Reading Guide (Day 1)
5	Explore Book Cover	• Teacher and student copies of the book Summer Fun at Duke Park
	Post Close Reading Purpose Statements	• Pocket chart
		Day 1 Close Reading Purpose Statements
	Place Bookmarks	• Teacher and student copies of the book Summer Fun at Duke Park
		Teacher and student Setup Bookmarks
	Reading Time	Summer Fun at Duke Park
15	Begin Individual Reading	• Teacher and student copies of the book Summer Fun at Duke Park
	(While students practice reading the book's daily page	Teacher and student Setup Bookmarks
	range, pull a small group and read with them.)	
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	Summer Fun at Duke Park Close Reading Guide (Day 1)
35	Examine What the Text Says	• Teacher and student copies of the book Summer Fun at Duke Park
	Examine How the Text Works	• Large wipe-off board or easel paper to create Personal Narrative Organizer
	Examine Text Structure: Personal Narrative	and Summarize and Synthesize Strategy chart
	Examine What the Text Says	Teacher and student Initiating Event Bookmarks
	Summarize and Synthesize Strategy	Appropriate writing utensil
	Foundational Skills Instruction, continued	Summer Fun at Duke Park Foundational Skills Guide (Day 1)
5	Connecting Spalling to Meaning	• Large wipe-off board or easel paper to create Connecting Spelling to
5	Connecting Spelling to Meaning	· Large wipe-on board of easer paper to create connecting spennig to
5	Connecting spening to meaning	Meaning charts • Appropriate writing utensil

Time	Workshop	Materials	
35	 encounter words they do not know. Use the activities from this book's Differentiated Instructed the Reading Series 2 Blackline Masters spiral. Have students answer questions from the story grammunderstanding of what they have read or providing experience. 	individual students read and provide feedback. Encourage them to use the reading strategies they have learned when they er words they do not know. In words they do not know. In Series 2 Blackline Masters spiral. In the story grammar bookmarks. For students who need support arriving at a general nding of what they have read or providing evidence, use the key details questions for "Examine What the Text Says." monitor and/or deliver oral reading fluency assessments to students on Days 4 and 5. Use at least one assessment every	
	When not in small group, students can generate written r questions on their Story Grammar Bookmarks. Otherwise	, , , ,	

Time	Whole Group (floor)	Materials
Time	Foundational Skills Instruction	Summer Fun at Duke Park Foundational Skills Guide (Day 2)
20	Vowel Pattern Sort 2	• Vowel Pattern Sort 2 chart started on Day 1
		Teacher wipe-off board & marker for demonstration purposes
		• Teacher and student copies of Open, Closed, and Silent <i>e</i> Syllable
		Checklists
		Summer Fun at Duke Park Vowel Pattern Sort 2 Master Chart
		Appropriate writing utensil
	Practice Reading Words	Teacher wipe-off board & marker for demonstration purposes
Time	Whole Group (tables/desks)	Materials
	Foundational Skills Instruction, continued	Summer Fun at Duke Park Foundational Skills Guide (Day 2)
15	Phoneme-Grapheme Mapping	• "My Spelling Journal 2" p. 18 for teacher and students
	Sentence Dictation	Teacher and student pencils
		Teacher wipe-off board & marker for demonstration purposes
	Phoneme-Grapheme Mapping: Turtle Word Strategy	• Teacher and student copies of Rabbit Word Strategy sheet
		• "My Spelling Journal 2" p. 19 for teacher and students
	Class Deading Instruction	Teacher and student pencils Summer Sum at Dulia Park Class Proding Cuida (Deu 2)
5	Close Reading Instruction	Summer Fun at Duke Park Close Reading Guide (Day 2) • Summarize and Synthesize Strategy chart created on Day 1
5	Restate the Synthesized Summary Post Close Reading Purpose Statements	• Summarize and Synchesize Scrategy chart created on Day 1 • Pocket chart
	Post Close Reading Pulpose Statements	Day 2 Close Reading Purpose Statements
	Place Bookmarks	• Teacher and student copies of the book Summer Fun at Duke Park
	Thace bookmarks	Teacher and student copies of the book summer full at bake rank Teacher and student Initiating Event Bookmarks
	Reading Time	Summer Fun at Duke Park
20	Continue Individual Reading	Teacher and student copies of the book Summer Fun at Duke Park
20	(While students practice reading the book's daily page	Teacher and student Initiating Event Bookmarks
	range, pull two small groups for 10 minutes each and	0
	read with them.)	
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	Summer Fun at Duke Park Close Reading Guide (Day 2)
20	Examine What the Text Says	Teacher and student copies of the book Summer Fun at Duke Park
	Examine How the Text Works	Retell Word Cards: first, next, then, after that, because
	Examine Text Structure: Personal Narrative	Personal Narrative Organizer started on Day 1
		Appropriate writing utensil
	Foundational Skills Instruction, continued	Summer Fun at Duke Park Foundational Skills Guide (Day 2)
5	Connecting Spelling to Meaning	Connecting Spelling to Meaning charts started on Day 1
		Appropriate writing utensil
Time	Workshop	Materials
35	Listen to individual students read and provide feedba	ack. Encourage them to use the reading strategies they have learned when the
	encounter words they do not know.	
	• Use the activities from this book's Differentiated Instruction section as needed. You may reproduce the necessary worksheets from	
	the Reading Series 2 Blackline Masters spiral.	
	• 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 key details questions for "Examine What the Text Says."	
	 Progress monitor and/or deliver oral reading fluency week for every student. 	assessments to students on Days 4 and 5. Use at least one assessment every
		responses to answer the "Examine What the Text Says" questions, or to the

Гime	Whole Group (floor)	Materials
	Foundational Skills Instruction	Summer Fun at Duke Park Foundational Skills Guide (Day 3)
15	Vowel Pattern Sort 2	Vowel Pattern Sort 2 chart started on Days 1 & 2
		Teacher wipe-off board & marker for demonstration purposes
		• Teacher and student copies of Open, Closed, and Silent <i>e</i> Syllable
		Checklists
		Summer Fun at Duke Park Vowel Pattern Sort 2 Master Chart
		Appropriate writing utensil
Time	Whole Group (tables/desks)	Materials
	Foundational Skills Instruction, continued	Summer Fun at Duke Park Foundational Skills Guide (Day 3)
0	Phoneme-Grapheme Mapping	• "My Spelling Journal 2" p. 20 for teacher and students
	Sentence Dictation	Teacher and student pencils
		Teacher wipe-off board & marker for demonstration purposes
	Phoneme-Grapheme Mapping: Rabbit Word Strategy	Teacher and student copies of Rabbit Word Strategy sheet
		• "My Spelling Journal 2" p. 21 for teacher and students
		 Teacher and student pencils
		Teacher and student red pencils or markers
	Close Reading Instruction	Summer Fun at Duke Park Close Reading Guide (Day 3)
	Generate a Summary	
	Post Close Reading Purpose Statements	Pocket chart
		Day 3 Close Reading Purpose Statements
	Place Bookmarks	• Teacher and student copies of the book Summer Fun at Duke Park
		Teacher and student Resolution Bookmarks
	Reading Time	Summer Fun at Duke Park
0	Continue Individual Reading	• Teacher and student copies of the book Summer Fun at Duke Park
	(While students practice reading the day's page range,	Teacher and student Resolution Bookmarks
	pull a small group and read with them.)	
īme	Whole Group (floor)	Materials
	Close Reading Instruction, continued	Summer Fun at Duke Park Close Reading Guide (Day 3)
0	Examine What the Text Says	• Teacher and student copies of the book Summer Fun at Duke Park
	Examine Text Structure: Personal Narrative	Personal Narrative Organizer started on Days 1 & 2
		Appropriate writing utensil
	Foundational Skills Instruction, continued	Summer Fun at Duke Park Foundational Skills Guide (Day 2)
	Connecting Spelling to Meaning	Connecting Spelling to Meaning charts started on Days 1 & 2
		Appropriate writing utensil
īme	Workshop	Materials
5	• Listen to individual students read and provide feedb	ack. Encourage them to use the reading strategies they have learned when th
	encounter words they do not know.	
	• Use the activities from this book's Differentiated Instruction section as needed. You may reproduce the necessary worksheets from	
	the Reading Series 2 Blackline Masters spiral.	
	• 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 e	evidence, use the key details questions for "Examine What the Text Says."
	• Progress monitor and/or deliver oral reading fluency week for every student.	assessments to students on Days 4 and 5. Use at least one assessment every

Day 4		
Time	Whole Group (tables/desks)	Materials
	Close Reading Instruction	Summer Fun at Duke Park Close Reading Guide (Day 4)
	Post Close Reading Purpose Statements	 Pocket chart Day 4 Close Reading Purpose Statements
	Reading Time	Summer Fun at Duke Park
20	Conduct a Reread	Teacher and student copies of the book Summer Fun at Duke Park
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	Summer Fun at Duke Park Close Reading Guide (Day 4)
10	Discuss Your Opinion	Teacher and student copies of the book Summer Fun at Duke Park
Time	Whole Group (tables/desks)	Materials
	Writing Time	Summer Fun at Duke Park Close Reading Guide (Day 4)
30	Write an Explanation	• "My Writing Journal"
		Teacher and student pencils
Time	Workshop	Materials
60	 Listen to individual students read and provide feedback. Encourage them to use the reading strategies they have learned when they encounter words they do not know. Use the activities from this book's Differentiated Instruction section as needed. You may reproduce the necessary worksheets from the Reading Series 2 Blackline Masters spiral. 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 key details questions for "Examine What the Text Says." 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. 	
	When not in small group, students can generate written responses to answer the "Examine What the Text Says" question questions on their Story Grammar Bookmarks. Otherwise, they should be engaging in Literacy Workstations.	

Day	Day 5		
Time	Whole Group (tables/desks)	Materials	
	Reading Time	Summer Fun at Duke Park	
15	Have students partner read or conduct a choral reread	• Teacher and student copies of the book Summer Fun at Duke Park	
Time	Whole Group (floor)	Materials	
	Take Action: What Does the Text Inspire You to Do?	Summer Fun at Duke Park Close Reading Guide (Day 5)	
	Post Close Reading Purpose Statements	 Pocket chart Day 5 Close Reading Purpose Statements 	
	Prepare for Instruction	Teacher wipe-off board & marker for demonstration purposes	
Time	Whole Group (tables/desks)	Materials	
	Writing Time	Summer Fun at Duke Park Close Reading Guide (Day 5)	
40	Plan a Personal Narrative Write a Personal Narrative	 Personal Narrative Organizer "My Writing Journal" Teacher and student pencils 	
Time	Workshop	Materials	
55	Progress Monitoring Assessments While you are progress monitoring, students can complete their writing activities. Otherwise, they should be engaging in Literacy Workstations.	 Summer Fun at Duke Park Foundational Skills Guide (Post-Reading) Book-by-Book Progress Monitoring Assessment Student Response Records and/or copies of the oral reading fluency assessment materials Paper Student pencils, crayons, and/or markers 	

Reading Series 2 Pacing Guide Amazing Snakes!

DAY	Day 1		
Time	Whole Group (floor)	Materials	
	Foundational Skills Instruction	Amazing Snakes! Foundational Skills Guide (Day 1)	
30	Post Foundational Skills Purpose Statement	Pocket chart	
		Foundational Skills Purpose Statement	
	Introduce Target Letter-Sound Correspondence - The Long /ē/ Sound Spelled y	• Wipe-off board and marker	
	Listen, Sort, Read	Pocket chart	
		Amazing Snakes! Listen, Sort, Read Cards:	
		 Picture Header Cards: acorn, eagle, ice cream, open, unicorn Spelling Header Cards: a_e, e_e, i_e, o_e, u_e 	
		- Word Cards: case, make, safe, same, scales, snake, here, bite, glide,	
		hide, side, size, slime, time, globe, home, hope, mole, use	
	Vowel Pattern Sort 3	Large wipe-off board or easel paper to create Vowel Pattern Sort 2 chart	
		Teacher wipe-off board & marker for demonstration purposes	
		• Teacher and student copies of Open, Closed, and Silent <i>e</i> Syllable	
		Checklists	
		• Amazing Snakes! Vowel Pattern Sort 3 Master Chart (Reading Series 2, Part	
		 4 spiral p. 85- mark page with sticky note for easy reference) Appropriate writing utensil 	
	High-Frequency Puzzle Words	Appropriate writing activity Amazing Snakes! High-Frequency Word Cards:	
		- New Words: eat, eating, two	
		- Review Words: about, are, be, because, been, come, day, do, for, from,	
		go, have, how, no, of, or, over, said, so, their, there, they, to, too, we,	
		what, you, your	
		Pocket chart	
T ¹		Wipe-off board and marker	
Time	Whole Group (tables/desks)	Materials	
20	Close Reading Instruction Explore Book Cover	 Amazing Snakes! Close Reading Guide (Day 1) Teacher and student copies of the book Amazing Snakes! 	
20	Infer Topic and Text Type	Blank sheet of paper for each student	
	Record an Opinion	Pencils	
	Conduct a Text Feature Tour		
	Post Close Reading Purpose Statements	Pocket chart	
		Day 1 Close Reading Purpose Statements	
	Reading Time	Amazing Snakes!	
15	Begin Individual Reading	• Teacher and student copies of the book Amazing Snakes!	
15	Begin Individual Reading (While students practice reading the day's page range,	Teacher and student copies of the book Amazing Snakes! Teacher and student Annotation Bookmarks	
15	Begin Individual Reading	 Teacher and student copies of the book Amazing Snakes! Teacher and student Annotation Bookmarks Teacher and student sticky notes 	
	Begin Individual Reading (While students practice reading the day's page range, pull a small group and read with them.)	 Teacher and student copies of the book Amazing Snakes! Teacher and student Annotation Bookmarks Teacher and student sticky notes Teacher and student pencils 	
15 Time	Begin Individual Reading (While students practice reading the day's page range, pull a small group and read with them.) Whole Group (floor)	Teacher and student copies of the book Amazing Snakes! Teacher and student Annotation Bookmarks Teacher and student sticky notes Teacher and student pencils Materials	
Time	Begin Individual Reading (While students practice reading the day's page range, pull a small group and read with them.)Whole Group (floor) Close Reading Instruction, continued	Teacher and student copies of the book Amazing Snakes! Teacher and student Annotation Bookmarks Teacher and student sticky notes Teacher and student pencils Materials Amazing Snakes! Close Reading Guide (Day 1)	
	Begin Individual Reading (While students practice reading the day's page range, pull a small group and read with them.) Whole Group (floor) Close Reading Instruction, continued Use Text Features and Annotation	Teacher and student copies of the book Amazing Snakes! Teacher and student Annotation Bookmarks Teacher and student sticky notes Teacher and student pencils Materials Amazing Snakes! Close Reading Guide (Day 1) Teacher and student copies of the book Amazing Snakes!	
Time	Begin Individual Reading (While students practice reading the day's page range, pull a small group and read with them.)Whole Group (floor) Close Reading Instruction, continued	Teacher and student copies of the book Amazing Snakes! Teacher and student Annotation Bookmarks Teacher and student sticky notes Teacher and student pencils Materials Amazing Snakes! Close Reading Guide (Day 1)	
Time	Begin Individual Reading (While students practice reading the day's page range, pull a small group and read with them.) Whole Group (floor) Close Reading Instruction, continued Use Text Features and Annotation	Teacher and student copies of the book Amazing Snakes! Teacher and student Annotation Bookmarks Teacher and student sticky notes Teacher and student pencils Materials Amazing Snakes! Close Reading Guide (Day 1) Teacher and student copies of the book Amazing Snakes! Annotation Anchor chart	
Time	Begin Individual Reading (While students practice reading the day's page range, pull a small group and read with them.) Whole Group (floor) Close Reading Instruction, continued Use Text Features and Annotation	Teacher and student copies of the book Amazing Snakes! Teacher and student Annotation Bookmarks Teacher and student sticky notes Teacher and student pencils Materials Amazing Snakes! Close Reading Guide (Day 1) Teacher and student copies of the book Amazing Snakes! Annotation Anchor chart Large wipe-off board or easel paper to create Venn Diagram	
Time	Begin Individual Reading (While students practice reading the day's page range, pull a small group and read with them.) Whole Group (floor) Close Reading Instruction, continued Use Text Features and Annotation Ask Text-Dependent Questions	 Teacher and student copies of the book Amazing Snakes! Teacher and student Annotation Bookmarks Teacher and student sticky notes Teacher and student pencils Materials Amazing Snakes! Close Reading Guide (Day 1) Teacher and student copies of the book Amazing Snakes! Annotation Anchor chart Large wipe-off board or easel paper to create Venn Diagram Appropriate writing utensils Amazing Snakes! Foundational Skills Guide (Day 2) Large wipe-off board or easel paper to create Connecting Spelling to 	
Time 35	Begin Individual Reading (While students practice reading the day's page range, pull a small group and read with them.) Whole Group (floor) Close Reading Instruction, continued Use Text Features and Annotation Ask Text-Dependent Questions Foundational Skills Instruction, continued	 Teacher and student copies of the book Amazing Snakes! Teacher and student Annotation Bookmarks Teacher and student sticky notes Teacher and student pencils Materials Amazing Snakes! Close Reading Guide (Day 1) Teacher and student copies of the book Amazing Snakes! Annotation Anchor chart Large wipe-off board or easel paper to create Venn Diagram Appropriate writing utensils Amazing Snakes! Foundational Skills Guide (Day 2)	

Time	Workshop	Materials
15	 encounter words they do not know. Use the activities from this book's Differentiated Instr the Reading Series 2 Blackline Masters spiral. Progress monitor and/or deliver oral reading fluency a week for every student. 	ck. Encourage them to use the reading strategies they have learned when they ruction section as needed. You may reproduce the necessary worksheets from assessments to students on Days 4 and 5. Use at least one assessment every esponses to answer the Text-Dependent Questions. Otherwise, they should
	be engaging in Literacy Workstations.	

DAY		
Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	Amazing Snakes! Foundational Skills Guide (Day 2)
15	Vowel Pattern Sort 3	Vowel Pattern Sort 3 chart started on Day 1
		Teacher wipe-off board & marker for demonstration purposes
		• Teacher and student copies of Open, Closed, and Silent <i>e</i> Syllable
		Checklists
		Amazing Snakes! Vowel Pattern Sort 3 Master Chart
		Appropriate writing utensil
Time	Whole Group (tables/desks)	Materials
	Foundational Skills Instruction, continued	Amazing Snakes! Foundational Skills Guide (Day 2)
5	Phoneme-Grapheme Mapping	• "My Spelling Journal 2" p. 22 for teacher and students
	Sentence Dictation	Teacher and student pencils
		Teacher wipe-off board & marker for demonstration purposes
	Close Reading Instruction	Amazing Snakes! Close Reading Guide (Day 2)
	Post Close Reading Purpose Statements	Pocket chart
		Day 2 Close Reading Purpose Statements
	Reading Time	Amazing Snakes!
15	Continue Individual Reading	• Teacher and student copies of the book Amazing Snakes!
	(While students practice reading the day's page range,	Teacher and student Annotation Bookmarks
	pull a small group and read with them.)	Teacher and student sticky notes
		Teacher and student pencils
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	Amazing Snakes! Close Reading Guide (Day 2)
25	Use Text Features and Annotation	• Teacher and student copies of the book Amazing Snakes!
	Ask Text-Dependent Questions	Teacher and student Annotation Bookmarks
	What Does the Text Inspire You to Do?	Annotation chart started on Day 1
	Foundational Skills Instruction, continued	Amazing Snakes! Foundational Skills Guide (Day 2)
5	Connecting Spelling to Meaning	Connecting Spelling to Meaning chart started on Day 1
		• Large wipe-off board or easel paper to create new Connecting Spelling to
		Meaning chart
		Appropriate writing utensil
Time	Workshop	Materials
45		ack. Encourage them to use the reading strategies they have learned when they
	encounter words they do not know.	
	• Use the activities from this book's Differentiated Instruction section as needed. You may reproduce the necessary worksheets from	
	the Reading Series 2 Blackline Masters spiral.	
	• 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.	
	When not in small group, students can generate written responses to answer the Text-Dependent Questions. Otherwise, they should	
	be engaging in Literacy Workstations.	

DAY Time		Materials
Time	Whole Group (floor)	
	Foundational Skills Instruction	Amazing Snakes! Foundational Skills Guide (Day 3)
15	Vowel Pattern Sort 3	Vowel Pattern Sort 3 chart started on Days 1 & 2
		Teacher wipe-off board & marker for demonstration purposes
		• Teacher and student copies of Open, Closed, and Silent <i>e</i> Syllable
		Checklists
		Amazing Snakes! Vowel Pattern Sort 2 Master Chart
		Appropriate writing utensil
Time	Whole Group (tables/desks)	Materials
	Foundational Skills Instruction, continued	Amazing Snakes! Foundational Skills Guide (Day 3)
15	Phoneme-Grapheme Mapping	• "My Spelling Journal 2" p. 23 for teacher and students
	Sentence Dictation	Teacher and student pencils
		Teacher wipe-off board & marker for demonstration purposes
	Phoneme-Grapheme Mapping: Rabbit Word Strategy	Teacher and student copies of Rabbit Word Strategy sheet
		• "My Spelling Journal 2" p. 24 for teacher and students
		Teacher and student pencils
		Teacher and student red pencils or markers
	Close Reading Instruction	Amazing Snakes! Close Reading Guide (Day 3)
	Post Close Reading Purpose Statements	• Pocket chart
		Day 3 Close Reading Purpose Statements
	Reading Time	Amazing Snakes!
15	Continue Individual Reading	• Teacher and student copies of the book Amazing Snakes!
	(While students practice reading the day's page range,	Teacher and student Annotation Bookmarks
	pull a small group and read with them.)	Teacher and student sticky notes
		Teacher and student pencils
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	Amazing Snakes! Close Reading Guide (Day 3)
30	Use Text Features and Annotation	• Teacher and student copies of the book Amazing Snakes!
	Ask Text-Dependent Questions	 Teacher and student Annotation Bookmarks
	What Does the Text Inspire You to Do?	Annotation chart started on Days 1 & 2
		Measuring tools (ruler, measuring tape)
Time	Workshop	Materials
45	Listen to individual students read and provide feedb	ack. Encourage them to use the reading strategies they have learned when they
	encounter words they do not know.	
	 Use the activities from this book's Differentiated Instruction section as needed. You may reproduce the necessary worksheets from 	
	the Reading Series 2 Blackline Masters spiral.	
	 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.	
	When not in small group, students can generate written responses to answer the Text-Dependent Questions. Otherwise, they should	
	be engaging in Literacy Workstations.	

Time	Whole Group (floor)	Materials
Time	Foundational Skills Instruction	
5	Vowel Pattern Sort 3	Amazing Snakes! Foundational Skills Guide (Day 4) • Vowel Pattern Sort 3 chart started on Days 1–3
5	vower Fattern Soft S	• Vower Fattern Soft S chart started on Days 1–5 • Teacher wipe-off board & marker for demonstration purposes
		Teacher and student copies of Open, Closed, and Silent <i>e</i> Syllable
		Checklists
		Amazing Snakes! Vowel Pattern Sort 3 Master Chart
		Appropriate writing utensil
Time	Whole Group (tables/desks)	Materials
	Foundational Skills Instruction, continued	Amazing Snakes! Foundational Skills Guide (Day 4)
15	Phoneme-Grapheme Mapping	• "My Spelling Journal 2" p. 25 for teacher and students
	Sentence Dictation	Teacher and student pencils
		Teacher wipe-off board & marker for demonstration purposes
	Phoneme-Grapheme Mapping: Rabbit Word Strategy	Teacher and student copies of Rabbit Word Strategy sheet
		• "My Spelling Journal 2" p. 26 for teacher and students
		Teacher and student pencils
		Teacher and student red pencils or markers
	Close Reading Instruction	Amazing Snakes! Close Reading Guide (Day 4)
	Post Close Reading Purpose Statements	Pocket chart
	Deadline Time	Day 4 Close Reading Purpose Statements
15	Reading Time	Amazing Snakes!
15	Continue Individual Reading (While students practice reading the day's page range,	• Teacher and student copies of the book Amazing Snakes! • Teacher and student Annotation Bookmarks
	pull a small group and read with them.)	Teacher and student Annotation bookmarks Teacher and student sticky notes
	pull a small group and read with them.)	Teacher and student streky notes Teacher and student pencils
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	Amazing Snakes! Close Reading Guide (Day 4)
25	Use Text Features and Annotation	Teacher and student copies of the book Amazing Snakes!
	Ask Text-Dependent Questions	Teacher and student Annotation Bookmarks
	What Does the Text Inspire You to Do?	• Annotation chart started on Days 1–3
	Foundational Skills Instruction, continued	Amazing Snakes! Foundational Skills Guide (Day 4)
10	Connecting Spelling to Meaning, continued	• Large wipe-off board or easel paper to create new Connecting Spelling to
		Meaning chart
		Appropriate writing utensil
Time	Workshop	Materials
50	• Listen to individual students read and provide feedback. Encourage them to use the reading strategies they have learned when they encounter words they do not know.	
	• Use the activities from this book's Differentiated Instruction section as needed. You may reproduce the necessary worksheets from the Reading Series 2 Blackline Masters spiral.	
	• 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.	
	When not in small group, students can generate written be engaging in Literacy Workstations.	responses to answer the Text-Dependent Questions. Otherwise, they should

Day 5		
Time	Whole Group (tables/desks)	Materials
	Reading Time	Amazing Snakes!
20	Have students partner read or conduct a choral reread	Teacher and student copies of the book Amazing Snakes!
	Close Reading Instruction	Amazing Snakes! Close Reading Guide (Day 5)
	Post Close Reading Purpose Statements	• Pocket chart
		Day 5 Close Reading Purpose Statements
	Demonstrating Understanding	Amazing Snakes! Close Reading Guide (Day 5)
40	Discuss and Write Your Opinion	• Teacher and student copies of the book Amazing Snakes!
	Discuss and Write What You Learned	• "My Writing Journal"
		Papers from Record an Opinion Activity on Day 1
		Annotation charts from Days 1–4
Time	Workshop	Materials
60	Progress Monitoring Assessments	Amazing Snakes! Foundational Skills Guide (Post-Reading)
		Book-by-Book Progress Monitoring Assessment Student Response Records
	While you are progress monitoring, students can	and/or copies of the oral reading fluency assessment materials
	complete their writing activities. Otherwise, they	• Paper
	should be engaging in Literacy Workstations.	Student pencils, crayons, and/or markers