

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

PREPARE YOURSELF

Have the Metacognitive Icon Cards on hand throughout instruction.

DAY 1

Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	<i>The Case of Jake's Escape</i> Foundational Skills Guide (Day 1)
35	Post Foundational Skills Purpose Statement	<ul style="list-style-type: none"> • Pocket chart • Foundational Skills Purpose Statement
	Identifying Silent <i>e</i> Syllables - The Long /ā/ Sound Spelled <i>a_e</i>	<ul style="list-style-type: none"> • Closed Syllable Checklist • Silent <i>e</i> Syllable Checklist • Identifying Silent <i>e</i> Syllables Letter Cards: <i>m, a, d, e</i>
	Listen, Sort, Read	<ul style="list-style-type: none"> • Pocket chart • <i>The Case of Jake's Escape</i> Listen, Sort, Read Cards: <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> • 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>The Case of Jake's Escape</i> 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	<ul style="list-style-type: none"> • <i>The Case of Jake's Escape</i> High-Frequency Word Cards: <ul style="list-style-type: none"> - 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	<i>The Case of Jake's Escape</i> Close Reading Guide (Day 1)
5	Explore Book Cover	• Teacher and student copies of the book <i>The Case of Jake's Escape</i>
	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> • Pocket chart • Day 1 Close Reading Purpose Statements
	Place Bookmarks	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>The Case of Jake's Escape</i> • Teacher and student Setup Bookmarks
	Reading Time	<i>The Case of Jake's Escape</i>
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"> • Teacher and student copies of the book <i>The Case of Jake's Escape</i> • Teacher and student Setup Bookmarks
Time	Whole Group (floor)	Materials
	Close Reading Instruction, <i>continued</i>	<i>The Case of Jake's Escape</i> Close Reading Guide (Day 1)
10	Examine What the Text Says	• Teacher and student copies of the book <i>The Case of Jake's Escape</i>
Time	Workshop	Materials
55	<ul style="list-style-type: none"> • 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. <p>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.</p>	

DAY 2		
Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	<i>The Case of Jake's Escape Foundational Skills Guide (Day 2)</i>
15	Vowel Pattern Sort 2	<ul style="list-style-type: none"> • 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 • <i>The Case of Jake's Escape</i> Vowel Pattern Sort 2 Master Chart • Appropriate writing utensil
	Practice Reading a Word	<ul style="list-style-type: none"> • Teacher wipe-off board & marker for demonstration purposes
Time	Whole Group (tables/desks)	Materials
	Foundational Skills Instruction, continued	<i>The Case of Jake's Escape Foundational Skills Guide (Day 2)</i>
20	Phoneme-Grapheme Mapping Sentence Dictation	<ul style="list-style-type: none"> • "My Spelling Journal 2" pp. 1 & 2 for teacher and students • Teacher and student pencils • Teacher wipe-off board & marker for demonstration purposes
	Phoneme-Grapheme Mapping: Rabbit Word Strategy	<ul style="list-style-type: none"> • 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
	Close Reading Instruction	<i>The Case of Jake's Escape Close Reading Guide (Day 2)</i>
5	Generate a Summary	
	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> • Pocket chart • Day 2 Close Reading Purpose Statements
	Place Bookmarks	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>The Case of Jake's Escape</i> • Teacher and student Initiating Event Bookmarks
	Reading Time	<i>The Case of Jake's Escape</i>
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"> • Teacher and student copies of the book <i>The Case of Jake's Escape</i> • Teacher and student Initiating Event Bookmarks
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	<i>The Case of Jake's Escape Close Reading Guide (Day 2)</i>
30	Examine What the Text Says Examine How the Text Works Explore What the Text Means Summarize and Synthesize Strategy	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>The Case of Jake's Escape</i> • Feeling Word Synonym Card: upset • Shades of Meaning Synonyms chart • Large wipe-off board or easel paper to create Summarize and Synthesize Strategy chart • Appropriate writing utensil
	Foundational Skills Instruction, continued	<i>The Case of Jake's Escape Foundational Skills Guide (Day 2)</i>
10	Connecting Spelling to Meaning	<ul style="list-style-type: none"> • Large wipe-off board or easel paper to create Connecting Spelling to Meaning charts • Appropriate writing utensil
Time	Workshop	Materials
20	<ul style="list-style-type: none"> • 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. <p>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.</p>	

DAY 3

Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	<i>The Case of Jake's Escape Foundational Skills Guide (Day 3)</i>
15	Vowel Pattern Sort 2	<ul style="list-style-type: none"> • 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 e Syllable Checklists • <i>The Case of Jake's Escape</i> Vowel Pattern Sort 2 Master Chart • Appropriate writing utensil
Time	Whole Group (tables/desks)	Materials
	Foundational Skills Instruction, continued	<i>The Case of Jake's Escape Foundational Skills Guide (Day 3)</i>
15	Phoneme-Grapheme Mapping Sentence Dictation	<ul style="list-style-type: none"> • "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	<ul style="list-style-type: none"> • 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	<i>The Case of Jake's Escape Close Reading Guide (Day 3)</i>
5	Restate the Synthesized Summary	<ul style="list-style-type: none"> • Summarize and Synthesize chart created on Day 2
	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> • Pocket chart • Day 3 Close Reading Purpose Statements
	Place Bookmarks	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>The Case of Jake's Escape</i> • Teacher and student Initiating Event Bookmarks
	Reading Time	<i>The Case of Jake's Escape</i>
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"> • Teacher and student copies of the book <i>The Case of Jake's Escape</i> • Teacher and student Initiating Event Bookmarks
	Close Reading Instruction, continued	<i>The Case of Jake's Escape Close Reading Guide (Day 3)</i>
15	Examine What the Text Says Explore How the Text Works	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>The Case of Jake's Escape</i>
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	<i>The Case of Jake's Escape Close Reading Guide (Day 3)</i>
10	Examine What the Text Says Examine How the Text Works	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>The Case of Jake's Escape</i> • Retell Word Cards: first, next, then, after that, but, so
	Foundational Skills Instruction, continued	<i>The Case of Jake's Escape Foundational Skills Guide (Day 3)</i>
15	Connecting Spelling to Meaning	<ul style="list-style-type: none"> • 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
50	<ul style="list-style-type: none"> • 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. <p>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.</p>	

DAY 4		
Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	<i>The Case of Jake's Escape Foundational Skills Guide (Day 4)</i>
10	Vowel Pattern Sort 2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Teacher wipe-off board & marker for demonstration purposes
Time	Whole Group (tables/desks)	Materials
	Foundational Skills Instruction, <i>continued</i>	<i>The Case of Jake's Escape Foundational Skills Guide (Day 4)</i>
10	Phoneme-Grapheme Mapping Sentence Dictation	<ul style="list-style-type: none"> • “My Spelling Journal 2” p. 6 for teacher and students • Teacher and student pencils • Teacher wipe-off board & marker for demonstration purposes
	Close Reading Instruction	<i>The Case of Jake's Escape Close Reading Guide (Day 4)</i>
10	Generate a Summary	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>The Case of Jake's Escape</i>
	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> • Pocket chart • Day 4 Close Reading Purpose Statements
	Place Bookmarks	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>The Case of Jake's Escape</i> • Teacher and student Resolution Bookmarks
	Reading Time	<i>The Case of Jake's Escape</i>
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"> • Teacher and student copies of the book <i>The Case of Jake's Escape</i> • Teacher and student Resolution Bookmarks
Time	Whole Group (floor)	Materials
	Close Reading Instruction, <i>continued</i>	<i>The Case of Jake's Escape Close Reading Guide (Day 4)</i>
30	Examine What the Text Says Examine How the Text Works Explore What the Text Means	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>The Case of Jake's Escape</i> • Retell Word Cards: finally, so, because • Two blank two-column charts • Appropriate writing utensil
	Foundational Skills Instruction, <i>continued</i>	<i>The Case of Jake's Escape Foundational Skills Guide (Day 4)</i>
10	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> • Connecting Spelling to Meaning charts started on Days 2 & 3 • Appropriate writing utensil
Time	Workshop	Materials
30	<ul style="list-style-type: none"> • 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. <p>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.</p>	

DAY 5		
Time	Whole Group (tables/desks)	Materials
	Reading Time	<i>The Case of Jake's Escape</i>
20	Have students partner read or conduct a choral reread	• Teacher and student copies of the book <i>The Case of Jake's Escape</i>
Time	Whole Group (floor)	Materials
	Take Action: What Does the Text Inspire You to Do?	<i>The Case of Jake's Escape Close Reading Guide (Day 5)</i>
	Post Close Reading Purpose Statements	• Pocket chart • Day 5 Close Reading Purpose Statements
Time	Whole Group (tables/desks)	Materials
	Writing Time	<i>The Case of Jake's Escape Close Reading Guide (Day 5)</i>
40	Write Your Opinion Write a New Initiating Event	• "My Writing Journal" • Teacher and student copies of <i>The Case of Jake's Escape: New Initiating Event Frame</i> 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.	• <i>The Case of Jake's Escape Foundational Skills Guide (Post-Reading)</i> • 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.

DAY 1

Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	<i>My Summertime Camping Trip</i> Foundational Skills Guide (Day 1)
30	Post Foundational Skills Purpose Statement	<ul style="list-style-type: none"> • Pocket chart • Foundational Skills Purpose Statement
	Identifying Silent <i>e</i> Syllables - The Long /i/ Sound Spelled <i>i_e</i>	<ul style="list-style-type: none"> • Closed Syllable Checklist • Silent <i>e</i> Syllable Checklist • Identifying Silent <i>e</i> Syllables Letter Cards: <i>p, i, n, e</i>
	Listen, Sort, Read	<ul style="list-style-type: none"> • Pocket chart • <i>My Summertime Camping Trip</i> Listen, Sort, Read Cards: <ul style="list-style-type: none"> - Picture Header Cards: itch, ice cream - Word Cards: pin, pine, fin, fine, rid, ride, Tim, time, Sid, side
	Vowel Pattern Sort 2	<ul style="list-style-type: none"> • 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>My Summertime Camping Trip</i> 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	<ul style="list-style-type: none"> • <i>My Summertime Camping Trip</i> High-Frequency Word Cards: <ul style="list-style-type: none"> - 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	<i>My Summertime Camping Trip</i> Close Reading Guide (Day 1)
5	Explore Book Cover	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>My Summertime Camping Trip</i>
	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> • Pocket chart • Day 1 Close Reading Purpose Statements
	Place Bookmarks	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>My Summertime Camping Trip</i> • Teacher and student Setup Bookmarks
	Reading Time	<i>My Summertime Camping Trip</i>
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"> • Teacher and student copies of the book <i>My Summertime Camping Trip</i> • Teacher and student Setup Bookmarks
Time	Whole Group (floor)	Materials
	Close Reading Instruction, <i>continued</i>	<i>My Summertime Camping Trip</i> Close Reading Guide (Day 1)
35	Examine What the Text Says Examine How the Text Works Explore Text Structure: Personal Narrative Examine What the Text Says Summarize and Synthesize Strategy	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>My Summertime Camping Trip</i> • Large wipe-off board or easel paper to create Personal Narrative Organizer and Summarize and Synthesize Strategy chart • Appropriate writing utensil
		Foundational Skills Instruction, <i>continued</i>
5	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> • Large wipe-off board or easel paper to create Connecting Spelling to Meaning chart • Appropriate writing utensil

Time	Workshop	Materials
40	<ul style="list-style-type: none"> • 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. <p>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.</p>	

DAY 2		
Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	My Summertime Camping Trip Foundational Skills Guide (Day 2)
10	Vowel Pattern Sort 2	<ul style="list-style-type: none"> • 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 • <i>My Summertime Camping Trip</i> 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 2)
15	Phoneme-Grapheme Mapping Sentence Dictation	<ul style="list-style-type: none"> • “My Spelling Journal 2” p. 7 for teacher and students • Teacher and student pencils • Teacher wipe-off board & marker for demonstration purposes
	Phoneme-Grapheme Mapping: Turtle Word Strategy	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Pocket chart • Day 2 Close Reading Purpose Statements
	Place Bookmarks	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>My Summertime Camping Trip</i> • Teacher and student Initiating Event Bookmarks
	Reading Time	My Summertime Camping Trip
20	Continue Individual Reading (While students practice reading the day’s first page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>My Summertime Camping Trip</i> • Teacher and student Initiating Event Bookmarks
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	My Summertime Camping Trip Close Reading Guide (Day 2)
20	Examine What the Text Says Examine Text Structure: Personal Narrative	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>My Summertime Camping Trip</i> • Personal Narrative Organizer started on Day 1
	Foundational Skills Instruction, continued	My Summertime Camping Trip Foundational Skills Guide (Day 2)
5	Connecting Spelling to Meaning	<ul style="list-style-type: none"> • Large wipe-off board or easel paper to create Connecting Spelling to Meaning charts • Appropriate writing utensil
Time	Workshop	Materials
45	<ul style="list-style-type: none"> • 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. <p>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.</p>	

DAY 3		
Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	My Summertime Camping Trip Foundational Skills Guide (Day 3)
10	Vowel Pattern Sort 2	<ul style="list-style-type: none"> • Vowel Pattern Sort 2 chart from 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 • <i>My Summertime Camping Trip</i> 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)
10	Phoneme-Grapheme Mapping Sentence Dictation	<ul style="list-style-type: none"> • “My Spelling Journal 2” p. 9 for teacher and students • Teacher and student pencils • Teacher wipe-off board & marker for demonstration purposes
	Phoneme-Grapheme Mapping: Rabbit Word Strategy	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Pocket chart • Day 3 Close Reading Purpose Statements
	Place Bookmarks	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>My Summertime Camping Trip</i> • Teacher and student Initiating Event Bookmarks
	Reading Time	My Summertime Camping Trip
20	Continue Individual Reading (While students practice reading the day’s page range, pull two small groups of 10 minutes each and read with them.)	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>My Summertime Camping Trip</i> • Teacher and student Initiating Event Bookmarks
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	My Summertime Camping Trip Close Reading Guide (Day 3)
20	Examine What the Text Says Examine Text Structure: Personal Narrative	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>My Summertime Camping Trip</i> • 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, <i>continued</i>	<ul style="list-style-type: none"> • Connecting Spelling to Meaning chart started on Day 1 • Appropriate writing utensil
Time	Workshop	Materials
50	<ul style="list-style-type: none"> • 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. <p>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.</p>	

DAY 4		
Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	My Summertime Camping Trip Foundational Skills Guide (Day 4)
15	Vowel Pattern Sort 2	<ul style="list-style-type: none"> • 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 • <i>My Summertime Camping Trip</i> 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	<ul style="list-style-type: none"> • “My Spelling Journal 2” p. 12 for teacher and students • Teacher and student pencils • Teacher wipe-off board & marker for demonstration purposes
	Phoneme-Grapheme Mapping: Rabbit Word Strategy	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Pocket chart • Day 4 Close Reading Purpose Statements
	Place Bookmarks	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>My Summertime Camping Trip</i> • 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.)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>My Summertime Camping Trip</i> • Personal Narrative Organizer started on Days 1–3
Time	Workshop	Materials
50	<ul style="list-style-type: none"> • 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. <p>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.</p>	

DAY 5

Time	Whole Group (tables/desks)	Materials
	Reading Time	<i>My Summertime Camping Trip</i>
20	Have students partner read or conduct a choral reread	• Teacher and student copies of the book <i>My Summertime Camping Trip</i>
	Take Action: What Does the Text Inspire You to Do?	<i>My Summertime Camping Trip Close Reading Guide (Day 5)</i>
0	Post Close Reading Purpose Statements	• Pocket chart • Day 5 Close Reading Purpose Statements
	Writing Time	<i>My Summertime Camping Trip Close Reading Guide (Day 5)</i>
40	Plan a Personal Narrative Write a Personal Narrative	• Student copies of Personal Narrative Organizer • “My Writing Journal” • 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.	• <i>My Summertime Camping Trip Foundational Skills Guide (Post-Reading)</i> • 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
Mister Mole's Stove

PREPARE YOURSELF

Have the Metacognitive Icon Cards on hand throughout instruction.

DAY 1

Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	<i>Mister Mole's Stove</i> Foundational Skills Guide (Day 1)
35	Post Foundational Skills Purpose Statement	<ul style="list-style-type: none"> • Pocket chart • Foundational Skills Purpose Statement
	Identifying Silent <i>e</i> Syllables - The Long /ō/ Sound Spelled <i>o_e</i>	<ul style="list-style-type: none"> • Closed Syllable Checklist • Silent <i>e</i> Syllable Checklist • Identifying Silent <i>e</i> Syllables Letter Cards: <i>n, o, t, e</i>
	Listen, Sort, Read	<ul style="list-style-type: none"> • Pocket chart • <i>Mister Mole's Stove</i> Listen, Sort, Read Cards: <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • <i>Mister Mole's Stove</i> High-Frequency Word Cards: <ul style="list-style-type: none"> - 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	<i>Mister Mole's Stove</i> Close Reading Guide (Day 1)
5	Explore Book Cover	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Mister Mole's Stove</i>
	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> • Pocket chart • Day 1 Close Reading Purpose Statements
	Place Bookmarks	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Mister Mole's Stove</i> • Teacher and student Setup Bookmarks
	Reading Time	<i>Mister Mole's Stove</i>
20	Begin Individual Reading (While students practice reading the book's daily page range, pull two small groups of 10 minutes each and read with them.)	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Mister Mole's Stove</i> • Teacher and student Setup Bookmarks
Time	Whole Group (floor)	Materials
	Close Reading Instruction, <i>continued</i>	<i>Mister Mole's Stove</i> Close Reading Guide (Day 1)
35	Examine What the Text Says Examine Nuances in Word Meaning Summarize and Synthesize Strategy	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Mister Mole's Stove</i> • Large wipe-off board or easel paper to create Nuances in Word Meaning chart and Summarize and Synthesize Strategy chart • Appropriate writing utensil
		Foundational Skills Instruction, <i>continued</i>
5	Connecting Spelling to Meaning	<ul style="list-style-type: none"> • Large wipe-off board or easel paper to create Connecting Spelling to Meaning chart • Appropriate writing utensil

Time	Workshop	Materials
20	<ul style="list-style-type: none"> • 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. <p>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.</p>	

DAY 2		
Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	<i>Mister Mole's Stove Foundational Skills Guide (Day 2)</i>
15	Vowel Pattern Sort 2	<ul style="list-style-type: none"> • 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 • <i>Mister Mole's Stove</i> Vowel Pattern Sort 2 Master Chart • Appropriate writing utensil
	Practice Reading Words	<ul style="list-style-type: none"> • Teacher wipe-off board & marker for demonstration purposes
Time	Whole Group (tables/desks)	Materials
	Foundational Skills Instruction, continued	<i>Mister Mole's Stove Foundational Skills Guide (Day 2)</i>
10	Phoneme-Grapheme Mapping Sentence Dictation	<ul style="list-style-type: none"> • "My Spelling Journal 2" p. 14 for teacher and students • Teacher and student pencils • Teacher wipe-off board & marker for demonstration purposes
	Phoneme-Grapheme Mapping: Rabbit Word Strategy	<ul style="list-style-type: none"> • 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	<i>Mister Mole's Stove Close Reading Guide (Day 2)</i>
5	Restate the Synthesized Summary	<ul style="list-style-type: none"> • Summarize and Synthesize Strategy chart created on Day 1
	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> • Pocket chart • Day 2 Close Reading Purpose Statements
	Place Bookmarks	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Mister Mole's Stove</i> • Teacher and student Initiating Event Bookmarks
	Reading Time	<i>Mister Mole's Stove</i>
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"> • Teacher and student copies of the book <i>Mister Mole's Stove</i> • Teacher and student Initiating Event Bookmarks
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	<i>Mister Mole's Stove Close Reading Guide (Day 2)</i>
20	Examine What the Text Says Explore What the Text Means Summarize and Synthesize Strategy	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Mister Mole's Stove</i> • Large wipe-off board or easel paper to create Summarize and Synthesize Strategy chart • Appropriate writing utensil
	Foundational Skills Instruction, continued	<i>Mister Mole's Stove Foundational Skills Guide (Day 2)</i>
10	Connecting Spelling to Meaning	<ul style="list-style-type: none"> • Connecting Spelling to Meaning charts started on Day 1 • Large wipe-off board or easel paper to create new Connecting Spelling to Meaning charts • Appropriate writing utensil
Time	Workshop	Materials
40	<ul style="list-style-type: none"> • 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. <p>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.</p>	

DAY 3		
Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	<i>Mister Mole's Stove Foundational Skills Guide (Day 3)</i>
10	Vowel Pattern Sort 2	<ul style="list-style-type: none"> • 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 • <i>Mister Mole's Stove</i> Vowel Pattern Sort 2 Master Chart • Appropriate writing utensil
Time	Whole Group (tables/desks)	Materials
	Foundational Skills Instruction, <i>continued</i>	<i>Mister Mole's Stove Foundational Skills Guide (Day 3)</i>
5	Phoneme-Grapheme Mapping Sentence Dictation	<ul style="list-style-type: none"> • "My Spelling Journal 2" p. 16 for teacher and students • Teacher and student pencils • Teacher wipe-off board & marker for demonstration purposes
	Close Reading Instruction	<i>Mister Mole's Stove Close Reading Guide (Day 3)</i>
5	Restate the Synthesized Summary	• Summarize and Synthesize chart created on Day 2
	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> • Pocket chart • Day 3 Close Reading Purpose Statements
	Place Bookmarks	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Mister Mole's Stove</i> • Teacher and student Initiating Event Bookmarks
	Reading Time	<i>Mister Mole's Stove</i>
20	Continue Individual Reading (While students practice reading the day's page range, pull two small groups for 10 minutes each and read with them.)	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Mister Mole's Stove</i> • Teacher and student Initiating Event Bookmarks
Time	Whole Group (floor)	Materials
	Close Reading Instruction, <i>continued</i>	<i>Mister Mole's Stove Close Reading Guide (Day 3)</i>
30	Examine What the Text Says Examine Nuances in Word Meaning Summarize and Synthesize Strategy	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Mister Mole's Stove</i> • Retell Word Cards: first, next, then, finally, but, so • 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, <i>continued</i>	<i>Mister Mole's Stove Foundational Skills Guide (Day 3)</i>
5	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> • 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
Time	Workshop	Materials
45	<ul style="list-style-type: none"> • 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. <p>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.</p>	

DAY 4		
Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	<i>Mister Mole's Stove Foundational Skills Guide (Day 4)</i>
15	Vowel Pattern Sort 2	<ul style="list-style-type: none"> • 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>Mister Mole's Stove</i> Vowel Pattern Sort 2 Master Chart • Appropriate writing utensil
	Practice Reading Words	<ul style="list-style-type: none"> • Teacher wipe-off board & marker for demonstration purposes
Time	Whole Group (tables/desks)	Materials
	Foundational Skills Instruction, <i>continued</i>	<i>Mister Mole's Stove Foundational Skills Guide (Day 4)</i>
5	Phoneme-Grapheme Mapping Sentence Dictation	<ul style="list-style-type: none"> • “My Spelling Journal 2” p. 17 for teacher and students • Teacher and student pencils • Teacher wipe-off board & marker for demonstration purposes
	Close Reading Instruction	<i>Mister Mole's Stove Close Reading Guide (Day 4)</i>
5	Restate the Synthesized Summary	<ul style="list-style-type: none"> • Summarize and Synthesize chart created on Day 3
	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> • Pocket chart • Day 4 Close Reading Purpose Statements
	Place Bookmarks	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Mister Mole's Stove</i> • Teacher and student Resolution Bookmarks
	Reading Time	<i>Mister Mole's Stove</i>
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"> • Teacher and student copies of the book <i>Mister Mole's Stove</i> • Teacher and student Resolution Bookmarks
Time	Whole Group (floor)	Materials
	Close Reading Instruction, <i>continued</i>	<i>Mister Mole's Stove Close Reading Guide (Day 4)</i>
30	Examine What the Text Says Examine Nuances in Word Meaning Summarize and Synthesize Strategy	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Mister Mole's Stove</i> • Nuances in Word Meaning chart started on Days 1 & 2 • Large wipe-off board or easel paper to create Summarize and Synthesize Strategy chart • Appropriate writing utensil
	Foundational Skills Instruction, <i>continued</i>	<i>Mister Mole's Stove Foundational Skills Guide (Day 4)</i>
5	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> • Connecting Spelling to Meaning charts from Days 1–3 • Appropriate writing utensil
Time	Workshop	Materials
40	<ul style="list-style-type: none"> • 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. <p>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.</p>	

DAY 5		
Time	Whole Group (tables/desks)	Materials
	Reading Time	<i>Mister Mole's Stove</i>
20	Have students partner read or conduct a choral reread	• Teacher and student copies of the book <i>Mister Mole's Stove</i>
Time	Whole Group (floor)	Materials
	Take Action: What Does the Text Inspire You to Do?	<i>Mister Mole's Stove</i> 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	<i>Mister Mole's Stove</i> 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 complete their writing activities. Otherwise, they should be engaging in Literacy Workstations.	• <i>Mister Mole's Stove</i> 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
Summer Fun at Duke Park

PREPARE YOURSELF

Have the Metacognitive Icon Cards on hand throughout instruction.

DAY 1

Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	<i>Summer Fun at Duke Park Foundational Skills Guide (Day 1)</i>
35	Post Foundational Skills Purpose Statement	<ul style="list-style-type: none"> • Pocket chart • Foundational Skills Purpose Statement
	Identifying Silent <i>e</i> Syllables - The Long /ē/ Sound Spelled <i>e_e</i> - The Long /ū/ and Long /oo/ Sounds Spelled <i>u_e</i>	<ul style="list-style-type: none"> • Closed Syllable Checklist • Silent <i>e</i> Syllable Checklist • Identifying Silent <i>e</i> Syllables Word Cards: <i>pet, Pete, cub, cube, tub, tube</i>
	Listen, Sort, Read	<ul style="list-style-type: none"> • Pocket chart • <i>Summer Fun at Duke Park</i> Listen, Sort, Read Cards: <ul style="list-style-type: none"> - Picture Header Cards: eagle, moon, unicorn - Word Cards: Pete, eve, these, extreme, complete, tube, rule, tune, Jules, Duke, June, cube, use, amuse, excuse, uses, cute
	Vowel Pattern Sort 2	<ul style="list-style-type: none"> • 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>Summer Fun at Duke Park</i> 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	<ul style="list-style-type: none"> • <i>Summer Fun at Duke Park</i> High-Frequency Word Cards: <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> • Teacher wipe-off board & marker for demonstration purposes
Time	Whole Group (tables/desks)	Materials
	Close Reading Instruction	<i>Summer Fun at Duke Park Close Reading Guide (Day 1)</i>
5	Explore Book Cover	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Summer Fun at Duke Park</i>
	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> • Pocket chart • Day 1 Close Reading Purpose Statements
	Place Bookmarks	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Summer Fun at Duke Park</i> • Teacher and student Setup Bookmarks
	Reading Time	<i>Summer Fun at Duke Park</i>
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"> • Teacher and student copies of the book <i>Summer Fun at Duke Park</i> • Teacher and student Setup Bookmarks
Time	Whole Group (floor)	Materials
	Close Reading Instruction, <i>continued</i>	<i>Summer Fun at Duke Park Close Reading Guide (Day 1)</i>
35	Examine What the Text Says Examine How the Text Works Examine Text Structure: Personal Narrative Examine What the Text Says Summarize and Synthesize Strategy	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Summer Fun at Duke Park</i> • Large wipe-off board or easel paper to create Personal Narrative Organizer and Summarize and Synthesize Strategy chart • Teacher and student Initiating Event Bookmarks • Appropriate writing utensil
	Foundational Skills Instruction, <i>continued</i>	<i>Summer Fun at Duke Park Foundational Skills Guide (Day 1)</i>
5	Connecting Spelling to Meaning	<ul style="list-style-type: none"> • Large wipe-off board or easel paper to create Connecting Spelling to Meaning charts • Appropriate writing utensil

Time	Workshop	Materials
35	<ul style="list-style-type: none"> • 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. <p>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.</p>	

DAY 2		
Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	Summer Fun at Duke Park Foundational Skills Guide (Day 2)
20	Vowel Pattern Sort 2	<ul style="list-style-type: none"> • 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 • <i>Summer Fun at Duke Park</i> Vowel Pattern Sort 2 Master Chart • Appropriate writing utensil
	Practice Reading Words	<ul style="list-style-type: none"> • 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 Sentence Dictation	<ul style="list-style-type: none"> • “My Spelling Journal 2” p. 18 for teacher and students • Teacher and student pencils • Teacher wipe-off board & marker for demonstration purposes
	Phoneme-Grapheme Mapping: Turtle Word Strategy	<ul style="list-style-type: none"> • Teacher and student copies of Rabbit Word Strategy sheet • “My Spelling Journal 2” p. 19 for teacher and students • Teacher and student pencils
	Close Reading Instruction	Summer Fun at Duke Park Close Reading Guide (Day 2)
5	Restate the Synthesized Summary	<ul style="list-style-type: none"> • Summarize and Synthesize Strategy chart created on Day 1
	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> • Pocket chart • Day 2 Close Reading Purpose Statements
	Place Bookmarks	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Summer Fun at Duke Park</i> • Teacher and student Initiating Event Bookmarks
	Reading Time	Summer Fun at Duke Park
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"> • Teacher and student copies of the book <i>Summer Fun at Duke Park</i> • Teacher and student Initiating Event Bookmarks
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 Examine How the Text Works Examine Text Structure: Personal Narrative	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Summer Fun at Duke Park</i> • Retell Word Cards: first, next, then, after that, because • 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	<ul style="list-style-type: none"> • Connecting Spelling to Meaning charts started on Day 1 • Appropriate writing utensil
Time	Workshop	Materials
35	<ul style="list-style-type: none"> • 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. <p>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.</p>	

DAY 3		
Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	Summer Fun at Duke Park Foundational Skills Guide (Day 3)
15	Vowel Pattern Sort 2	<ul style="list-style-type: none"> • 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 e Syllable Checklists • <i>Summer Fun at Duke Park</i> 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)
10	Phoneme-Grapheme Mapping Sentence Dictation	<ul style="list-style-type: none"> • “My Spelling Journal 2” p. 20 for teacher and students • Teacher and student pencils • Teacher wipe-off board & marker for demonstration purposes
	Phoneme-Grapheme Mapping: Rabbit Word Strategy	<ul style="list-style-type: none"> • 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)
5	Generate a Summary	
	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> • Pocket chart • Day 3 Close Reading Purpose Statements
	Place Bookmarks	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Summer Fun at Duke Park</i> • Teacher and student Resolution Bookmarks
	Reading Time	Summer Fun at Duke Park
10	Continue Individual Reading (While students practice reading the day’s page range, pull a small group and read with them.)	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Summer Fun at Duke Park</i> • Teacher and student Resolution Bookmarks
Time	Whole Group (floor)	Materials
	Close Reading Instruction, continued	Summer Fun at Duke Park Close Reading Guide (Day 3)
20	Examine What the Text Says Examine Text Structure: Personal Narrative	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Summer Fun at Duke Park</i> • 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)
5	Connecting Spelling to Meaning	<ul style="list-style-type: none"> • Connecting Spelling to Meaning charts started on Days 1 & 2 • Appropriate writing utensil
Time	Workshop	Materials
55	<ul style="list-style-type: none"> • 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. <p>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.</p>	

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	<ul style="list-style-type: none"> • Pocket chart • Day 4 Close Reading Purpose Statements
	Reading Time	Summer Fun at Duke Park
20	Conduct a Reread	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Summer Fun at Duke Park</i>
Time	Whole Group (floor)	Materials
	Close Reading Instruction, <i>continued</i>	Summer Fun at Duke Park Close Reading Guide (Day 4)
10	Discuss Your Opinion	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Summer Fun at Duke Park</i>
Time	Whole Group (tables/desks)	Materials
	Writing Time	Summer Fun at Duke Park Close Reading Guide (Day 4)
30	Write an Explanation	<ul style="list-style-type: none"> • “My Writing Journal” • Teacher and student pencils
Time	Workshop	Materials
60	<ul style="list-style-type: none"> • 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. <p>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.</p>	

DAY 5		
Time	Whole Group (tables/desks)	Materials
	Reading Time	<i>Summer Fun at Duke Park</i>
15	Have students partner read or conduct a choral reread	• Teacher and student copies of the book <i>Summer Fun at Duke Park</i>
Time	Whole Group (floor)	Materials
	Take Action: What Does the Text Inspire You to Do?	<i>Summer Fun at Duke Park Close Reading Guide (Day 5)</i>
	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	<i>Summer Fun at Duke Park Close Reading Guide (Day 5)</i>
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.	• <i>Summer Fun at Duke Park Foundational Skills Guide (Post-Reading)</i> • 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 1

Time	Whole Group (floor)	Materials
Foundational Skills Instruction		Amazing Snakes! Foundational Skills Guide (Day 1)
30	Post Foundational Skills Purpose Statement	<ul style="list-style-type: none"> • Pocket chart • Foundational Skills Purpose Statement
	Introduce Target Letter-Sound Correspondence - The Long /ē/ Sound Spelled y	<ul style="list-style-type: none"> • Wipe-off board and marker
	Listen, Sort, Read	<ul style="list-style-type: none"> • Pocket chart • <i>Amazing Snakes!</i> Listen, Sort, Read Cards: <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> • 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 e Syllable Checklists • <i>Amazing Snakes!</i> 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	<ul style="list-style-type: none"> • <i>Amazing Snakes!</i> High-Frequency Word Cards: <ul style="list-style-type: none"> - 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 • Wipe-off board and marker 	
Time	Whole Group (tables/desks)	Materials
Close Reading Instruction		Amazing Snakes! Close Reading Guide (Day 1)
20	Explore Book Cover Infer Topic and Text Type Record an Opinion Conduct a Text Feature Tour	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Amazing Snakes!</i> • Blank sheet of paper for each student • Pencils
	Post Close Reading Purpose Statements	<ul style="list-style-type: none"> • Pocket chart • Day 1 Close Reading Purpose Statements
Reading Time		Amazing Snakes!
15	Begin Individual Reading (While students practice reading the day's page range, pull a small group and read with them.)	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Amazing Snakes!</i> • Teacher and student Annotation Bookmarks • Teacher and student sticky notes • Teacher and student pencils
Time	Whole Group (floor)	Materials
Close Reading Instruction, continued		Amazing Snakes! Close Reading Guide (Day 1)
35	Use Text Features and Annotation Ask Text-Dependent Questions	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Amazing Snakes!</i> • Annotation Anchor chart • Large wipe-off board or easel paper to create Venn Diagram • Appropriate writing utensils
	Foundational Skills Instruction, continued	
5	Connecting Spelling to Meaning	<ul style="list-style-type: none"> • Large wipe-off board or easel paper to create Connecting Spelling to Meaning charts • Appropriate writing utensil

Time	Workshop	Materials
15	<ul style="list-style-type: none"> • 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. <p>When not in small group, students can generate written responses to answer the Text-Dependent Questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

DAY 2		
Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	Amazing Snakes! Foundational Skills Guide (Day 2)
15	Vowel Pattern Sort 3	<ul style="list-style-type: none"> • 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 • <i>Amazing Snakes!</i> 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 Sentence Dictation	<ul style="list-style-type: none"> • “My Spelling Journal 2” p. 22 for teacher and students • 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	<ul style="list-style-type: none"> • Pocket chart • Day 2 Close Reading Purpose Statements
	Reading Time	Amazing Snakes!
15	Continue Individual Reading (While students practice reading the day’s page range, pull a small group and read with them.)	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Amazing Snakes!</i> • Teacher and student Annotation Bookmarks • 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 Ask Text-Dependent Questions What Does the Text Inspire You to Do?	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Amazing Snakes!</i> • Teacher and student Annotation Bookmarks • Annotation chart started on Day 1
	Foundational Skills Instruction, continued	Amazing Snakes! Foundational Skills Guide (Day 2)
5	Connecting Spelling to Meaning	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. <p>When not in small group, students can generate written responses to answer the Text-Dependent Questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

DAY 3		
Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	Amazing Snakes! Foundational Skills Guide (Day 3)
15	Vowel Pattern Sort 3	<ul style="list-style-type: none"> • 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 • <i>Amazing Snakes!</i> 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 Sentence Dictation	<ul style="list-style-type: none"> • “My Spelling Journal 2” p. 23 for teacher and students • Teacher and student pencils • Teacher wipe-off board & marker for demonstration purposes
	Phoneme-Grapheme Mapping: Rabbit Word Strategy	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Pocket chart • Day 3 Close Reading Purpose Statements
	Reading Time	Amazing Snakes!
15	Continue Individual Reading (While students practice reading the day’s page range, pull a small group and read with them.)	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Amazing Snakes!</i> • Teacher and student Annotation Bookmarks • 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 Ask Text-Dependent Questions What Does the Text Inspire You to Do?	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Amazing Snakes!</i> • Teacher and student Annotation Bookmarks • Annotation chart started on Days 1 & 2 • Measuring tools (ruler, measuring tape)
Time	Workshop	Materials
45	<ul style="list-style-type: none"> • 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. <p>When not in small group, students can generate written responses to answer the Text-Dependent Questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

DAY 4		
Time	Whole Group (floor)	Materials
	Foundational Skills Instruction	Amazing Snakes! Foundational Skills Guide (Day 4)
5	Vowel Pattern Sort 3	<ul style="list-style-type: none"> • Vowel Pattern Sort 3 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>Amazing Snakes!</i> 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 Sentence Dictation	<ul style="list-style-type: none"> • “My Spelling Journal 2” p. 25 for teacher and students • Teacher and student pencils • Teacher wipe-off board & marker for demonstration purposes
	Phoneme-Grapheme Mapping: Rabbit Word Strategy	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Pocket chart • Day 4 Close Reading Purpose Statements
	Reading Time	Amazing Snakes!
15	Continue Individual Reading (While students practice reading the day’s page range, pull a small group and read with them.)	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Amazing Snakes!</i> • Teacher and student Annotation Bookmarks • Teacher and student sticky 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 Ask Text-Dependent Questions What Does the Text Inspire You to Do?	<ul style="list-style-type: none"> • Teacher and student copies of the book <i>Amazing Snakes!</i> • Teacher and student Annotation Bookmarks • Annotation chart started on Days 1–3
	Foundational Skills Instruction, continued	Amazing Snakes! Foundational Skills Guide (Day 4)
10	Connecting Spelling to Meaning, <i>continued</i>	<ul style="list-style-type: none"> • Large wipe-off board or easel paper to create new Connecting Spelling to Meaning chart • Appropriate writing utensil
Time	Workshop	Materials
50	<ul style="list-style-type: none"> • 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. <p>When not in small group, students can generate written responses to answer the Text-Dependent Questions. Otherwise, they should be engaging in Literacy Workstations.</p>	

DAY 5

Time	Whole Group (tables/desks)	Materials
	Reading Time	<i>Amazing Snakes!</i>
20	Have students partner read or conduct a choral reread	• Teacher and student copies of the book <i>Amazing Snakes!</i>
	Close Reading Instruction	<i>Amazing Snakes! Close Reading Guide (Day 5)</i>
	Post Close Reading Purpose Statements	• Pocket chart • Day 5 Close Reading Purpose Statements
	Demonstrating Understanding	<i>Amazing Snakes! Close Reading Guide (Day 5)</i>
40	Discuss and Write Your Opinion Discuss and Write What You Learned	• Teacher and student copies of the book <i>Amazing Snakes!</i> • “My Writing Journal” • Papers from Record an Opinion Activity on Day 1 • Annotation charts from Days 1–4
	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.	• <i>Amazing Snakes!</i> 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