				Jnit 1		Un	Unit 2		Unit	3	Unit 4				Unit 5	>		Unite	Unit 6		Jnit 7	-		Unit 8	ισ		Unit 9		ι	Jnit 1
Category	Category	Strategy/Skill	I	Т	1	LI		LI	L	Т	L	L	L	I	I	_	L	L	L	Т	Т	Ι	I	I	L	I	L	L	Т	I
			W1	W2	W3 W	/1 W	/2 W	V3 W1	W2	W3	W1	W2	W3	W1	W2	W3	W1	W2	W3	W1	W2	W3	W1	W2	W3	W1	W2	W3	W1	W2
ONCEPTS ABOUT	Reader's Workshop	Directionality: Read Left to Right	•			•					•				•	•	•					٠			•					
PRINT	(Shared Reading)	Directionality: Return Sweep		•	•		•			•	•								•		•	٠					•			٠
		Page Sequence													•										٠					
		Directionality: Read Top to Bottom					•										٠										•			
		Match Spoken Words to Written Words	•									•		•							•				•			•		•
		Words are Made Up of Letters; Words Are Separated by Spaces		•				•	•									•					•	•		•			•	
		Sentences Are Made of Words			•			•						•																
		Recognize and Name Upper- and Lowercase Letters	•	•	•																									
		Distinguish Between Pictures and Words																												
		End Punctuation						•					٠		٠				٠	٠			٠						•	
		Capitalization: First Words, Names				•			•				٠																	
		Words and Print Convey Meaning																•								•		•		
I		Quotation Marks						•		T		•	٠					1							Γ					
PHONOLOGICAL	Phonics & Word Study	Recognize and Produce Rhyme	•			•		•			•	•	•	٠			٠													
WARENESS	Workshop	Distinguish Syllables	•						•	٠				٠	٠	٠				٠		•		•						
		Blend Onset and Rime										•	٠					•	•	•			٠	•	•				•	
		Phoneme Blending						•			•						•		•	•	•	•				•	•	•	•	•
		Phoneme Categorization				•	•	•			٠	٠	٠												\square					
		Phoneme Isolation	•	•		•	• •	• •	•	•	•	•	٠	٠	٠	•	•	•	٠	٠	•	•	٠	•	•	•	٠	•	•	•
		Phoneme Addition				•									٠						•		٠			•	٠	•	•	•
		Phoneme Substitution														•		•		٠	٠	•		•		•	٠	•		•
										-																				
PHONICS & HIGH-	Phonics & Word Study	Letter Recognition: Aa-Zz	•	*	*	* :	* >	* *	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Phonics & Word Study Workshop	Letter Recognition: Aa-Zz m /m/	•					* *	*	*	*	*	* *	*	* *	_	-	*	*	* *	* *	* *	*	*	*	*	*	*	* *	* *
REQUENCY WORD			•		•	•			-							*		-							-	_				
REQUENCY WORD		m /m/	•		•	• :	* :	* *	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
PHONICS & HIGH- FREQUENCY WORD (NOWLEDGE		m /m/ a /a/	•	•	•	• :	* > * > • >	* *	*	*	*	*	*	*	*	* * *	*	*	*	*	*	*	*	*	*	*	*	*	*	*
REQUENCY WORD		m /m/ a /a/ s /s/	•	•	•	• :	* > * > • >	* * * * * *	* * * *	* * *	* *	* *	* * *	* * *	* * *	* * * *	* * *	* * *	* * *	* *	* *	* * *	* * *	* * *	* * *	* * *	* * *	* * *	* *	* * *
REQUENCY WORD		m /m/ a /a/ s /s/ t /t/	•	•	•	• :	* > * > • >	* * * * * * • *	* * * *	* * * *	* * *	* * *	* * *	* * *	* * *	* * * *	* * * *	* * * *	* * *	* * *	* * * *	* * *	* * *	* * *	* * * *	* * * * * *	* * * *	* * * *	* * *	* * *
REQUENCY WORD		m /m/ a /a/ s /s/ t /t/ n /n/		•	•	• : • : • :	* > * > • >	* * * * * * • *	* * * *	* * * *	* * * * *	* * * * *	* * * * *	* * * *	* * * *	* * * *	* * * * *	* * * * * *	* * * * * *	* * * * *	* * * *	* * * *	* * * *	* * * * *	* * * *	* * * * * *	* * * *	* * * * * *	* * * * *	* * * *
REQUENCY WORD		m /m/ a /a/ s /s/ t /t/ n /n/ i /i/ f /f/		•	•	• : • : • :	* 2	* * * * * * • *	* * * * * *	* * * * *	* * * * *	* * * * * *	* * * * *	* * * *	* * * * *	* * * * * *	* * * * * *	* * * * *	* * * * *	* * * * *	* * * * * *	* * * * *	* * * *	* * * * *	* * * * * *	* * * *	* * * * *	* * * * *	* * * * *	* * * * *
REQUENCY WORD		m /m/ a /a/ s /s/ t /t/ n /n/ i /i/ f /f/ p /p/		•	•	• : • : • :	* 2	* * * * * * * * * * * * * * * * * * * *	* * * * •	* * * * *	* * * * * * *	* * * * * * *	* * * * * *	* * * * *	* * * * *	* * * * * * * *	* * * * * * * *	* * * * *	* * * * *	* * * * *	* * * * * *	* * * * *	* * * * *	* * * * *	* * * * * * * * * *	* * * * * * * * * *	* * * * * *	* * * * *	* * * * * *	* * * * *
REQUENCY WORD		m /m/ a /a/ s /s/ t /t/ n /n/ i /i/ f /f/		•	•	• : • : • :	* 2	* * * * * * • * • • • • * *	* * * * •	* * * * *	* * * * * * *	* * * * * * * *	* * * * * * *	* * * * * *	* * * * * *	* * * * * * * * *	* * * * * * * * * * *	* * * * * *	* * * * * *	* * * * * *	* * * * * * *	* * * * * *	* * * * * *	* * * * *	* * * * * *	* * * * * * * * * * * *	* * * * * *	* * * * * *	* * * * * * *	* * * * * *
REQUENCY WORD		m /m/ a /a/ s /s/ t /t/ n /n/ i /i/ f /f/ p /p/ o /o/		•	•	k	* 2	* * * * * * • * • • • • * *	* * * • •	* * * * *	* * * * * * *	* * * * * * * •	* * * * * * * *	* * * * * * * *	* * * * * * * *	* * * * * * * * *	* * * * * * * * * * * *	* * * * * *	* * * * * * * * * * * * * *	* * * * * * *	* * * * * * * *	* * * * * * *	* * * * * * * *	* * * * * * * * * * * * *	* * * * * * *	* * * * * * * * * * * * * * *	* * * * * * * *	* * * * * * * * * * * * *	* * * * * * * *	* * * * * *
REQUENCY WORD		m /m/ a /a/ s /s/ t /t/ n /n/ i /i/ f /f/ p /p/ o /o/ c /k/		•	•	k	* · · · · · · · · · · · · · · · · · · ·	* * * * * * • * • • • • * *	* * * • •	* * * * *	* * * * * * *	* * * * * * * •	* * * * * * * * •	* * * * * * * *	* * * * * * * *	* * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * *	* * * * * * * * * *	* * * * * * * * *	* * * * * * * * * *	* * * * * * * *	* * * * * * * * *	* * * * * * * * * * * * * * * * * *	* * * * * * * *	* * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * *	* * * * * * *	* * * * * * * * *	* * * * * * *
REQUENCY WORD		m /m/ a /a/ s /s/ t /t/ n /n/ i /i/ f /f/ p /p/ o /o/ c /k/ h /h/ b /b/		•	•		* · · · · · · · · · · · · · · · · · · ·	* * * * * * • * • • • • * *	* * * • •	* * * * *	* * * * * * *	* * * * * * * •	* * * * * * * * •	* * * * * * * * * *	* * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * *	* * * * * * * * * *	* * * * * * * *	* * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * *	* * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * *	* * * * * * * * * *	* * * * * * *
REQUENCY WORD		m /m/ a /a/ s /s/ t /t/ n /n/ i /i/ f /f/ p /p/ o /o/ c /k/ h /h/ b /b/ u /u/		•	•		* · · · · · · · · · · · · · · · · · · ·	* * * * * * • * • • • • * *	* * * • •	* * * * *	* * * * * * • •	* * * * * * * •	* * * * * * * * •	* * * * * * * * * *	* * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * *	* * * * * * * * * * *	* * * * * * * * * *	* * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * *	* * * * * * * * *	* * * * * * * * * * *	* * * * * * * * *	* * * * * * * * * * * *	* * * * * * * * *
REQUENCY WORD		m /m/ a /a/ s /s/ t /t/ n /n/ i /i/ f /f/ f /f/ p /p/ o /o/ c /k/ h /h/ b /b/ u /u/ r /r/		•	•		* · · · · · · · · · · · · · · · · · · ·	* * * * * * • * • • • • * *	* * * • •	* * * * *	* * * * * * • •	* * * * * * * •	* * * * * * * * •	* * * * * * * * *	* * * * * * * * * * * * * * * * *	* * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * *	* * * * * * * * * * * * *	* * * * * * * * * *	* * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * *	* * * * * * * * *	* * * * * * * * * * *	* * * * * * * * *	* * * * * * * * * * * * *	* * * * * * * * *
REQUENCY WORD		m /m/ a /a/ s /s/ t /t/ n /n/ i /i/ f /f/ p /p/ o /o/ c /k/ h /h/ b /b/ u /u/ r /r/ e /e/		•	•		* · · · · · · · · · · · · · · · · · · ·	* * * * * * • * • • • • * *	* * * • •	* * * * *	* * * * * * • •	* * * * * * * •	* * * * * * * * •	* * * * * * * * *	* * * * * * * * * * * * * * * * *	* * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * *	* * * * * * * * * * * * *	* * * * * * * * * *	* * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * *	* * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * *	* * * * * * * * * * * * *	* * * * * * * * * *
REQUENCY WORD		m /m/ a /a/ s /s/ t /t/ n /n/ i /i/ f /f/ p /p/ o /o/ c /k/ h /h/ b /b/ u /u/ r /r/ e /e/ g /g/		•	•		* · · · · · · · · · · · · · · · · · · ·	* * * * * * • * • • • • * *	* * * • •	* * * * * * * * * * * * * * * * * * *	* * * * * * • •	* * * * * * * •	* * * * * * * * •	* * * * * * * * *	* * * * * * * * * * * * * * * * *	* * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * *	* * * * * * * * * * * * * *	* * * * * * * * * * *	* * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * *	* * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * *	* * * * * * * * * * * * * * *	* * * * * * * * * * *
REQUENCY WORD		m /m/ a /a/ s /s/ t /t/ n /n/ i /i/ f /f/ p /p/ o /o/ c /k/ h /h/ b /b/ u /u/ r /r/ e /e/ g /g/ d /d/		•	•		* · · · · · · · · · · · · · · · · · · ·	* * * * * * • * • • • • * *	* * * • •	* * * * * * * * * * * * * * * * * * *	* * * * * * • •	* * * * * * * •	* * * * * * * * •	* * * * * * * * *	* * * * * * * * * * * * * * * * *	* * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * *	* * * * * * * * * * * * * *	* * * * * * * * * * * *	* * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * *	* * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * *	* * * * * * * * * * * * * * * *	* * * * * * * * * *
REQUENCY WORD		m /m/ a /a/ s /s/ t /t/ n /n/ i /i/ f /f/ p /p/ o /o/ c /k/ h /h/ b /b/ u /u/ r /r/ e /e/ g /g/ d /d/ w /w/		•	•		* · · · · · · · · · · · · · · · · · · ·	* * * * * * • * • • • • * *	* * * • •	* * * * * * * * * * * * * * * * * * *	* * * * * * • •	* * * * * * * •	* * * * * * * * •	* * * * * * * * *	* * * * * * * * * * * * * * * * *	* * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * *	* * * * * * * * * * * * * *	* * * * * * * * * * * * *	* * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * *	* * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * *
REQUENCY WORD		m /m/ a /a/ s /s/ t /t/ n /n/ i /i/ f /f/ p /p/ o /o/ c /k/ h /h/ b /b/ u /u/ r /r/ e /e/ g /g/ d /d/ w /w/ 1 /l/		•	•		* · · · · · · · · · · · · · · · · · · ·	* * * * * * • * • • • • * *	* * * • •	* * * * * * * * * * * * * * * * * * *	* * * * * * • •	* * * * * * * •	* * * * * * * * •	* * * * * * * * *	* * * * * * * * * * * * * * * * *	* * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * *	* * * * * * * * * * * * * *	* * * * * * * * * * * * *	* * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * *	* * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * *
REQUENCY WORD		m /m/ a /a/ s /s/ t /t/ n /n/ i /i/ f /f/ p /p/ o /o/ c /k/ h /h/ b /b/ u /u/ r /r/ e /e/ g /g/ d /d/ w /w/ 1/// j /j/		•	•		* · · · · · · · · · · · · · · · · · · ·	* * * * * * • * • • • • * *		* * * * * * * * * * * * * * * * * * *	* * * * * * • •	* * * * * * * •	* * * * * * * * •	* * * * * * * * *	* * * * * * * * * * * * * * * * *	* * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * *	* * * * * * * * * * * * * *	* * * * * * * * * * * * * *	* * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * *
REQUENCY WORD		m /m/ a /a/ s /s/ t /t/ n /n/ i /i/ f /f/ p /p/ o /o/ c /k/ h /h/ b /b/ u /u/ r /r/ e /e/ g /g/ d /d/ w /w/ 1 /l/		•	•		* · · · · · · · · · · · · · · · · · · ·	* * * * * * • * • • • • * *		* * * * * * * * * * * * * * * * * * *	* * * * * * • •	* * * * * * * •	* * * * * * * * •	* * * * * * * * *	* * * * * * * * * * * * * * * * *	* * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * *	* * * * * * * * * * * * * *	* * * * * * * * * * * * * *	* * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * *

Unit 5 Unit 1 Unit 2 Unit 3 Unit 4 Unit 6 Category Category Strategy/Skill Т LI LL L I. 1 L L L | L W1 W2 W3 W1 W2 W qu /k/ /w/ x/ks/ (final) z / z/ * long a (a_e) long o (o_e) Long i Long u Long e Word Family -at ٠ Word Family -un . Word Family -ip Word Family -et • Word Family -ot • Word Family -an Word Family -in Word Family -op Word Family -ug Word Family -it Word Family -ap Word Family -ick Word Family -ock Word Family -ame Word Family -ope Word Family -ide Words with _o Words with _e • • Read Common High-Frequency Words by Sight • ٠ • • • ٠ • • ٠ • • ٠ • • ٠ Distinguish Between Similarly Spelled Words by Identifying the Letters that • ٠ • • • • Differ PHONICS & HIGH-Reader's Workshop FREQUENCY (Shared Reading) Letter Recognition ٠ ٠ • • WORDS: REVIEW IN CONTEXT Words with Mm ٠ Words with Short a ٠ • ٠ • Words with Initial Ss ٠ ٠ Words with Initial Tt • Words with Initial Nn • Words with Short i • • Words with Initial Ff • ٠ Words with Final Pp • Words with Short O Words with Initial Cc ٠ • Words with Initial Hh Words with Initial and Final Bb ٠ Words with Short u/u/ • Words with Initial and Final Rr •

		Unit 7	,		Unit 8			Unit 9)	ι	Jnit 1()
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Category	Category	Strategy/Skill	I	I	Т	L	L	L	Т	L	Т	L	L	L	I	Т		L	L	L	I	Ι	Т	Ι	Т	L	Т	L	L	I	Ι	
			W1	W2	W3	W1	W2	W3	8 W1	W2	W3	W1	W2	W3	W1	W2	W3	W1	W2	W3	W1	W2										
		Words with Long e /e/ and Final e																•														
		Words with Initial and Final Gg																	•													
		Words with Initial Dd																		•												
		Words with Initial Ww /w/																			•		•					•				
		Words with Initial Ll																				•										
		Words with Long Vowel /ō/																				•										
		Words with Initial Jj																					•									
		Words with Final d /d/																									•					
		Words with Long a /a/																									•	•				
		Words with Long /ō/ and Final -e																											•	•		
		Words with Final -k /k/																											•			
		Words with Long i and Final e																												•		
		Words with Long u and Final e			1								1	1	1	1			1	1											•	
		Previously taught high-frequency words		1	1	•	٠	•	•	٠	•	•	٠	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
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FLUENCY	Reader's Workshop	Expression		•		•	٠	•						•	•		•	•		•	•								•	•	•	
	(Shared Reading	Inflection/Intonation			•				•		•		•			•		•		•		•		•			•	•	•	•		
	Lessons)	Pausing		•					•						•											•					•	
	,	Phrasing									•		•																			
		Accuracy								•							•					•	•		•		•					
		Rhythm										•																				
		Rate and Pacing	•	•	•					•						•			•				•					•			•	
		Word Recognition																			•											
														-				-														
METACOGNITION &	Reader's Workshop	Ask Questions	•	•	•																					\square					•	
	Reader's Workshop (Shared Reading and	Ask Questions Create Mental Images	•	•	•	•	•	•																•	•	\square	_				•	
MONITORING	(Shared Reading and	Create Mental Images	•	•	•	•	•	•			•	•	•	•									•	•	•	•	•	•	•		•	
MONITORING	(Shared Reading and Reading Mini-	Create Mental Images Draw Inferences	•	•		•	•				•	•	•	•				•	•	•			•	•	•	•	•	•	•	•		
METACOGNITION & MONITORING STRATEGIES	(Shared Reading and	Create Mental Images Draw Inferences Make Connections	•	•		•	•				•	•	•	•		•			•	•			•			•	•	•	•	•	•	
MONITORING	(Shared Reading and Reading Mini-	Create Mental Images Draw Inferences Make Connections Summarize and Synthesize	•	•		•	•					•	•	•	•	•	•		•	•			•	•	•	-				•		
MONITORING	(Shared Reading and Reading Mini-	Create Mental Images Draw Inferences Make Connections Summarize and Synthesize Determine Text Importance		•		•	•		•	•	•	•	•	•	•	•	•		•	•		•	•			•	•			•		
MONITORING	(Shared Reading and Reading Mini-	Create Mental Images Draw Inferences Make Connections Summarize and Synthesize	•	•		•	•		•	•		•	•	•	•	•	•		•	•	•	•	•			•				•		
MONITORING STRATEGIES	(Shared Reading and Reading Mini- Lessons)	Create Mental Images Draw Inferences Make Connections Summarize and Synthesize Determine Text Importance Use Fix-Up and Monitoring Strategies		•		•		•	•						•	•			•		•	•	•			•		•		•		
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MONITORING STRATEGIES COMPREHENSION STRATEGIES	(Shared Reading and Reading Mini- Lessons) Reader's Workshop (Reading Mini-	Create Mental Images Draw Inferences Make Connections Summarize and Synthesize Determine Text Importance Use Fix-Up and Monitoring Strategies Ask and Answer Questions about Story Elements Use Text Evidence to Support Appropriate Response		•		•		•	•						•	•		•	•		•	•	•			•		•	•	•		
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MONITORING STRATEGIES COMPREHENSION STRATEGIES	(Shared Reading and Reading Mini- Lessons) Reader's Workshop (Reading Mini-	Create Mental Images Draw Inferences Make Connections Summarize and Synthesize Determine Text Importance Use Fix-Up and Monitoring Strategies Ask and Answer Questions about Story Elements Use Text Evidence to Support Appropriate Response Use Text Evidence to Determine Theme Identify and Describe Characters, Setting, and Major Events Identify the Author, Illustrator, and Narrator of a Story Describe How Illustrations Support a Story				•	•	•	•			•	•	•	•	•	•	•	•	•	•	•	•			•		•	•	•		
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MONITORING STRATEGIES COMPREHENSION STRATEGIES	(Shared Reading and Reading Mini- Lessons) Reader's Workshop (Reading Mini-	Create Mental Images Draw Inferences Make Connections Summarize and Synthesize Determine Text Importance Use Fix-Up and Monitoring Strategies Ask and Answer Questions about Story Elements Use Text Evidence to Support Appropriate Response Use Text Evidence to Determine Theme Identify and Describe Characters, Setting, and Major Events Identify the Author, Illustrator, and Narrator of a Story Describe How Illustrations Support a Story Compare and Contrast the Experiences of Characters in Two Stories Identify the Features of a Drama				•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	•			•		•	•	•		
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Category	Category	Strategy/Skill	I	Ι	I	L	L	L	I	L	Ι	L	L	L	I	Ι	L	L	L	L	Ι	Ι	I	I	Ι	L	Ι	L	L	T		L
			W1	W2	W3	W1 \	N2	W3	W1	W2	W3																					
		Determine Author's Purpose							•		•				•	•																
		Identify Reasons an Author Gives to Support Points of a Text																					•									1
		Describe Author's Use of Text Structure													•	•					•	•		٠	٠		•			•		1
		Identify Similarities and Differences Between Two Texts on the Same Topic		•						•						•						•			٠						•	1
																																1
Vocabulary	Reader's Workshop	Ask and Answer Questions about Unknown Words in a Text	•	•																								1				
Strategies	(Shared Reading and	Use Affixes, Inflectional Endings, and Suffixes													•			•			•	•				•	•	1	•			ł
	Reading Mini-	Identify New Meanings for Familiar Words			•																											
	Lessons)	Sort Words into Categories											•			•	•	•	•	•			٠	٠					•		•	1
		Use Text to Determine Word Meanings: Opposites in Context										•		•							•	٠										1
1		Make Connections Between Words and Their Uses							•	•									•									•			1	•
		Identify Shades of Meaning Among Verbs				•		•																				•		•		1
		Words That Name Directions, Locations, and Positions					•							•																•	1	1
		Words That Name Numbers					•																									1
		Multiple-Meaning Words						•													•											
		Use Illustrations and Text to Determine Word Meanings	•	٠	٠	٠	٠			•	•													٠	٠	•						
		Sound Words											•				•														•	
		Homonyms										•																				1
		Use a Picture Dictionary													•												•					1
		Identify Sequence Words									•																					1
		Use Text to Determine and Clarify Word Meanings																							•					•	•	1
		Review Known Words																					•									1
GENRE KNOWLEDGE	Reader's Workshop	Informational Text	•	•					•						•						•			•	•		•	1		•		1
	(Reading Mini-	Personal Narrative			•						•											•										1
	Lessons)	Biography																													•	
		Realistic Fiction								•		•	•				•			•												٠
		Fantasy				•		•						•																		
		Folktalke					•											•	•													
		How-To														•																1
		Opinion																					٠									
		Fiction																										•	•			1
		Drama																								•						
SPEAKING &	Reader's Workshop	Engage Effectively in Whole-Class, Small-Group, and Partner		•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
LISTENING		Discussions									•		•		•		-	•			•	-			_		-		•	•		
		Ask and Answer Questions about Key Details in a Text Read Aloud	•	•	•	٠	٠	•			•		•		•	•			_		•	•		•			•		•	•	•	•
		State, Clarify, and Support I deas in a Constructive Conversation	•	•	•	٠	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
		Add Drawings or Other Visual Displays to Clarify Ideas, Thoughts, and Feelings	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
		Speak in Complete Sentences When Appropriate to Task and Situation	•	•	•	•	٠	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•