

Collaborative Literacy Instruction

*This chart shows the week that strands and substrands of the programs are introduced.
The green shades lines are specific to Making Meaning.*

Week	Being a Writer	Grade Level
1	Unit 1 Locate the Sample Calendar in the “Teaching the Program” section of the Introduction in your grade level <i>Teacher’s Manual</i> .	All grade levels (K–6) start Unit 1 the first week of the school year.

		Grade Level		
Week	Making Meaning + Being a Reader Instruction	K	1	2
1	Shared Reading	✓	✓	
	Handwriting		✓	
	Word Study (Weeks 1–8) Focus on reviewing and solidifying Grade 1 complex-vowel spelling patterns			✓
	Independent Work Setting the Foundation Lessons	✓	✓	✓
	Whole-group Comprehension Begin <i>Making Meaning</i> instruction.	✓	✓	✓
2	Handwriting	✓		
	Word Study Introduce Word Study Notebooks.			✓
	Independent Work Setting the Foundation Lessons	✓	✓	✓
	Whole-group Vocabulary Begin Week 1 <i>Vocabulary Teaching Guide</i> instruction.	✓	✓	✓
	Whole-group Comprehension Introduce Individualized Daily Reading (IDR)			✓
3	Learning Letter Names Begin instruction.	✓		
	Word Study Introduce Pair Sorting			✓
	Prepare for Small-group Instruction <i>Gr. 1–2: Consider how long you will need to administer the Small-group Placement Assessment to your students. Provide students with as much time as possible to reactivate their knowledge prior to giving the assessment. Small-group instruction should begin by Week 6. Week 3 is the earliest we recommend beginning the placement assessment in Grades 1 and 2.</i>		✓	✓
	Whole-group Comprehension Introduce Individualized Daily Reading (IDR)		✓	
	Whole-group Comprehension Introduce the <i>Student Response Book</i> and completing entries in the Reading Log.			✓

Week	Making Meaning + Being a Reader Instruction	K	1	2
4	Prepare for Small-group Instruction <i>Gr. K: Consider how long you will need to administer the Small-group Placement Assessment to your students. Provide students with as much time as possible to reactivate/develop their knowledge prior to giving the assessment. Small-group instruction should begin by Week 8. Week 4 is the earliest we recommend beginning the placement assessment in Grade K. If teaching Learning Letter Names, you might wait to begin assessing students until Week 6.</i> Gr. 1: Administer the Placement Assessment for Sets 1–5, or wait until Weeks 5 or 6 Gr.2: Administer the Placement Assessment for Sets 7–12 (or administer the Placement Assessment for Sets 1–5, if needed), or wait until Week 5	✓	✓	✓
	Whole-group Comprehension Learn a procedure for self-monitoring (IDR)			✓
5	Prepare for Small-group Instruction Gr. K: Administer the Placement Assessment for Sets 1–5, or wait until Week 6.	✓		
	Independent Work Setting the Foundation Lessons	✓		
	Continue Preparing For or Begin Small-group Instruction		✓	✓
	Independent Work Repeat Week 4 of Setting the Foundation Lessons or begin Check-in Lessons		✓	✓
	Whole-group Comprehension Introduce Individualized Daily Reading (IDR)	✓		
6	Learning Letter Names Administer Individual Letter Name Assessment (Lesson 19). This assessment can replace Section 1 of the Placement Assessment for Sets 1–5.	✓		
	Prepare for Small-group Instruction Gr. K: Administer the Placement Assessment for Sets 1–5	✓		
	Independent Work Setting the Foundation Lessons	✓		
	Small-group Instruction Small-group Reading instruction should be happening in grades 1 and 2.		✓	✓
	Independent Work Rotations and Check-in Lesson		✓	✓
	Word Study Introduce “Build That Word”			✓
7	Continue Preparing For or Begin Small-group Instruction	✓		
	Independent Work Repeat Week 6 of Setting the Foundation Lessons or begin Check-in Lessons.	✓		
	Word Study Introduce Guided Spelling			✓
8	Small-group Instruction Small-group Reading instruction should be happening in all grades.	✓	✓	✓
	Independent Work Rotations and Check-in Lesson should be happening in all grades.	✓	✓	✓

Week	<i>Making Meaning + Being a Reader Instruction</i>	K	1	2
9	Shared Reading Introduce Poetry Readers		✓	
	Word Study Focus on inflectional endings –ed and –ing.			✓
10	Shared Reading Introduce Poetry Readers	✓		
	Word Study Focus on inflectional endings –ed and –ing.			✓
	Whole-group Comprehension Introduce the Reading Journal in the <i>Student Response Book</i>			✓
11	Word Study Focus on alphabetizing.			✓
	Whole-group Comprehension Introduce <i>Student Response Book</i>		✓	
	Whole-group Comprehension Learn a procedure for self-monitoring		✓	
12	Word Study Introduce Spelling Tests and focus on alphabetizing.			✓
13	Word Study (Weeks 13–30) Focus on syllabication instruction, base words, suffixes, and prefixes.			✓
	Whole-group Comprehension Introduce the Reading Journal in the <i>Student Response Book</i>		✓	
17	Word Study Administer Word Study Progress Assessment			✓
18	Word Study Day 3 provides information “About Morphemic Transformations”			✓
21	Word Study Day 2 provides information “About Open and Closed Syllables”			✓
22	Word Study Day 2 provides information “About Reading Two-syllable Words”			✓
27	Word Study Administer Word Study Progress Assessment Day 2 provides information “About Reading Polysyllabic Words.”			✓