RGR
REALLY GREAT READING

INTERVENTION SCOPE & SEQUENCE

RGR Nova™

The Literacy Outcomes System (LitOS™)

Intervention · Grades 4–8

Program theme: **Questions Humans Keep Asking**

THREE STRANDS, ONE CONNECTED PATH

Phonics & Morphology

From closed syllables to affixes and roots.

Strand theme: How Things Function
30 units · 199 lessons · 30 unit assessments

Language for Comprehension

From word meaning to sentence structure to connected text.

Strand theme: Examining the Unknown
30 units · 171 lessons · 7 probes

Written Expression

From complete sentences to cited arguments.

Strand theme: People Who Changed the Way We Think
26 units · 179 lessons · 8 unit assessments

Inside: program at a glance · the learning arc · how the strands connect · unit-by-unit lessons for each strand

RGR Nova™ is still in development. Units, lessons and pacing may change before launch.

COMING FOR THE 2027–28 SCHOOL YEAR

reallygreatreading.com

PROGRAM AT A GLANCE

Three strands that build reading, language and writing together

Students move through a custom, coherent learning journey based on their current skill mastery across three strands building their reading, language and writing.

RGR Nova™, the Literacy Outcomes System (LitOS™), organizes intervention for grades 4–8 into three strands that run side by side. Each strand moves in a deliberate order from smaller units of language to larger ones, and every unit sits inside one program theme, **Questions Humans Keep Asking**, so students read and write about ideas worth their time.

BUILT AT THE SKILL LEVEL

45 built-in checkpoints → **549** lesson library

Checkpoints show which skills each student is missing. Students are recommended only the lessons that build those skills.

38 UNIT ASSESSMENTS **7 PROBES**

86 units across three strands

175 lessons with explicit morphology work

STRAND 1

Phonics & Morphology

Strand theme: **How Things Function**

30 units 199 lessons 30 unit assessments

- Six syllable types, taught for reading and spelling
- Spelling rules: 1-1-1 doubling, drop the e, change the y to i
- Prefixes, suffixes, Latin roots and Greek roots
- Every unit ends in a unit assessment

LEARNING ARC

01	Closed syllables	Units 1–7 47 lessons
02	Syllable types & affixes	Units 8–18 78 lessons
03	Latin roots & affixes	Units 19–26 49 lessons
04	Greek roots & affixes	Units 27–30 25 lessons

STRAND 2

Language for Comprehension

Strand theme: **Examining the Unknown**

30 units 171 lessons 7 probes

- Semantic reasoning and vocabulary depth with Inference-Based Vocabulary Acquisition
- Syntax: unpacking how complex sentences carry meaning
- Six genre sets, each paired with expository passages
- Baseline and set-end probes

LEARNING ARC

01	Word level	Units 1–5 32 lessons
02	Sentence level	Units 6–12 49 lessons
03	Connected text	Units 13–30 90 lessons

STRAND 3

Written Expression

Strand theme: **People Who Changed the Way We Think**

26 units 179 lessons 8 unit assessments

- Sentence construction, combining and expansion
- Narrative, compare-and-contrast, problem-and-solution, argument
- Summaries and essays from sources, with works cited
- Gradual release: I Do, We Do, You Do

LEARNING ARC

01	Sentences	Units 1–10 54 lessons
02	Paragraphs & essays	Units 11–18 62 lessons
03	Writing from sources	Units 19–26 63 lessons

How the strands connect

The same skills and routines run through all three strands, so each one reinforces the others.

175 **Morphology lessons.** Instruction begins with prefixes and suffixes before introducing roots, systematically building students' decoding, spelling, and word-meaning skills.

2 **Strands share syntax.** Strand 2 teaches students to unpack clauses, passives and connectors while reading. Strand 3 has them build sentences with the same structures.

39 **Inference-Based Vocabulary Acquisition lessons.** Independent vocabulary practice builds breadth and depth.

How to read: each row is one unit, and lessons run left to right in teaching order.

STRAND 1 · THEME: HOW THINGS FUNCTION

Phonics & Morphology

Students master the six syllable types for reading and spelling, then layer in spelling rules, prefixes, suffixes and Latin and Greek roots. Every unit closes with a unit assessment.

Intro, **Intro + Practice**, **Practice**, **Review** = lesson type Shaded = unit assessment (checkpoint) • = morphology

Italic = driving question

Closed syllables Units 1–7 · 47 lessons

UNIT	LESSON 1	2	3	4	5	6	7	8
UNIT 1 **Closed Syllables** *How Do Peppers Trick Our Brains Into Feeling the Burn?*	INTRO Reading Closed Syllables	INTRO Spelling Closed Syllables	INTRO Reading Words with Welded Sounds (am, an) & Chunk all	INTRO Reading Words with the Double Trouble Rule	INTRO Spelling Closed Syllables w/ Welded Sounds, Chunk all, Double Trouble, Tricky Consonants (x, qu)	PRACTICE Closed Syllables, Double Trouble, Welded Sounds & Chunk all	UNIT ASSESSMENT Closed Syllables	
UNIT 2 **Closed Syllables with 2- & 3-Sound Blends (Initial and Final) & Silent Letters** *How Do Bridges Hold Up Thousands of Tons?*	INTRO Reading Closed Syllables with 2-Sound Blends (Initial)	INTRO Reading Closed Syllables with 2-Sound Blends (Final)	INTRO Spelling Closed Syllables with 2-Sound Blends	INTRO Reading Closed Syllables with Silent Letter 2-Sound Blend Lookalikes (knot, gnat, lamb, wrap, walk, half, hymn)	INTRO Spelling Closed Syllables with Silent Letter 2-Sound Blend Lookalikes	INTRO Reading and Spelling Closed Syllables with 3-Sound Blends	PRACTICE Closed Syllables with 2- & 3-Sound Blends (Initial and Final) & Silent Letters	UNIT ASSESSMENT Closed Syllables with 2- & 3-Sound Blends (Initial and Final) & Silent Letters
UNIT 3 **Closed Syllable Words with Digraphs & Digraph Blends**	INTRO Reading Closed Syllable Words with Digraphs sh, th, ch	INTRO Reading Closed Syllable Words with Digraphs ph, wh, ck	INTRO Reading Closed Syllable Words with Digraph Blends	INTRO Spelling Closed Syllable Words with Digraphs & Digraph Blends	PRACTICE Closed Syllable Words with Digraphs & Digraph Blends	UNIT ASSESSMENT Closed Syllable Words with Digraphs & Digraph Blends		
UNIT 4 **Closed Syllable Words with Trigraphs & Suffixes -s and -es**	INTRO Reading Closed Syllable Words with Trigraphs dge, tch	INTRO Morphology, Base, and Suffix & Suffixes -s and -es •	INTRO Spelling Closed Syllable Words with Trigraphs	PRACTICE Closed Syllable Words with Trigraphs & Suffixes -s and -es •	PRACTICE Closed Syllable Words with Trigraphs & Suffixes -s and -es •	UNIT ASSESSMENT Closed Syllable Words with Trigraphs & Suffixes -s and -es •		
UNIT 5 **Multisyllabic Words with Closed Syllables and Suffixes (-s, -es, -en, -er, -est)**	INTRO Reading Multisyllabic Words with Closed Syllables	INTRO Spelling Multisyllabic Words with Closed Syllables	INTRO + PRACTICE Inflectional Suffixes -en, -er, -est •	INTRO + PRACTICE 1-1-1 Doubling Rule •	INTRO Reading Multisyllabic Words with Closed Syllables and Suffixes (-s, -es, -en, -er, -est) •	INTRO Spelling Multisyllabic Words with Closed Syllables and Suffixes (-s, -es, -en, -er, -est) •	PRACTICE 1-1-1 Doubling Rule and Inflectional Suffixes •	UNIT ASSESSMENT Multisyllabic Words with Closed Syllables and Suffixes (-s, -es, -en, -er, -est) •

How to read: each row is one unit, and lessons run left to right in teaching order.

Closed syllables

Units 1–7 · 47 lessons

UNIT	LESSON 1	2	3	4	5	6	7	8
UNIT 6 **1-1-1 Doubling Rule and Inflectional Suffixes**	INTRO Reading Multisyllabic Closed Syllable Words with Schwa	INTRO + PRACTICE Inflectional Suffixes -ed, -ing •	INTRO Spelling Multisyllabic Closed Syllable Words with Schwa	PRACTICE Schwa & 1-1-1 Doubling Rule with Inflectional Suffixes •	UNIT ASSESSMENT 1-1-1 Doubling Rule and Inflectional Suffixes •			
UNIT 7 **Closed Syllable Exceptions and Chunks & Prefixes un-, non-, mis-**	INTRO Reading Words with Closed Syllable Exceptions (ild, ind, old, olt, ost)	INTRO Reading Words with ng & nk Chunks	INTRO Spelling Words with Closed Syllable Exceptions & Chunks	INTRO Prefixes that denote Negation, Opposition & Error (un-, non-, mis-) •	PRACTICE Prefixes that denote Negation, Opposition & Error (un-, non-, mis-) •	PRACTICE Closed Syllable Exceptions and Chunks & Prefixes un-, non-, mis- •	UNIT ASSESSMENT Closed Syllable Exceptions and Chunks & Prefixes un-, non-, mis- •	

Syllable types & affixes

Units 8–18 · 78 lessons

UNIT	LESSON 1	2	3	4	5	6	7	8
UNIT 8 **Closed and Open Syllables & Derivational Suffixes**	INTRO Reading Single-Syllable Open Syllable Words	INTRO + PRACTICE Spelling Rule Change the y to i & Derivational Suffixes Adjective and Adverb Formers (-ly, -ful, -less, -y) •	INTRO Reading Multisyllabic Words with Open and Closed Syllables with Suffixes •	INTRO Spelling Multisyllabic Words with Open and Closed Syllables	PRACTICE Change the y to i and Derivational Suffixes Adjective and Adverb Formers •	PRACTICE Closed and Open Syllables & Derivational Suffixes •	UNIT ASSESSMENT Closed and Open Syllables & Derivational Suffixes •	
UNIT 9 **Multisyllabic Words with Vowel-Consonant-e & the Drop the e Rule & Prefixes pre- and re-**	INTRO Reading Single-Syllable Vowel-Consonant-e Syllable Words	INTRO Spelling Single-Syllable Vowel-Consonant-e Syllable Words & Drop the e Rule •	INTRO Reading Multisyllabic Words with Vowel-Consonant-e & the Drop the e Rule •	INTRO Prefixes that denote Time & Action (pre- and re-) •	INTRO Spelling & Reading Multisyllabic Words with Vowel-Consonant-e & the Drop the e Rule & Prefixes pre- and re- •	PRACTICE Multisyllabic Words with Vowel-Consonant-e & the Drop the e Rule & Prefixes pre- and re- •	UNIT ASSESSMENT Multisyllabic Words with Vowel-Consonant-e & the Drop the e Rule & Prefixes pre- and re- •	
UNIT 10 **Multisyllabic Words with Vowel-Consonant-e, Schwa, and Soft c and g & Drop the t/te Rule**	INTRO Reading One-Syllable Words with Soft c and g	INTRO Reading Multisyllabic Words with Vowel-Consonant-e, Schwa, and Soft c and g	INTRO Spelling Multisyllabic Words with Vowel-Consonant-e, Schwa, and Soft c and g & Drop the t/te Rule: -cy •	INTRO + PRACTICE Spelling Rule Drop the t Rule: -ty/-ity •	PRACTICE Spelling Rule Drop the t Rule •	UNIT ASSESSMENT Multisyllabic Words with Vowel-Consonant-e, Schwa, and Soft c and g & Drop the t/te Rule •		

How to read: each row is one unit, and lessons run left to right in teaching order.

Syllable types & affixes

Units 8–18 · 78 lessons

UNIT	LESSON 1	2	3	4	5	6	7	8
UNIT 11 **R-Controlled Syllables & Prefixes: over-, under-, multi-**	INTRO Reading Single-Syllable R-Controlled Syllable Words with /ar/ and /or/	INTRO Reading Single-Syllable R-Controlled Syllable Words with /er/	INTRO Spelling Single-Syllable R-Controlled Syllable Words	INTRO + PRACTICE Prefixes that denote Amount and Degree (over-, under-, multi-) ●	INTRO Reading Multisyllabic R-Controlled Syllable Words & Prefixes that denote Amount and Degree (over-, under-, multi-) ●	INTRO + PRACTICE Spelling Multisyllabic R-Controlled Syllable Words	PRACTICE R-Controlled Syllables & Prefixes: over-, under-, multi- ●	UNIT ASSESSMENT R-Controlled Syllables & Prefixes: over-, under-, multi- ●
UNIT 12 **R-Controlled Syllables & Derivational Suffixes: -er/-or and -ing**	INTRO Reading Single-Syllable and Multisyllabic Words with Less Common R-Controlled Spellings (/er/ spelled ar & or and other spellings of /or/) & Derivational Suffixes: Noun Formers ●	INTRO Spelling Single-Syllable and Multisyllabic Words with Less Common R-Controlled Spellings	INTRO Reading Single-Syllable and Multisyllabic Words ar as in Care	INTRO Spelling Single-Syllable and Multisyllabic Words ar as in Care	INTRO + PRACTICE Derivational Suffixes: Noun Formers ●	PRACTICE R-Controlled Syllables & Derivational Suffixes: -er/-or and -ing ●	UNIT ASSESSMENT R-Controlled Syllables & Derivational Suffixes: -er/-or and -ing ●	
UNIT 13 **Vowel Teams - Most Common Spellings & Derivational Suffixes: -ment and -ness**	INTRO Reading Single-Syllable Vowel Team Words with Most Common Long Vowel Spellings (Long a, Long o, Long i)	INTRO Reading Single-Syllable Vowel Team Words with Most Common Long Vowel Spellings (Long e, Long u)	INTRO Spelling Single-Syllable Vowel Team Words with Most Common Long Vowel Spellings	INTRO + PRACTICE Derivational Suffixes: Noun Formers ●	INTRO Reading & Spelling Multisyllabic Words with Vowel Teams - Most Common Spellings & Derivational Suffixes: -ment and -ness ●	PRACTICE Spelling Multisyllabic Words with Vowel Teams - Most Common Spellings & Derivational Suffixes: -ment and -ness ●	PRACTICE Vowel Teams - Most Common Spellings & Derivational Suffixes: -ment and -ness ●	UNIT ASSESSMENT Vowel Teams - Most Common Spellings & Derivational Suffixes: -ment and -ness ●
UNIT 14 **Reading & Spelling Multisyllabic Vowel Team Words with Multiple Pronunciations and Less Common Long Vowel Spellings and Prefixes that denote Time & Location**	INTRO Reading Single-Syllable Vowel Team Words with Multiple Pronunciations (ea, ei, ey, ie)	INTRO Reading Single-Syllable Vowel Team Words with Less Common Long Vowel Spellings (oe, ou, ui, eu, eigh, aigh, uy, ye)	INTRO Spelling Single-Syllable Vowel Team Words with Multiple Pronunciations and Less Common Long Vowel Spellings	INTRO + PRACTICE Prefixes that denote Time & Location (fore-, post-, mid-) ●	INTRO Reading & Spelling Multisyllabic Words with Multiple Pronunciations and Less Common Long Vowel Spellings	PRACTICE Prefixes that denote Time & Location ●	PRACTICE Reading & Spelling Multisyllabic Vowel Team Words with Multiple Pronunciations and Less Common Long Vowel Spellings and Prefixes that denote Time & Location ●	UNIT ASSESSMENT Reading & Spelling Multisyllabic Vowel Team Words with Multiple Pronunciations and Less Common Long Vowel Spellings and Prefixes that denote Time & Location ●

How to read: each row is one unit, and lessons run left to right in teaching order.

Syllable types & affixes

Units 8–18 · 78 lessons

UNIT	LESSON 1	2	3	4	5	6	7	8
UNIT 15 **Reading & Spelling Single-Syllable Words with "Other" Vowel Phonemes & Prefixes dis- and in-/im-/il-/ir-**	INTRO Reading & Spelling Single-Syllable Words with "Other" Vowel Phoneme /oo/ as in Ooze	INTRO Reading & Spelling Single-Syllable Words with "Other" Vowel Phonemes /oi/ and /ou/	INTRO Reading & Spelling Single-Syllable Words with "Other" Vowel Phonemes /oo/ as in Book and /aw/	INTRO + PRACTICE Prefixes that denote Negation or Opposition (dis-) •	INTRO + PRACTICE Prefixes that denote Negation or Opposition (in-/im-/il-/ir-) •	PRACTICE Reading & Spelling Single-Syllable Words with "Other" Vowel Phonemes & Prefixes dis- and in-/im-/il-/ir- •	UNIT ASSESSMENT Reading & Spelling Single-Syllable Words with "Other" Vowel Phonemes & Prefixes dis- and in-/im-/il-/ir- •	
UNIT 16 **Multisyllabic Words with "Other" Vowel Phonemes & Prefixes that denote Connection and Action (co-, en-/em-)**	INTRO Reading & Spelling Multisyllabic Words with "Other" Vowel Phonemes	INTRO Prefixes that denote Connection and Action (co-) •	INTRO Prefixes that denote Connection and Action (en-/em-) •	PRACTICE Prefixes that denote Connection and Action (co-, en-/em-) •	PRACTICE Multisyllabic Words with "Other" Vowel Phonemes & Prefixes that denote Connection and Action (co-, en-/em-) •	UNIT ASSESSMENT Multisyllabic Words with "Other" Vowel Phonemes & Prefixes that denote Connection and Action (co-, en-/em-) •		
UNIT 17 **Multisyllabic Words with Consonant-le Syllables & Derivational Suffixes Adjective Formers (-able/-ible, -ous)**	INTRO Reading Multisyllabic Words with Consonant-le Syllables	INTRO Derivational Suffixes Adjective Formers (-able/-ible) & Spelling Multisyllabic Words with Consonant-le Syllables •	INTRO Derivational Suffixes Adjective Formers (-ous) •	PRACTICE Derivational Suffixes Adjective Formers (-able/-ible, -ous) •	PRACTICE Multisyllabic Words with Consonant-le Syllables & Derivational Suffixes Adjective Formers (-able/-ible, -ous) •	UNIT ASSESSMENT Multisyllabic Words with Consonant-le Syllables & Derivational Suffixes Adjective Formers (-able/-ible, -ous) •		
UNIT 18 **Split Vowels & Latin Roots (port, tract, struct), Prefixes (trans-, sub-), and Suffixes (-ure/-ture)**	INTRO Reading Multisyllabic Words with Split Vowels That Look Like Vowel Teams	INTRO Reading Multisyllabic Words with Split Vowels That Do Not Look Like Vowel Teams	INTRO Spelling Multisyllabic Words with Split Vowels	INTRO + PRACTICE Bound Bases, Latin Roots, & Etymology (port, tract, struct) •	INTRO + PRACTICE Prefixes (trans-, sub-) •	INTRO + PRACTICE Suffixes (-ure/-ture) •	PRACTICE Split Vowels & Latin Roots (port, tract, struct), Prefixes (trans-, sub-), and Suffixes (-ure/-ture) •	UNIT ASSESSMENT Split Vowels & Latin Roots (port, tract, struct), Prefixes (trans-, sub-), and Suffixes (-ure/-ture) •

How to read: each row is one unit, and lessons run left to right in teaching order.

Latin roots & affixes

Units 19–26 · 49 lessons

UNIT	LESSON 1	2	3	4	5	6	7	8
UNIT 19 **Roots, Prefixes & Suffixes**	INTRO + PRACTICE Latin Roots (mov/mot/mob, fer, cede/cess) ●	INTRO + PRACTICE Prefixes (de-) ●	INTRO + PRACTICE Suffixes (-ive/-al) ●	PRACTICE Roots, Prefixes & Suffixes ●	UNIT ASSESSMENT Roots, Prefixes & Suffixes ●			
UNIT 20 **Roots, Prefixes & Suffixes**	INTRO + PRACTICE Latin Roots (spec/spect/spic, duc/duct) ●	INTRO + PRACTICE Prefixes (ad-/pro-) ●	INTRO + PRACTICE Suffixes (-ate) ●	PRACTICE Roots, Prefixes & Suffixes ●	UNIT ASSESSMENT Roots, Prefixes & Suffixes ●			
UNIT 21 **Roots, Prefixes & Suffixes**	INTRO + PRACTICE Latin Roots (stat/sist/stit) ●	INTRO + PRACTICE Latin Roots (ceiv/cept/cap) ●	INTRO + PRACTICE Latin Roots (tend/ten) ●	INTRO + PRACTICE Prefixes (uni-, bi-, tri-, semi-) ●	INTRO + PRACTICE Suffixes (-ant/-ent) ●	PRACTICE Roots, Prefixes & Suffixes ●	UNIT ASSESSMENT Roots, Prefixes & Suffixes ●	
UNIT 22 **Roots, Prefixes & Suffixes**	INTRO + PRACTICE Latin Roots (pos/pon) ●	INTRO + PRACTICE Latin Roots (vent and press) ●	INTRO + PRACTICE Prefixes (super-/sur-) ●	INTRO + PRACTICE Prefixes (omni-) ●	INTRO + PRACTICE Suffixes (-ial/-tial/-cial) ●	PRACTICE Roots, Prefixes & Suffixes ●	UNIT ASSESSMENT Roots, Prefixes & Suffixes ●	
UNIT 23 **Roots, Prefixes & Suffixes**	INTRO + PRACTICE Latin Roots (ject and rupture) ●	INTRO + PRACTICE Latin Roots (mit/miss) ●	INTRO + PRACTICE Prefixes (con-/com-) ●	INTRO + PRACTICE Prefixes (inter-) ●	INTRO + PRACTICE Prefixes (ex-/e-) ●	INTRO + PRACTICE Suffixes (-ion/-tion/-sion) ●	PRACTICE Roots, Prefixes & Suffixes ●	UNIT ASSESSMENT Roots, Prefixes & Suffixes ●
UNIT 24 **Roots, Prefixes & Suffixes**	INTRO + PRACTICE Latin Roots (dic/dict) ●	INTRO + PRACTICE Latin Roots (scrib/script) ●	INTRO + PRACTICE Prefixes (contra-, counter-) ●	INTRO + PRACTICE Suffixes (-cious/-tious) ●	PRACTICE Roots, Prefixes & Suffixes ●	UNIT ASSESSMENT Roots, Prefixes & Suffixes ●		
UNIT 25 **Roots, Prefixes & Suffixes**	INTRO + PRACTICE Latin Roots (cred) ●	INTRO + PRACTICE Latin Roots (vis/vid) ●	INTRO + PRACTICE Latin Roots (sens/sent) ●	REVIEW Prefixes and Suffixes ●	PRACTICE Roots, Prefixes & Suffixes ●	UNIT ASSESSMENT Roots, Prefixes & Suffixes ●		
UNIT 26 **Roots, Prefixes & Suffixes**	INTRO + PRACTICE Latin Roots (fac/fect/fic) ●	INTRO + PRACTICE Latin Roots (bene and mal) ●	REVIEW Prefixes and Suffixes ●	PRACTICE Roots, Prefixes & Suffixes ●	UNIT ASSESSMENT Roots, Prefixes & Suffixes ●			

How to read: each row is one unit, and lessons run left to right in teaching order.

Greek roots & affixes Units 27–30 · 25 lessons

UNIT	LESSON 1	2	3	4	5	6	7
UNIT 27 Roots, Prefixes & Suffixes	INTRO Greek Roots (phon/phone) ●	INTRO Greek Roots (graph/gram) ●	INTRO Greek Roots (eu and dys) ●	INTRO Prefixes (auto- and poly-) ●	INTRO Suffixes (-ist and -ism) ●	PRACTICE Roots, Prefixes & Suffixes ●	UNIT ASSESSMENT Roots, Prefixes & Suffixes ●
UNIT 28 Roots, Prefixes & Suffixes	INTRO + PRACTICE Greek Roots (geo and sphere) ●	INTRO + PRACTICE Greek Roots (astro/aster) ●	INTRO + PRACTICE Prefixes (hemi- and pan-) ●	INTRO + PRACTICE Suffixes (-ize) ●	PRACTICE Roots, Prefixes & Suffixes ●	UNIT ASSESSMENT Roots, Prefixes & Suffixes ●	
UNIT 29 Roots, Prefixes & Suffixes	INTRO + PRACTICE Greek Roots (bio and eco) ●	INTRO + PRACTICE Greek Roots (zoo/zoi) ●	INTRO + PRACTICE Prefixes (hyper-/hypo-) ●	INTRO + PRACTICE Prefixes (anti-) ●	PRACTICE Roots, Prefixes & Suffixes ●	UNIT ASSESSMENT Roots, Prefixes & Suffixes ●	
UNIT 30 Roots, Prefixes & Suffixes	INTRO + PRACTICE Greek Roots (hydro/hydr) ●	INTRO + PRACTICE Greek Roots (litho/lith) ●	INTRO + PRACTICE Greek Roots (aero/aer) ●	REVIEW Prefixes and Suffixes ●	PRACTICE Roots, Prefixes & Suffixes ●	UNIT ASSESSMENT Roots, Prefixes & Suffixes ●	

How to read: each row is one unit, and lessons run left to right in teaching order.

STRAND 2 · THEME: EXAMINING THE UNKNOWN

Language for Comprehension

Students build meaning across the levels of word, sentence, and discourse, learning to comprehend language, recover what is implied, and revise what contradicts.

Independent SR, **Morphology**, **Word Work**, **Fluency** = lesson type SR = Semantic Reasoning

Shaded = probe (checkpoint) Colored text under a unit = anchor text

Phase 1 · Word level

Units 1–5 · 32 lessons

UNIT	LESSON 1	2	3	4	5	6	7	8	9
UNIT 1 Semantic networks	Introduction to semantic reasoning	Building semantic network with semantic links: Category/Example & Example/Category	INDEPENDENT SR Inference-Based Vocabulary Acquisition: vocabulary breadth and depth	Building semantic network with semantic links: Object/Function & Action/Object	Building semantic network with semantic links: Synonym & Antonym	INDEPENDENT SR Inference-Based Vocabulary Acquisition: vocabulary breadth and depth	Building semantic network with semantic links: Part/Whole & Whole/Part	Building semantic network with semantic links: Object/Description & Description/Object	
UNIT 2 Semantic networks: who, where, when, why	INDEPENDENT SR Inference-Based Vocabulary Acquisition: vocabulary breadth and depth	Building semantic network with semantic links that answer who: Person/Action, Action/Person, Person/Description, & Description/Person	Building semantic network with semantic links that answer where and when: Object/Location, Location/Object, Object/Event, & Event/Object	INDEPENDENT SR Inference-Based Vocabulary Acquisition: vocabulary breadth and depth	Building semantic network with semantic links that answer why: Reason/Action, Action/Reason, Time/Reason, & Reason/Time	Building semantic network with semantic links: Review of all semantic links			
UNIT 3 Ensuring a strong connection	INDEPENDENT SR Inference-Based Vocabulary Acquisition: vocabulary breadth and depth	Ensuring a strong connection: Always, usually, sometimes, never	Ensuring a strong connection: General vs. specific & Related vs. unrelated	INDEPENDENT SR Inference-Based Vocabulary Acquisition: vocabulary breadth and depth					
UNIT 4 Vocabulary depth	Building vocabulary depth with multiple meanings	Building vocabulary depth with shades of meaning	INDEPENDENT SR Inference-Based Vocabulary Acquisition: vocabulary breadth and depth	Building vocabulary depth with additional meanings: multiple meaning	Building vocabulary depth with nuanced meaning				

How to read: each row is one unit, and lessons run left to right in teaching order.

Phase 1 · Word level

Units 1–5 · 32 lessons

UNIT	LESSON 1	2	3	4	5	6	7	8	9
UNIT 5 **Morphology & deep word knowledge**	Morphology: working with bases	INDEPENDENT SR Inference-Based Vocabulary Acquisition: vocabulary breadth and depth	Morphology: identification and impact of prefixes	Morphology: identification and impact of suffixes	INDEPENDENT SR Inference-Based Vocabulary Acquisition: vocabulary breadth and depth	What does it mean to deeply know a word? Vocabulary Venture	What does it mean to deeply know a word? Vocabulary Venture	INDEPENDENT SR Inference-Based Vocabulary Acquisition: vocabulary breadth and depth	What does it mean to deeply know a word? Vocabulary Venture

Phase 2 · Sentence level

Units 6–12 · 49 lessons

UNIT	LESSON 1	2	3	4	5	6	7
UNIT 6 **The impact of context**	Transitioning from word to sentence: the impact of context	MORPHOLOGY Semantic Reasoning and morphology study	The impact of context (Application with unfamiliar words)	The impact of context (Application with multiple meaning words)	INDEPENDENT SR Semantic reasoning with Tier 2 words from the curriculum	Review of targeted structures	The impact of context (Self-monitoring process)
UNIT 7 **Syntax: who did what to whom?** Narrative passage	Introduction (Who did what to what/whom?: canonical clause)	MORPHOLOGY Semantic Reasoning and morphology study	Introduction (Count the claims: multiclause coordination)	Introduction (First or second? Cause or sequence?: Temporal and causal adverbial clauses)	INDEPENDENT SR Semantic reasoning with Tier 2 words from the curriculum	Review of targeted structures	FLUENCY Fluency practice and application of targeted structures
UNIT 8 **Syntax: figuring out who did it** Expository passage	Figuring Out Who Did It (Backwards order: directional passive)	MORPHOLOGY Semantic Reasoning and morphology study	Figuring Out Who Did It (Backwards order or hidden doer: reversible + agentless passive)	Figuring Out Who Did It (Hidden Doer: agentless passive + nominalized agent)	INDEPENDENT SR Semantic reasoning with Tier 2 words from the curriculum	Review of targeted structures	FLUENCY Fluency practice and application of targeted structures
UNIT 9 **Syntax: what is packed in here?** Content-area text	What is packed in here? (Packed noun: nominalization)	MORPHOLOGY Semantic Reasoning and morphology study	What is packed in here? (Packed noun / trimmed description: nominalization + reduced relative)	What is packed in here? (Trimmed description: reduced relative + nonfinite adjunct)	INDEPENDENT SR Semantic reasoning with Tier 2 words from the curriculum	Review of targeted structures	FLUENCY Fluency practice and application of targeted structures

How to read: each row is one unit, and lessons run left to right in teaching order.

Phase 2 · Sentence level

Units 6–12 · 49 lessons

UNIT	LESSON 1	2	3	4	5	6	7
UNIT 10 **Syntax: how do these connect?** Expository passage	How do these connect?	**MORPHOLOGY** Semantic Reasoning and morphology study	How do these connect?	How do these connect?	**INDEPENDENT SR** Semantic reasoning with Tier 2 words from the curriculum	Review of targeted structures	**FLUENCY** Fluency practice and application of targeted structures
UNIT 11 **Syntax: what does it point to?** Argumentative passage	What does it point to, and who's claiming it?	**MORPHOLOGY** Semantic Reasoning and morphology study	What does it point to, and who's claiming it?	What does it point to, and who's claiming it?	**INDEPENDENT SR** Semantic reasoning with Tier 2 words from the curriculum	Review of targeted structures	**FLUENCY** Fluency practice and application of targeted structures
UNIT 12 **Sentence-level remix** Evaluative passage	Sentence level remix of Unit 5	**MORPHOLOGY** Semantic Reasoning and morphology study	Sentence level remix of Unit 6	Sentence level remix of Unit 7	**INDEPENDENT SR** Semantic reasoning with Tier 2 words from the curriculum	Review of targeted structures	**FLUENCY** Fluency practice and application of targeted structures

Phase 3 · Connected text

Units 13–30 · 90 lessons

UNIT	LESSON 1	2	3	4	5
UNIT 13 **Set 1 · Fable**	**PROBE** Baseline probe	Hear It: Active Listening	**WORD WORK** See It: Structure focus - narrative	Expository Passage 1 or Alt Narrative Option	**WORD WORK** Inference-Based Vocabulary Acquisition: vocabulary breadth and depth
UNIT 14 **Set 1 · Fable**	Hear It: Main idea and key details	Joint Work: Pronoun and noun-phrase reference across a sentence boundary	**WORD WORK** Inference-Based Vocabulary Acquisition, morphology study, stance words from the text	Expository Passage #2 or Alt Narrative Option	**WORD WORK** Inference-Based Vocabulary Acquisition, morphology study, stance words from the text
UNIT 15 **Set 1 · Fable**	Hear It: Retelling	Joint Work: Topic continuity	**WORD WORK** Inference-Based Vocabulary Acquisition, morphology study, stance words from the text	Integrate: all three texts for structural focus - narrative	**PROBE** Probe
UNIT 16 **Set 2 · Myth**	Hear It: Active Listening	See It: Structure focus - descriptive	**WORD WORK** Inference-Based Vocabulary Acquisition, morphology study, stance words from the text	Expository Passage 1 or Alt Narrative Option: Introduce QAR Framework	**WORD WORK** Inference-Based Vocabulary Acquisition: vocabulary breadth and depth

How to read: each row is one unit, and lessons run left to right in teaching order.

Phase 3 · Connected text Units 13–30 · 90 lessons

UNIT	LESSON 1	2	3	4	5
UNIT 17 Set 2 · Myth	Hear It: Main idea and key details	Joint Work: Focus set by passage	WORD WORK Inference-Based Vocabulary Acquisition, morphology study, stance words from the text	Expository Passage #2 or Alt Narrative Option: QAR Framework	WORD WORK Inference-Based Vocabulary Acquisition, morphology study, stance words from the text
UNIT 18 Set 2 · Myth	Hear It: Retelling	Joint Work: Focus set by passage	WORD WORK Inference-Based Vocabulary Acquisition, morphology study, stance words from the text	Integrate: all three texts for structural focus - cause and effect	PROBE Probe
UNIT 19 Set 3 · Detective	Introduce Case File	See It: Structure focus - sequence	WORD WORK Inference-Based Vocabulary Acquisition, morphology study, stance words from the text	Expository Passage #1 (related to topic of the narrative)	WORD WORK Inference-Based Vocabulary Acquisition: vocabulary breadth and depth
UNIT 20 Set 3 · Detective	Case File update	Joint Work: Focus set by passage	WORD WORK Inference-Based Vocabulary Acquisition, morphology study, stance words from the text	Expository Passage #2 (related to topic of the narrative)	WORD WORK Inference-Based Vocabulary Acquisition, morphology study, stance words from the text
UNIT 21 Set 3 · Detective	Hear It: Gist statement	Joint Work: Focus set by passage	WORD WORK Inference-Based Vocabulary Acquisition, morphology study, stance words from the text	Integrate: Case File Verdict	PROBE Probe
UNIT 22 Set 4 · Historical fiction	Introduce Case File	See It: Structure focus - cause and effect	WORD WORK Inference-Based Vocabulary Acquisition, morphology study, stance words from the text	Expository Passage #1 (related to topic of the narrative)	WORD WORK Inference-Based Vocabulary Acquisition: vocabulary breadth and depth
UNIT 23 Set 4 · Historical fiction	Case File update	Joint Work: Focus set by passage	WORD WORK Inference-Based Vocabulary Acquisition, morphology study, stance words from the text	Expository Passage #2 (related to topic of the narrative)	WORD WORK Inference-Based Vocabulary Acquisition, morphology study, stance words from the text
UNIT 24 Set 4 · Historical fiction	Hear It: Gist statement	Joint Work: Focus set by passage	WORD WORK Inference-Based Vocabulary Acquisition, morphology study, stance words from the text	Integrate: Case File Verdict	PROBE Probe
UNIT 25 Set 5 · Fiction	Introduce Case File	See It: Structure focus - compare and contrast	WORD WORK Inference-Based Vocabulary Acquisition, morphology study, stance words from the text	Expository Passage #1 (related to topic of the narrative)	WORD WORK Inference-Based Vocabulary Acquisition: vocabulary breadth and depth
UNIT 26 Set 5 · Fiction	Case File update	Joint Work: Focus set by passage	WORD WORK Inference-Based Vocabulary Acquisition, morphology study, stance words from the text	Expository Passage #2 (related to topic of the narrative)	WORD WORK Inference-Based Vocabulary Acquisition, morphology study, stance words from the text

How to read: each row is one unit, and lessons run left to right in teaching order.

Phase 3 · Connected text

Units 13–30 · 90 lessons

UNIT	LESSON 1	2	3	4	5
UNIT 27 Set 5 · Fiction	Hear It: Summarizing	Joint Work: Focus set by passage	WORD WORK Inference-Based Vocabulary Acquisition, morphology study, stance words from the text	Integrate: Case File Verdict	PROBE Probe
UNIT 28 Set 6 · Suspense	Introduce Case File	See It: Structure focus - problem and solution	WORD WORK Inference-Based Vocabulary Acquisition, morphology study, stance words from the text	Expository Passage #1 (related to topic of the narrative)	WORD WORK Inference-Based Vocabulary Acquisition: vocabulary breadth and depth
UNIT 29 Set 6 · Suspense	Case File update	Joint Work: Focus set by passage	WORD WORK Inference-Based Vocabulary Acquisition, morphology study, stance words from the text	Expository Passage #2 (related to topic of the narrative)	WORD WORK Inference-Based Vocabulary Acquisition, morphology study, stance words from the text
UNIT 30 Set 6 · Suspense	Hear It: Summarizing	Joint Work: Focus set by passage	WORD WORK Inference-Based Vocabulary Acquisition, morphology study, stance words from the text	Integrate: Case File Verdict	PROBE Probe

How to read: each row is one unit, and lessons run left to right in teaching order.

STRAND 3 · THEME: PEOPLE WHO CHANGED THE WAY WE THINK

Written Expression

Students move from complete sentences to combined and expanded sentences, plan and draft paragraphs and essays, then write summaries, compare-and-contrast essays and arguments from sources.

Text = knowledge-building text **I Do · We Do · You Do** = gradual release Shaded = unit assessment (checkpoint)
GUM = grammar, usage and mechanics

Phase 1 · Sentences Units 1–10 · 54 lessons

UNIT	LESSON 1	2	3	4	5	6	7
UNIT 1 Complete Sentences	Identify Parts of a Complete Sentence	Identify Missing Information in Fragments	Fix Fragments	Identify and Fix the Fragments	Unscramble Sentences		
UNIT 2 Types of Sentences	TEXT Read Knowledge-Building Text	Identify and Create Statements	Identify and Create Questions	Identify and Create Exclamations	Identify and Create Commands	UNIT ASSESSMENT Craft Complete Sentences	
UNIT 3 Expand Sentences	TEXT Read Knowledge-Building Text	Expand a Kernel with Adjectives: Which one? What kind? How many?	Expand a Kernel with Adverbs: How?	Expand a Kernel with Prepositions: When? Where?	Expand Kernel Sentences with WH Questions	UNIT ASSESSMENT Expand Kernel Sentences	
UNIT 4 Combine Sentences that Share Subjects and Predicates	TEXT Read Knowledge-Building Text	Forming Compound Subjects	Forming Compound Predicates	Combining Sentences with Compound Subjects or Predicates	Combining Sentences with Compound Subjects or Predicates	UNIT ASSESSMENT Combine Sentences with Compound Subjects or Predicates	
UNIT 5 Combine and Expand Sentences with Coordinating Conjunctions	TEXT Read Knowledge-Building Text	Connect Ideas with And	Connect Ideas with Or	Connect Ideas with But	Connect Ideas with So	UNIT ASSESSMENT Combine and Expand Sentences with a Coordinating Conjunction	
UNIT 6 Fix Run-On Sentences	Identify Run-On Sentences	Identify Run-On Sentences	Fix Run-On Sentences	Fix Run-On Sentences	UNIT ASSESSMENT Fix Run-On Sentences		
UNIT 7 Combine and Expand Sentences with Subordinating Conjunctions	TEXT Read Knowledge-Building Text	Independent vs. Dependent Clauses	Connect Ideas with Because	Connect Ideas with Although and Even Though	Connect Ideas with Before and After	Connect Ideas with If and Unless	UNIT ASSESSMENT Connect Ideas with Subordinating Conjunctions

How to read: each row is one unit, and lessons run left to right in teaching order.

Phase 1 · Sentences

Units 1–10 · 54 lessons

UNIT	LESSON 1	2	3	4	5	6	7
UNIT 8 Combine and Expand Sentences with Appositives	Identify Appositives	Match the Noun with Its Appositive	Combine and Expand Sentences with Appositives	**UNIT ASSESSMENT** Appositives			
UNIT 9 Combine and Expand Sentences with Adjective Clauses	Relative Clauses with Who, Whose, or Whom	Relative Clauses with Which and That	Modifying Nouns with Participial Phrases	Modifying Nouns with Participial Phrases	Combine and Expand Sentences with Adjective Clauses and Phrases		
UNIT 10 Combine and Expand Sentences with Adverb Clauses	**TEXT** Read Knowledge-Building Text	Adverb Clauses with Where and When	Adverb Clauses with Why	**UNIT ASSESSMENT** Combine and Expand Sentences with Adverb Clauses			

Phase 2 · Paragraphs & essays

Units 11–18 · 62 lessons

UNIT	LESSON 1	2	3	4	5	6	7	8	9	10	11
UNIT 11 Plan a Narrative Paragraph	**TEXT** Read Knowledge-Building Text	Introduction to Narrative	Generate Details I Do We Do	Generate Details You Do	Topic Sentence I Do We Do	Topic Sentence You Do	Select and Organize Details I Do We Do	Select and Organize Details You Do	Concluding Sentence I Do We Do	Concluding Sentence You Do	
UNIT 12 Draft a Narrative Paragraph	Examine Mentor Text(s) for GUM	Draft I Do We Do	Draft You Do								
UNIT 13 Plan a Compare-and-Contrast Paragraph	**TEXT** Read Knowledge-Building Text	Introduction to Compare-and-Contrast	Generate Details I Do We Do	Generate Details You Do	Topic Sentence I Do We Do	Topic Sentence You Do	Select and Organize Details I Do We Do	Select and Organize Details You Do	Concluding Sentence I Do We Do	Concluding Sentence You Do	
UNIT 14 Draft a Compare-and-Contrast Paragraph	Examine Mentor Text(s) for GUM	Draft We Do You Do	Peer Review I Do We Do	Peer Review You Do	Revise and Edit I Do We Do You Do						
UNIT 15 Plan a Problem-and-Solution Essay	**TEXT** Read Knowledge-Building Text	Introduction to Problem and Solution	Thesis Statement I Do We Do	Thesis Statement You Do	Outline Body Paragraph 1 - Problem I Do We Do	Outline Body Paragraph 1 - Problem You Do	Outline Body Paragraph 2 - Solution You Do	Concluding Statement I Do We Do	Concluding Statement You Do		

How to read: each row is one unit, and lessons run left to right in teaching order.

Phase 2 · Paragraphs & essays

Units 11–18 · 62 lessons

UNIT	LESSON 1	2	3	4	5	6	7	8	9	10	11
UNIT 16 Draft a Problem-and-Solution Essay	Examine Mentor Text(s) for GUM	Draft a Body Paragraph We Do You Do	Draft a Body Paragraph You Do	Finish Drafting Body Paragraphs You Do	Peer Review I Do We Do	Peer Review You Do	Revise and Edit We Do You Do				
UNIT 17 Plan an Argumentative Essay	TEXT Read Knowledge-Building Text	Introduction to Argumentative Writing	Brainstorm Pros and Cons I Do	Brainstorm Pros and Cons We Do	Brainstorm Pros and Cons You Do	Thesis Statement I Do We Do	Thesis Statement You Do	Identify Evidence I Do We Do	Identify Evidence for Reason 1/Outline Paragraph 1 You Do	Identify Evidence for Reason 2/Outline Paragraph 2 You Do	Concluding Statement We Do You Do
UNIT 18 Draft an Argumentative Essay	Examine Mentor Text(s) for GUM	Draft an Argumentative Body Paragraph We Do	Draft Argumentative Body Paragraphs You Do	Draft Argumentative Body Paragraphs You Do	Draft Argumentative Body Paragraphs You Do	Peer Review We Do You Do	Revise and Edit You Do				

Phase 3 · Writing from sources

Units 19–26 · 63 lessons

UNIT	LESSON 1	2	3	4	5	6	7	8	9	10	11	12	13
UNIT 19 Summarize in a Sentence	TEXT Read Knowledge-Building Text	Answer WH Questions About a Text I Do We Do	Answer WH Questions About a Text You Do	Write a Summary Sentence I Do We Do	Write a Summary Sentence You Do								
UNIT 20 Summarize in a Paragraph	Examine Mentor Summary Paragraph	Outline a Summary Paragraph I Do	Outline a Summary Paragraph We Do	Outline a Summary Paragraph You Do	Examine Mentor Text for GUM	Draft a Summary Paragraph I Do We Do	Draft a Summary Paragraph You Do	Peer Review I Do We Do	Peer Review You Do	Revise and Edit We Do	Revise and Edit You Do		
UNIT 21 Plan a Compare-and-Contrast Essay	TEXT Read Knowledge-Building Text	Introduction to Compare-and-Contrast	Determine Relevance and Take Notes I Do	Determine Relevance and Take Notes We Do	Determine Relevance and Take Notes We Do	Determine Relevance and Take Notes You Do	Determine Relevance and Take Notes You Do	Thesis Statement I Do We Do	Thesis Statement You Do	Outline Body Paragraph 1 - Compare I Do We Do	Outline Body Paragraph 1 - Compare You Do	Outline Body Paragraph 2 - Contrast You Do	Concluding Statement We Do You Do

How to read: each row is one unit, and lessons run left to right in teaching order.

Phase 3 · Writing from sources

Units 19–26 · 63 lessons

UNIT	LESSON 1	2	3	4	5	6	7	8	9	10	11	12	13
UNIT 22 **Draft a Compare-and-Contrast Essay**	Examine Mentor Text for GUM	Draft Body Paragraphs I Do We Do	Draft Body Paragraphs You Do	Draft Body Paragraphs You Do	Draft Body Paragraphs You Do								
UNIT 23 **Cite, Revise, and Edit a Compare-and-Contrast Essay**	Peer Review You Do	Revise and Edit I Do	Revise and Edit You Do	Make a Works Cited List I Do	Make a Works Cited List We Do								
UNIT 24 **Plan an Argument**	TEXT Read Knowledge-Building Text	Introduction to Argumentative Writing	Brainstorm Pros and Cons I Do	Brainstorm Pros and Cons We Do	Brainstorm Pros and Cons You Do	Thesis Statement I Do We Do	Thesis Statement You Do	Identify Evidence I Do We Do	Evidence for Reason 1/Outline Paragraph 1 You Do	Evidence for Reason 2/Outline Paragraph 2 You Do	Evidence for Reason 3/Outline Paragraph 3 You Do	Concluding Statement We Do You Do	
UNIT 25 **Draft an Argument**	Examine Mentor Text for GUM	Draft Body Paragraphs I Do We Do	Draft Body Paragraphs You Do	Draft Body Paragraphs You Do	Draft Body Paragraphs You Do	Draft Body Paragraphs You Do							
UNIT 26 **Cite, Revise, and Edit an Argument**	Peer Review We Do	Peer Review You Do	Revise and Edit I Do We Do	Revise and Edit You Do	Make a Works Cited List I Do	Make a Works Cited List You Do							

See RGR Nova in action

RGR Nova is coming for the 2027–28 school year. Visit **reallygreatreading.com** to learn more or request a walkthrough with our team.