

## Snohomish Second Grade Reading: 2020-2021

This document was created to support the focused and intentional Reading work for the 20-21 school year. According to Achieve the Core, “Time is a scarce commodity in educating students—now made more compressed by months of school closures.” As educators, we must, “Focus on Standards That Represent the Major Work of ELA/Literacy Instruction: Learning to Read, Close Reading of Complex Texts, and Volume of Reading to Build Knowledge.” Page 61-62.

Below are the essentials students need in ELA in order to amplify what matters most:

### K-6:

- **R.F 4:** Read with sufficient accuracy and fluency to support comprehension.
- **L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from an array of strategies.
- **L.5:** Demonstrate understanding of word relationships and nuances in word meanings.
- **L.6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- **R.I 1/ R.L 1:** Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.
- **R.I 4:** Determine the meaning of words and phrases in a text relevant to a *grade level topic or subject area*.
- **R.I 9:** Compare and contrast between two texts on the same topic.
- **R.I 10:** By the end of year, read and comprehend informational texts, including history/social studies, science, technical texts grade level appropriate.
- **R.L 4:** Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author’s Craft.
- **R.L 10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry grade level appropriate.
- **S.L 1:** Participate in collaborative conversations with diverse partners about *grade level appropriate topics and texts*
- **W. 8:** Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.
- **\*\*\*W. 9: Starts in Grade 4:** Draw evidence from literary or informational texts to support analysis, reflection, and research

#### Additional Foundational Standards for Grades K-3

- **R.F.1** Demonstrate understanding of the organization and basic features of print. (K-1)
- **R.F.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)
- **R.F.3** Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).

As per Fountas and Pinnell, these materials are a menu of items. Keep in mind the purpose is to focus on our Essential Standards and Learnings. As you make your choices, please be intentional about your focus of instruction and be responsive to your students' needs in the context of remote learning. Select the IRA and / or shared reading lessons that best meet the essential standard goals for the week. Think-alouds and discussions during IRA and SR will allow you to guide students through those standards. Mini lessons offer explicit instruction toward the learning targets. This pacing guide provides options to support reaching mastery with the essential standards.

**September: Week 1-9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>**

Soft Start: Materials deployment, teacher conferences...

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<b>September</b> <b>14-18</b> <b>Week 2</b>  Conduct Reading Inventories and Reading Records on students.  <b>Week of Deployment of Materials:</b> Kids check out books—enough for 1 month...  <b>2020-2021 Week 2</b>	Soft Start:  <b>Respect</b>  Take turns, listen carefully and stay focused.   <b>Being a friend</b>  What does this look like?	<b>R.L 1:</b> Ask and answer questions-refer to the text for evidence.  <b>S.L 1:</b> Engage in collaborative discussions.	<b>The Importance of Friendship:</b>  What does it mean to be a good friend?  <i>A Weekend with Wendell</i>  <i>Horace and Morris but Mostly Delores</i>  <i>This is Our House</i>  <i>First Come the Zebra</i>  <i>The Old Woman Who Named Things</i>	<b>MGT U1:</b> <i>Working together in the classroom.</i>  <b>I am learning how to:</b>  Show respect to each other.  Find ways to solve problems if the teacher is working with others.  Organize my materials for learning.  Access online literacy tools	Do activities with student names.	<i>SR: Fur, Feathers, and More</i>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p><b>September 21-25</b></p> <p><b>Week 3</b></p> <p>Conduct Reading Inventories and Reading Records on students.</p> <p><b>2020-2021 Week 3</b></p>	<p><b>Family:</b> At home and with our class.</p> <p><b>Independence:</b> Picking Books that fit you.</p>	<p><b>R.L 1:</b> Ask and answer questions-refer to the text for evidence.</p> <p><b>S.L 1:</b> Engage in collaborative discussions.</p>	<p>Revisit books from Text Set 1</p> <p>Read some of your beginning of the year favorites.</p>	<p><b>MGT</b></p> <p><b>U2</b> <i>Using the Classroom Library</i> (modify these lessons) – Choose lessons that fit with home learning.</p> <p><b>I am learning how to:</b></p> <p>Choose books that are right for me.</p> <p>Set my learning routine at home.</p> <p>Access online literacy tools</p>	<p><b>Letter-Sound Relationships</b></p> <p>Recognize/ use ending consonant sounds sometimes represented by double consonant letters.</p> <p>LSR 1</p>	<p>Revisit SR: <i>Fur, Feathers, and More</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p><b>September 28-October 2</b></p> <p><b>Week 4</b></p> <p>Conduct Reading Inventories and Reading Records on students.</p> <p><b>2020-2021 Week 4</b></p>	<p>Building a <b>Community</b> of Readers:</p> <p>With Family</p> <p>With Class</p> <p><b>Developing Independence/Confidence</b></p> <p>I can choose books that fit me.</p>	<p><b>R.F 4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>R.L 1 /R.L.1:</b> Ask and answer questions-refer to the text for evidence.</p> <p><b>S.L 1:</b> Engage in collaborative discussions.</p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><b>Caring for Each Other: Family</b></p> <p>What is important about being a family?</p> <p><i>Pecan Pie Baby</i></p> <p><i>Super-Completely and Totally the Messiest!</i></p> <p><i>Big Red Lollipop</i></p> <p><i>Two Mrs. Gibsons</i></p> <p><i>The Wednesday Surprise</i></p>	<p><b>MGT</b></p> <p><b>U2</b> <i>Using the Classroom Library</i> (modify these lessons) – Choose lessons that fit with home learning.</p> <p><b>MGT</b></p> <p><b>U3</b> <i>Engaging in Classroom Literacy Work</i></p> <p><b>I am learning how to:</b></p> <p>Choose books that are right for me.</p> <p>Set my learning routine at home.</p> <p>Access online literacy tools</p>	<p><b>Letter-Sound Relationships</b></p> <p>Recognize and use medial consonant sounds and letters that represent them.</p> <p>LSR2</p> <p>Recognize and say consonant clusters that blend two or three consonant sounds. (onsets)</p> <p>LSR 3</p> <p>LSR 4</p> <p>LSR 5</p>	<p><i>SR: Paws and Claws</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p><b>October 5-9</b></p> <p><b>Week 1</b></p> <p>Conduct Reading Inventories and Reading Records on students.</p>	<p>Building a <b>Community</b> of Readers</p> <p><b>Belonging</b> to a classroom of students and a school</p>	<p><b>R.F 4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>R.L 1:</b> Ask and answer questions-refer to the text for evidence.</p> <p><b>S.L 1:</b> Engage in collaborative discussions.</p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><b>Finding Your Way in a New Place</b></p> <p>What does it mean to fit in or belong someplace?</p> <p><i>Grandfather Counts</i></p> <p><i>The Have a Good Day Café</i></p> <p><i>Home at Last</i></p> <p><i>Roses for Gita</i></p> <p><i>Mango, Abuela, and Me</i></p>	<p><b>MGT</b></p> <p><b>U3</b> <i>Engaging in Classroom Literacy Work</i></p> <p><b>I am learning how to:</b></p> <p>Choose books that are right for me.</p> <p>Work independently</p> <p><b>LA U1</b> <i>Thinking and Talking about Books</i></p> <p><b>I am learning how to:</b></p> <p>Mark places in my book that I want to talk about.</p>	<p><b>Letter-Sound Relationships</b></p> <p>Hear/ identify long vowel sounds in words and the letters that represent them.</p> <p>LSR 6</p> <p>Recognize and use long vowel sounds in words with silent e</p> <p>LSR 7</p> <p>Contrast short and long vowel sounds in words.</p> <p>LSR 8</p>	<p><i>SR: Inside a Cow</i></p>
<b>2020-2021 Week 5</b>						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p><b>October 12-16</b></p> <p><b>Week 2</b></p> <p>Conduct Reading Inventories and Reading Records on students.</p>	<p><b>Exploring</b></p> <p><b>Memory Stories</b></p> <p>Sharing stories with others.</p> <p><b>Developing</b></p> <p><b>Confidence</b> as a reader: I can self-monitor my reading to be sure I understand.</p> <p><b>Confidence:</b></p> <p>I can choose books that fit me.</p>	<p><b>R.F 4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>R.L 1:</b> Ask and answer questions-refer to the text for evidence.</p> <p><b>S.L 1:</b> Engage in collaborative discussions.</p> <p><b>R.L 10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry grade level appropriate.</p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><b>Memory Stories</b></p> <p>Why is it important for people to write about personal memories?</p> <p><i>When I Was Young in the Mountains</i></p> <p><i>Bigmama's</i></p> <p><i>Aunt Flossie's Hats (and Crab Cakes Later)</i></p> <p><i>I Love Saturdays y domingos</i></p> <p><i>The Rainbow Tulip</i></p>	<p><b>LA U1</b> <i>Thinking and Talking about Books</i></p> <p><b>I am learning how to:</b></p> <p>Mark places in my book that I want to talk about.</p> <p><b>LA U22</b> <i>Understanding Plot</i></p> <p><b>I am learning how to:</b></p> <p>Identify the problem, high point, and solution in a story</p> <p><b>SAS U1</b> <i>Monitoring, Searching, and Self-Correcting</i></p> <p><b>I am learning how to:</b></p> <p>Think what makes sense, looks right, and sounds right as I read.</p> <p>Notice who is talking in the story.</p>	<p><b>Letter-Sound Relationships</b></p> <p>Recognize and use y as a vowel sound.</p> <p>LSR 9</p> <p><b>Spelling Patterns</b></p> <p>Recognize and use phonograms with VC pattern.</p> <p>SP 1</p> <p>Recognize and use phonogram patterns with a short vowel in single-syllable words.</p> <p>SP 2</p>	<p><i>SR: Night of the Ghost Crabs</i></p>
<b>2020-2021 Week 6</b>						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p><b>October 19-23</b></p> <p><b>Week 3</b></p> <p>Conduct Reading Inventories and Reading Records on students.</p> <p><b>2020-2021 Week 7</b></p>	<p>Developing <b>Confidence</b> as a reader:</p> <p>I can self-monitor my reading to be sure I understand.</p>	<p><b>R.F 4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>R.L 1:</b> Ask and answer questions-refer to the text for evidence.</p> <p><b>S.L 1:</b> Engage in collaborative discussions.</p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Revisit books from Text Set 4 (Memory Stories)</p>	<p><b>LA U22</b></p> <p><i>Understanding Plot</i></p> <p><b>I am learning how to</b></p> <p>Identify the problem, high point, and solution in a story</p> <p><b>SAS U1</b></p> <p><i>Monitoring, Searching, and Self-Correcting</i></p> <p><b>I am learning how to</b></p> <p>Check for understanding as I read. Does it look right, sound right, make sense?</p>	<p><b>Spelling Patterns</b></p> <p>Recognize and use phonograms with a VCe pattern.</p> <p>SP 3</p> <p>SP 4</p> <p>SP 5</p> <p>SP 6</p> <p>Recognize and use phonograms that end with a double consonant.</p> <p>SP 7</p>	<p><i>SR: The Amazing Seahorse</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p><b>October 26-30</b></p> <p><b>Week 4</b></p> <p>Conduct Reading Inventories and Reading Records on students.</p> <p>2020-2021 Week 8</p>	<p>How do you <b>connect to/ relate with</b> an author's characters and stories?</p>	<p><b>R.L 1:</b> Ask and answer questions-refer to the text for evidence. (character's motivations, feelings, intent)</p> <p><b>R.L 4:</b> Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author's Craft.</p> <p><b>L.6:</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases. (Author, Illustrator, Text evidence, fiction, nonfiction...)</p>	<p><b>Tomie dePaola: Writing From Life</b></p> <p>How does an author or illustrator make decisions to interest readers?</p> <p><i>The Art Lesson</i></p> <p><i>Nana Upstairs &amp; Nana Downstairs</i></p> <p><i>Strega Nona</i></p> <p><i>Bill and Pete</i></p> <p><i>Bill and Pete Go Down the Nile</i></p>	<p><b>LA U3 (RML1)</b></p> <p><i>Studying Authors and Illustrators</i></p> <p><b>I am learning how to</b></p> <p>Notice specific traits of an author or illustrator's books. (style)</p> <p><b>LA U23</b></p> <p><i>Understanding Characters' Feelings, Motivations, and Intentions</i></p> <p><b>I am learning how to</b></p> <p>Understand characters better by studying what they say and do.</p>	<p><b>Spelling Patterns</b></p> <p>Recognize and use phonograms that end with a double consonant.</p> <p><b>SP 8</b></p> <p>Review previously taught lessons.</p>	<p><i>SR: The Perfect Beak</i></p>
Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs



<p><b>November 2-6</b></p> <p><b>Week 1</b></p> <p>2020-2021 Week 9</p>	<p>How do you <b>connect</b> to a character's feelings, motivations, intentions in your own life?</p>	<p><b>R.L 1:</b> Ask and answer questions-refer to the text for evidence.</p> <p><b>R.L 1:</b> Ask and answer questions-refer to the text for evidence.</p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Revisit or continue books from Text Set 5 (Author Study)</p>	<p><b>LA U23:</b> <i>Understanding Characters' Feelings, Motivations, and Intentions</i></p> <p><b>I am learning how to</b></p> <p>Understand characters better by studying what they say and do.</p>	<p><b>Word-Solving Actions</b></p> <p>Use a study routine to spell a word: Choose, Write, Build, Mix, Fix, Mix</p> <p><b>WSA 13</b></p> <p>Use a study routine to spell a word: Look, Say, Cover, Write, Check</p> <p><b>WSA 14</b></p> <p>Use known words to spell an unknown word.</p> <p><b>WSA 15</b></p> <p>Attempt to spell an unknown word.</p> <p><b>WSA 16</b></p>	<p><i>SR: Big Bites</i></p>
<b>Timeline</b>	<b>Social Emotional Learning</b>	<b>Essential Standards</b>	<b>Interactive Read Aloud</b>	<b>Reading Minilessons</b>	<b>Word Study</b>	<b>Shared Reading / Book Clubs</b>

<p><b>November 9-13</b></p> <p><b>Week 2</b></p> <p>(Veterans Day week)</p> <p>2020-2021 Week 10</p>	<p>Why is it important to work together to take care of the people and world around us?</p>	<p><b>L.6:</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p><b>R.I 1/ R.L 1:</b> Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.</p> <p><b>R.I 4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade level topic or subject area</i>.</p> <p><b>R.I 10:</b> By the end of year, read and comprehend informational texts, including history/social studies, science, technical texts grade level appropriate.</p> <p><b>R.F.1</b> Demonstrate understanding of the organization and basic features of print. (K-1)</p> <p><b>R.F.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p>	<p><b>Exploring the Natural World:</b></p> <p>Why is it important to learn about the animals in our world?</p> <p><i>Bugs A to Z</i></p> <p><i>The Bugliest Bug</i></p> <p><i>Bugs for Lunch</i></p> <p><i>When Lightning Comes in Jar</i></p>	<p><b>Revisit SAS U1</b> (If needed)</p> <p><i>Monitoring, Searching, and Self-Correcting</i></p> <p><b>I am learning how to</b></p> <p>Check for understanding as I read. Does it look right, sound right, make sense?</p> <p><b>LA U23</b></p> <p>(Continue if needed w/ “The Bugliest Bug” and “When Lightening Comes in a Jar”)</p> <p><i>Understanding Characters’ Feelings, Motivations, and Intentions</i></p> <p><b>I am learning how to</b></p> <p>Understand characters better by studying what they say and do.</p>	<p><b>WSA 1</b></p> <p>Identify words that end the same and use them to solve unknown words</p> <p><b>WSA 2</b></p> <p>Recognize the sequence of sounds to read a word or word part</p> <p><b>WSA 3</b></p> <p>Recognize the sequence of sounds to read a word or word part</p>	<p><i>SR: Eaglets in the Nest</i></p>
<b>Timeline</b>	<b>Social Emotional Learning</b>	<b>Essential Standards</b>	<b>Interactive Read Aloud</b>	<b>Reading Minilessons</b>	<b>Word Study</b>	<b>Shared Reading / Book Clubs</b>

<p><b>November 16-20</b></p> <p><b>Week 3</b></p>	<p>We have been learning how animals and plants depend on each other; what are ways we depend on each other at school? What are ways your family depends on each other at home?</p>	<p><b>R.I 1/ R.L 1:</b> Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.</p> <p><b>R.I 4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade level topic or subject area</i>.</p> <p><b>R.I 9:</b> Compare and contrast between two texts on the same topic.</p> <p><b>R.I 10:</b> By the end of year, read and comprehend informational texts, including history/social studies, science, technical texts grade level appropriate.</p> <p><b>R.F.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	<p><b>Exploring Narrative Nonfiction Texts</b></p> <p>What is the writer's reason for writing?</p> <p><i>Cactus Hotel</i></p> <p><i>A Log's Life</i></p> <p><i>Salmon Stream</i></p> <p><i>Think of an Eel</i></p>	<p><b>LA U12: Studying Narrative Nonfiction</b></p> <p><b>I am learning how to</b></p> <p>Notice and understand the characteristics of narrative nonfiction as a genre.</p>	<p><b>WSA 4</b></p> <p>Use knowledge of letter-sound relationships to monitor word-solving accuracy</p> <p><b>WSA 5</b></p> <p>Recognize and use onsets and rimes to read words</p> <p><b>WSA 6</b></p> <p>Use onsets and rimes in known words to read and write other words with same parts</p>	<p><i>SR: Busy Beavers</i></p>
<p><b>2020-2021 Week 11</b></p>						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p><b>November 23-27</b></p> <p><b>Week 4</b></p> <p>(Thanksgiving week)</p> <p><b>2020-2021 Week 12</b></p>	What are we thankful for?	<p><b>R.I 1/ R.L 1:</b> Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.</p> <p><b>R.I 4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade level topic or subject area</i>.</p> <p><b>R.I 9:</b> Compare and contrast between two texts on the same topic.</p> <p><b>R.I 10:</b> By the end of year, read and comprehend informational texts, including history/social studies, science, technical texts grade level appropriate.</p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	Revisit or continue books from Text Sets 6 & 7	<p><b>LA U6: Understanding Fiction and Nonfiction Genres</b></p> <p>(These minilessons continue into next week due to the short week)</p> <p><b>I am learning how to</b></p> <p>Understand that fiction books are imagined by the author and there are different types of fiction texts.</p> <p><b>I am learning how to</b></p> <p>Understand that nonfiction authors tell true information about a topic in nonfiction books.</p> <p><b>I am learning how to</b></p> <p>Understand that there are different types of nonfiction texts and each has different characteristics.</p>	<p><b>WSA 7</b></p> <p>Identify words that have the same letter pattern and use them to solve an unknown word</p> <p><b>WSA 8</b></p> <p>Break a word into syllables to decode manageable units</p> <p><b>WSA 9</b></p> <p>Add consonant cluster or a consonant digraph to the beginning or end of a word</p> <p><b>WSA 10</b></p> <p>Remove a consonant cluster or a consonant digraph from the beginning or end of a word</p>	<p><i>Revisit a previous SR book based on student needs at this time or a poem about being thankful.</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p><b>November 30-December 4</b></p> <p>2020-2021 Week 1</p>	<p>What topic do you feel knowledgeable about? What are you an expert on?</p>	<p><b>R.I 10:</b> By the end of year, read and comprehend informational texts, including history/social studies, science, technical texts grade level appropriate.</p> <p><b>R.I 4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade level topic or subject area</i>.</p> <p><b>R.L 4:</b> Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author's Craft.</p>	<p><b>Seymour Simon: A Scientific Eye</b></p> <p>How does an author or illustrator make decisions to interest readers?</p> <p><i>Frogs</i></p> <p><i>Dolphins</i></p> <p><i>Penguins</i></p> <p><i>Dogs</i></p> <p><i>Cats</i></p>	<p><b>LA U6:</b> <i>Understanding Fiction and Nonfiction Genres</i></p> <p><b>I am learning how to</b> Understand that fiction books are imagined by the author and there are different types of fiction texts.</p> <p><b>I am learning how to</b> Understand that nonfiction authors tell true information about a topic in nonfiction books.</p> <p><b>I am learning how to</b> Understand that there are different types of nonfiction texts and each has different characteristics.</p>	<p><b>WS 1</b></p> <p>Recognize and use syllables in words in double consonants</p> <p><b>WS 2</b></p> <p>Identify syllables in words with three or more syllables</p> <p><b>WS 3</b></p> <p>Identify syllables in words with three or more syllables</p>	<p><i>SR: Weather Watch</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p><b>December 7-December 11</b></p> <p><b>2020-2021 Week 14</b></p>	I can take responsibility for my own learning by tracking my thinking and reading in a reader's notebook.	<p><b>R.F. 4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>R.L. 10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry grade level appropriate.</p> <p><b>S.L. 1:</b> Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></p> <p><b>W. 8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.</p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3</p>	<p><b>Finding Beauty in the World Around You</b> What does it mean to find beauty in the world around you?</p> <p><i>Last Stop on Market Street</i></p> <p><i>Something Beautiful</i></p> <p><i>The Gardener</i></p> <p><i>Jamaica Louise James</i></p> <p><i>Wanda's Roses</i></p>	<p><b>WAR U1:</b></p> <p><i>Understanding Fiction and Nonfiction Genres</i></p> <p><b>I am learning how to</b></p> <p>Understand a reader's notebook is a special place to collect thinking about the books you read.</p> <p><b>I am learning how to</b></p> <p>Record in a reader's notebook the titles, authors, and genres of books you read.</p> <p><b>I am learning how to</b></p> <p>Keep track in a reader's notebook of how many books are read in a particular genre and list if a book is easy, just right, or difficult.</p>	<p><b>WS 4</b></p> <p>Recognize and use compound words</p> <p><b>WS 5</b></p> <p>Recognize and use compound words that have frequently used words</p> <p><b>WMV 1</b></p> <p>Recognize and use concept words</p> <p><b>WMV 2</b></p> <p>Recognize and use synonyms</p> <p><b>WMV 3</b></p> <p>Recognize and use antonyms</p>	<p><i>SR: A Raindrop's Journey</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p><b>December 14-December 18</b></p> <p>(week before winter break)</p> <p><b>2020-2021 Week 15</b></p>	<p><i>Continue as needed:</i></p> <p>I can take responsibility for my own learning by tracking my thinking and reading in a reader's notebook.</p> <p><i>and/or:</i></p> <p>How did you find beauty in the world around you this weekend?</p>	<p><b>R.F.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>R.L.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry grade level appropriate.</p> <p><b>S.L.1:</b> Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></p> <p><b>W.8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.</p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	<p>Revisit books from Text Sets 8 &amp; 9</p>	<p><b>WAR U1:</b> <i>Understanding Fiction and Nonfiction Genres</i> (continued from last week)</p> <p><b>I am learning how to</b> Understand a reader's notebook is a special place to collect thinking about the books you read.</p> <p>Record in a reader's notebook the titles, authors, and genres of books you read.</p> <p>Keep track in a reader's notebook of how many books are read in a particular genre and list if a book is easy, just right, or difficult.</p>	<p><b>WSA 11</b> Use connections between or among words that mean the same or almost the same to solve an unknown word</p> <p><b>WSA 12</b> Use connections between or among words that mean the opposite or almost the opposite to solve unknown words</p>	<p><i>SR: Amazing Nests</i></p> <p><i>SR: Bigger or Smaller?</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p><b>January 4- January 8</b></p> <p><b>2020-2021 Week 16</b></p>	<p>When is a time you were generous? How does it make you feel when others are generous toward you?</p>	<p><b>R.F.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>L.6:</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p><b>R.L.4:</b> Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author's Craft.</p> <p><b>S.L.1:</b> Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	<p><b>The Pleasure of Giving</b> Why is it important to be generous with others?</p> <p><i>Sam and the Lucky Money</i></p> <p><i>The Birthday Swap</i></p> <p><i>Those Shoes</i></p> <p><i>My Rows and Piles of Coins</i></p>	<p><b>LA U2 (RML1-3):</b> <i>Expression Opinions About Books</i></p> <p><b>I am learning how to</b></p> <p>Think carefully about a text to be able to form opinions about authors and state the basis for those opinions.</p> <p>Express opinions about how a character acts and relate it to your own life.</p> <p>Form opinions about authors and state the basis for those opinions.</p>	<p><b>HFW 1-4</b></p> <p>Recognize and use high frequency words with three or more letters</p> <p><b>HFW 5</b></p> <p>Read and write approximately one hundred high-frequency words</p>	<p><i>SR: Bigger or Smaller?</i></p>



Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p><b>January 11- January 15</b></p> <p>How do you <b>connect to/ relate with</b> an author's characters and stories?</p> <p>How can you include these connections in crafting a book talk?</p> <p><b>2020-2021 Week 17</b></p>		<p><b>R.L 1:</b> Ask and answer questions-refer to the text for evidence. (character's motivations, feelings, intent)</p> <p><b>R.L 4:</b> Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author's Craft.</p> <p><b>L.6:</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases. (Author, Illustrator, Text evidence, fiction, nonfiction...)</p> <p><b>R.L 10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry grade level appropriate.</p> <p><b>S.L 1:</b> Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	<p><b>Jan Brett: Creating Imaginary Worlds</b></p> <p>How does an author or illustrator make decisions to interest readers?</p> <p><i>Berlioz the Bear</i></p> <p><i>Town Mouse Country Mouse</i></p> <p><i>Comet's Nine Lives</i></p> <p><i>Honey...Honey...Lion!</i></p>	<p><b>LA U3 (RML1):</b> <i>Studying Authors and Illustrators</i></p> <p><b>I am learning how to</b> Notice specific traits of an author or illustrator's books. (style)</p> <p><b>LA U4: Giving a Book Talk</b></p> <p><b>I am learning how to</b> Understand that a book talk is a short talk about a book, and it's purpose is to get others interested in reading it.</p> <p>Interest the audience by crafting an interesting first sentence to the book talk, prepare, and present the book talk confidently, clearly, and enthusiastically.</p>	<p><b>SP 9</b></p> <p>Recognize and use phonograms with ending consonant clusters (VCC).</p> <p><b>SP 10-12</b></p> <p>Recognize and use phonograms with double vowel (VVC)</p>	<p><i>SR: Rain Forest Surprises</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p><b>January 18- January 22</b></p> <p>(MLK day)</p> <p><b>2020-2021 Week 18</b></p>	How can you express your opinions about a text or topic in a respectful way?	<p><b>R.L 1:</b> Ask and answer questions-refer to the text for evidence. (character's motivations, feelings, intent)</p> <p><b>R.L 4:</b> Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author's Craft.</p> <p><b>L.6:</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases. (Author, Illustrator, Text evidence, fiction, nonfiction...)</p> <p><b>R.L 10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry grade level appropriate.</p> <p><b>S.L 1:</b> Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	Revisit books from Text Set 10 & 11	<p><b>WAR U2: <i>Using a Reader's Notebook</i></b></p> <p><b>I am learning how to</b></p> <p>Make a list of books you want to read and a list of books you recommend.</p> <p><b>I am learning how to</b></p> <p>Form and express and opinion about a text in the form of a book recommendation.</p>	<p><b>SP 13-14</b></p> <p>Recognize and use phonograms with vowel combinations.</p>	<p><i>SR: Surprises on a Coral Reef</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p><b>January 25- January 29</b></p> <p>(end of semester)</p> <p><b>2020-2021 Week 19</b></p>	<p>What are ways we can express that we agree or disagree with someone we are talking to? In class, at home, with friends?</p>	<p><b>R.L 4:</b> Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author’s Craft.</p> <p><b>R.L 10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry grade level appropriate.</p> <p><b>S.L 1:</b> Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	<p><b>Exploring Different Cultures: Folktales</b> Why are folktales important to people?</p> <p><i>The Empty Pot</i></p> <p><i>How Chipmunk Got his Stripes</i></p> <p><i>The Treasure</i></p> <p><i>Nine-In-One Grr! Grr!</i></p> <p><i>Why the Sky is Far Away</i></p>	<p><i>Book club minilessons were moved to mid-February to allow for re-teaching of classroom management lessons for in-person learning beginning next week.</i></p>	<p><b>WS 6</b></p> <p>Understand the concept of a Contraction</p> <p><b>WS 7</b></p> <p>Recognize and use contractions with <i>am</i> and <i>are</i></p> <p><b>WS 8</b></p> <p>Recognize and use contractions with <i>will</i></p>	

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<b>February 1-February 5</b>  <b>2020-2021 Week 20</b>	<p>Why is it important to wear masks at school right now?</p> <p>Why is it important to take care of ourselves and our friends at school by staying physically distanced and wearing a mask?</p> <p>How are rules about mask wearing the same/different at school and home?</p>	<p><b>R.L 4:</b> Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author’s Craft.</p> <p><b>R.L 10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry grade level appropriate.</p> <p><b>S.L 1:</b> Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	<p>Revisit books from Text Set 12 &amp; 13</p> <p>and</p> <p>Use literature and developmentally appropriate texts to support mask wearing, learning about staying safe in a pandemic, and how to physically distance.</p>	<p><i>For February: revisit Minilessons from September. Please modify as necessary for in-person learning with physical distancing:</i></p> <p><b>MGT U1: Working together in the classroom.</b></p> <p><b>I am learning how to:</b></p> <p>Show respect to each other.</p> <p>Find ways to solve problems if the teacher is working with others.</p> <p>Organize my materials for learning.</p>	<p><b>WS 9</b></p> <p>Recognize and use possessives that add an apostrophe and s to singular nouns to show ownership</p> <p><b>WS 10</b></p> <p>Recognize and use the ending -s when making a verb agree with its subject</p> <p><b>WS 11</b></p> <p>Recognize and use the ending -ed when forming the past tense of a verb</p>	<p><i>SR: Stone Soup</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<b>February 8-12</b> Begin to gather any assessment data on students who may be new to your and your class. <b>No School Friday</b> <b>2020-2021 Week 21</b>	Review from September:  <b>Respect</b>  Listen carefully and stay focused.  <b>Being a friend</b>  What does this look like while physically distanced?	<b>R.L 1:</b> Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.  <b>R.I 4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade level topic or subject area</i> .  <b>R.I 9:</b> Compare and contrast between two texts on the same topic..  <b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).	<b>Exploring Trickster Tales:</b> Genre Study  <i>Tops and Bottoms</i>  <i>Zomo the Rabbit</i>  <i>Jabuti the Tortoise</i>  <i>The Turtle and the Monkey</i>  <i>Borreguita and the Coyote</i>	<b>LA U19:</b> Studying Trickster Tales  <b>I am learning how to:</b>  Explain what a trickster tale is and what is always true about it.  Identify the lesson in a trickster tale.	<b>WS 12</b>  Recognize and use the ending -ed when forming the past tense of a verb  <b>WS 13-14</b>  Understand that the ending -ed can represent several different sounds	

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<b>February 15-19</b> <b>No School</b> <b>Monday</b> <b>2020-2021 Week 22</b>	Revisit: <b>Belonging</b> to a classroom of students and a school.  How do I express my feelings and solve problems at school?  <b>Independence/Self Management:</b> How do I manage myself in my own learning space?	<b>R.L 1:</b> Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.  <b>R.I 4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade level topic or subject area</i> .  <b>R.I 9:</b> Compare and contrast between two texts on the same topic..  <b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).	<b>Humorous Characters</b> What makes books funny?  <i>Tacky the Penguin</i>  <i>Three Cheers for Tacky</i>  <i>Edward the Emu</i>  <i>Edwina the Emu</i>  <i>Miss Nelson is Missing!</i>  <i>Miss Nelson is Back</i>	<b>LA U26:</b> Studying Illustrations in Fiction Books  <b>I am learning how...</b> Illustrators give information about the story and characters.  <b>LA U21:</b> Thinking about where stories take place.  <b>I'm learning...</b> The pictures and words show where a story happens.  Sometimes the story takes place in the past or in places far away.  The place is important to the story.  (stretch these minilessons over two weeks. )	<b>Minilessons SAS U2: Solving Words</b> Allow 1.5-2 weeks  <i>(These can be found in your minilessons book NOT in Word Study. You can choose to do only these lessons or combine them with word study lessons).</i>	<i>SR: The Boy Who Cried Wolf</i>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<b>February 22-26</b> 2020-2021 Week 23	Identifying emotions/self-check in...  Tell about a time you were excited, nervous, happy, scared...  <i>(This could be linking to writing)</i>	<b>R.L 1:</b> Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.  <b>R.I 4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade level topic or subject area</i> .  <b>R.I 9:</b> Compare and contrast between two texts on the same topic..  <b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).	Revisit books from Text Set 14 & 15	Continued...  <b>LA U26:</b> Studying Illustrations in Fiction Books  <b>I am learning how...</b>  Illustrators give information about the story and characters.  <b>LA U21:</b> Thinking about where stories take place.  <b>I'm learning...</b>  The pictures and words show where a story happens.  Sometimes the story takes place in the past or in places far away.  The place is important to the story.	<b>Minilessons SAS U2: Solving Words</b>  <i>(These can be found in your minilessons book NOT in Word Study. You can choose to do only these lessons or combine them with word study lessons).</i>	<i>SR: The Boy Who Cried Wolf: An Aesop Fable</i>   <i>SR: A Tale from India: The Blind Men and the Elephant</i>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<b>March 1-5</b> 2020-2021 Week 24	<b>Embracing Differences:</b>  What are some differences that make each of us special?  Why is listening to others important?  What does it mean to be generous?	<b>R.F 4:</b> Read with sufficient accuracy and fluency to support comprehension.  <b>R.L 1:</b> Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.  <b>R.L 4:</b> Craft and Structure- Determine the meaning of words and phrases as they are used in a text as Author's Craft.  <b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).	<b>Helen Lester:</b> <b>Learning a Lesson</b> How does an author or illustrator make decisions to interest readers?  <i>Hooway for Wodney Wat</i>  <i>Listen Buddy</i>  <i>All for Me and None for All</i>  <i>Princess Penelope's Parrot</i>  <i>Author: A True Story</i>	<b>LA U3:</b> Studying Authors and Illustrators   <b>LA U3:</b> Studying Authors and Illustrators	<b>WS 15</b>  Recognize and Use Common Abbreviations  <b>WS 16</b>  Recognize and Use Plurals That Add -es to Words  <b>HFW 6</b>  Read and Write Approximately One Hundred High-Frequency words  <b>HFW 7</b>  Read and Write Approximately One Hundred High-Frequency words	<i>SR: Watch Out, Rabbit! An Indonesian Tale</i>   <i>SR: Animals with Jobs</i>



Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
March 8-12	<p><b>Courage:</b></p> <p>What does it mean to have courage?</p> <p>Tell about a time you were courageous?</p> <p>Have you ever had to help someone build up the courage to face their fears?</p>	<p><b>R.F.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>L.5:</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>R.L.1:</b> Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.</p> <p><b>R.L.4:</b> Craft and Structure- Determine the meaning of words and phrases as they are used in a text as Author's Craft.</p> <p><b>S.L.1:</b> Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	<p><b>Facing Challenges</b></p> <p>Why is determination important?</p> <p><i>Courage</i></p> <p><i>Roller Coaster</i></p> <p><i>Mirette on the Highwire</i></p> <p><i>Suki's Kimono</i></p> <p><i>Abuela's Weave</i></p>	<p><b>LA U5: <i>Getting Started with Book Clubs*</i></b></p> <p>(allow two weeks)</p> <p><u>Week One:</u></p> <p><b>I am learning how to</b></p> <p>Make a good book choice for book club meetings.</p> <p>Identify the important information to discuss in preparation for book clubs and identify different ways of talking about books.</p> <p>Identify the routines of a book club and how to show respect during discussion by agreeing and disagreeing respectfully.</p>	<p><b>HFW 8</b></p> <p>Read and Write Approximately One Hundred High-Frequency Words</p> <p><b>HFW 9</b></p> <p>Recognize and Say Consonant Clusters That Blend Two or Three Consonant Sounds (Onsets)</p> <p><b>LSR 11</b></p> <p>Recognize and Use Two Consonant Letters that Represent One Sound in the Middle of a Word</p> <p><b>LSR 12</b></p> <p>Recognize and Use Middle Consonant Sounds Sometimes Represented by Double Consonant Letters</p>	<p><b>Book Clubs</b></p> <p>Select from <b>one</b> of the following to launch your Book Clubs. (Due to remote learning, the timeline for introducing Book Clubs has been adjusted.)</p> <p><b>BC Text Set: <i>Tomie dePaola</i></b> (months 1-2)</p> <p><b>BC Text Set: <i>Exploring Insects</i></b> (months 3-4)</p> <p><b>BC Text Set: <i>Exploring Narrative Nonfiction</i></b> (months 3-4)</p> <p><b>BC Text Set: <i>Jan Brett</i></b> (months 5-6)</p>
2020-2021 Week 25						







Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
Apr. 5- Apr. 9 Spring Break	<div>Spring Break</div>					





Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p>April 26-30<sup>th</sup></p> <p>2020-2021 Week 29</p>	<p><b>Understanding our Natural World</b> (linked to Book Clubs):</p> <p>Why is it important to learn about the animals and insects in our world?</p> <p>How does learning about animals and insects help us take care of our world?</p>	<p><b>R.F 4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>R.I 1:</b> Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.</p> <p><b>R.I 9:</b> Compare and contrast between two texts on the same topic.</p> <p><b>R.I 10:</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts grade level appropriate.</p> <p><b>W. 8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.</p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	<p>Revisit books from Text Set 18-21</p>	<p><b>WAR U5:</b> Writing about Nonfiction in Reader's Notebook (RML 1-RML 3)</p> <p><b>I am learning...</b></p> <p>-Think about what you know about a topic before you read. Think about what you learned about it after you read.</p> <p>-Write questions you have after you read.</p> <p>-Draw and label interesting information from a nonfiction book.</p>	<p><b>WS 26</b></p> <p>Recognize and Use Open Syllables</p> <p><b>LSR 19</b></p> <p>Recognize and Use Letter Combinations That Represent Long Vowel Sounds (allow several days)</p>	<p><b>Book Clubs:</b> <i>Exploring Insects</i></p> <p>Why is it important to learn about the animals in our world?</p> <p><i>(This may need to be adjusted based on BC prior to spring break.)</i></p>



Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p>May 3<sup>rd</sup>-7<sup>th</sup></p> <p>2020-2021 Week 30</p>	<p><b>Living and Working Together: Community</b> (linked to IRA)</p> <p>Why is it important for us to work together in our classroom/school community?</p> <p>How do people in our larger community work together?</p>	<p><b>L.6:</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p><b>R.I 1/ R.L 1:</b> Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.</p> <p><b>R.I 10:</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts grade level appropriate.</p> <p><b>S.L 1:</b> Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	<p><b>Living and Working Together: Community</b></p> <p>What makes a community?</p> <p><i>Chinatown</i></p> <p><i>For You are a Kenyan Child</i></p> <p><i>Stella Louella's Runaway Book</i></p> <p><i>Armando and the Blue Tarp School</i></p> <p><i>The Library</i></p>	<p><b>LA U7:</b> Thinking about the Author's Message</p> <p><b>I am learning...</b></p> <p>-The author gives a message in a fiction book</p> <p>-The author gives a message in a nonfiction book</p> <p>-More than one author can give the same message</p> <p>-The illustrator helps you understand the author's message</p>	<p><b>LSR 20</b></p> <p>Recognize and Use Letter Combinations That Represent Unique Vowel Sounds (allow two-days)</p> <p><b>LSR 21</b></p> <p>Recognize and Use Letter Combinations That Represent Two Different Vowel Sounds (allow two-days)</p>	<p><i>SR: Bananas, Bananas: Based on a Philippine Folktale</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p>May 10<sup>th</sup>-14<sup>th</sup></p> <p>2020-2021 Week 31</p>	<p><b>Understanding our Natural World</b> (linked to IRA):</p> <p>Why is it important to learn about the birds in our world?</p> <p>How does learning about birds help us take care of our world and the animals we share it with?</p>	<p><b>R.F 4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>R.I 1:</b> Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.</p> <p><b>R.I 9:</b> Compare and contrast between two texts on the same topic.</p> <p><b>R.I 10:</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts grade level appropriate.</p> <p><b>W. 8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.</p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	<p><b>Exploring the Natural World: birds</b></p> <p>Why is it important to learn about the animals in our world?</p> <p><i>The Barn Owls</i></p> <p><i>White Owl, Barn Owl</i></p> <p><i>Feathers: Not Just for Flying</i></p> <p><i>Bird Talk: What Birds are Saying and Why</i></p> <p><i>Rainbow Cow</i></p>	<p><b>SAS U4:</b> Summarizing</p> <p><b>I am learning...</b></p> <p>-Tell the characters and the important events in order when you tell about a fiction story</p> <p>-Tell the most important information when you tell about an informational book</p>	<p><b>LSR 22</b></p> <p>Recognize and Use Letter Combinations That Represent Two Different Vowel Sounds (allow two-days)</p> <p><b>SP 15</b></p> <p>Recognize and Phonogram Patterns with a Long Vowel Sound in Single-Syllable Words (repeat over several days)</p>	<p><b>Book Clubs:</b> <i>Exploring Folktales</i></p> <p>Why are folktales important to people?</p> <p><i>(This may need to be adjusted based on BC prior to spring break.)</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p>May 17<sup>th</sup>-21<sup>st</sup></p> <p><b>Standing Up for Yourself</b></p> <p>Why is it important to stand up for yourself?</p> <p>When is a time you have had to stand up for yourself?</p> <p>How do you feel after you have stood up for yourself?</p> <p>2020-2021 Week 32</p>		<p><b>R.F 4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>R.I 4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade level topic or subject area</i>.</p> <p><b>R.I 10:</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts grade level appropriate.</p> <p><b>R.L 4:</b> Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author's Craft.</p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	Revisit books from Text Set 22 & 23	<p><b>LA U8:</b> Thinking about the Author's purpose</p> <p><b>I am learning...</b></p> <ul style="list-style-type: none"> <li>-Authors write books to entertain you.</li> <li>-Authors write books to give information</li> <li>-Authors write books to get you to think about or do something</li> </ul> <p><b>LAU9:</b> Analyzing Writer's Craft</p> <p><b>I am learning...</b></p> <ul style="list-style-type: none"> <li>-Sometimes writers choose interesting words to show how something looks, feels, or sounds.</li> <li>-Sometimes writers compare one thing to another.</li> </ul>	<p><b>SP 16</b></p> <p>Recognize and Phonogram Patterns with Vowels and r in Single-Syllable Words (repeat over several days)</p> <p><b>SP 17</b></p> <p>Understand That some Two-Syllable Words Have a Double Consonant in the Middle or at the End</p>	<p><i>SR: Sun, Wind, and Moon: A Tale from India</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p>May 24<sup>th</sup>-28<sup>th</sup></p> <p><b>Determination</b> (linked to Book Clubs)</p> <p>Why is determination important?</p> <p>When is a time in your own life when you were determined?</p> <p>2020-2021 Week 33</p>		<p><b>R.F 4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>R.I 4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade level topic or subject area</i>.</p> <p><b>R.I 10:</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts grade level appropriate.</p> <p><b>R.L 4:</b> Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author's Craft.</p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	<p><b>Amazing Places: The World of Fantasy</b></p> <p>What makes fantasy fun to read?</p> <p><i>Cloud with a Chance of Meatballs</i></p> <p><i>The Secret Shortcut</i></p> <p><i>The Magic Hat</i></p> <p><i>Hey, Al</i></p> <p><i>June 29<sup>th</sup>, 1999</i></p>	<p><b>LAU9:</b> Analyzing Writer's Craft <i>(continued)</i></p> <p><b>I am learning...</b> -Sometimes writers use nonsense and sound words to make their books funny or interesting. -Sometimes writers repeat a word or a few words throughout a book. -Sometimes writers use the five sense to make you feel like you are right there</p> <p><b>LA U14:</b> Noticing How Authors Organize Nonfiction</p> <p><b>I am learning...</b> -Sometimes nonfiction authors use questions and answers.</p>	<p><b>LSR 23</b></p> <p>Recognize and Use Vowel Sounds with r in (first review concepts from SP 16 prior)</p> <p><b>WMV 4</b></p> <p>Recognize and Use Homophones</p>	<p><b>Book Club: The Importance of Determination</b></p> <p><i>The Best Mariachi in the World</i></p> <p><i>Bill and Pete to the Rescue</i></p> <p><i>Imani's Moon</i></p> <p><i>Jojo's Flying Side Kick</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p>May 31<sup>st</sup>-June 4<sup>th</sup></p> <p><b>Determination</b> (linked to Book Clubs-continued)</p> <p>Why is determination important?</p> <p>When is a time in your own life when you were determined?</p> <p>2020-2021 Week 34</p>		<p><b>L.6:</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p><b>R.L 1:</b> Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.</p> <p><b>R.I 10:</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts grade level appropriate.</p> <p><b>R.L 4:</b> Craft and Structure- Determine the meaning of words and phrases as they are used in a text as Author's Craft.</p> <p><b>S.L 1:</b> Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></p> <p><b>R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	<p><b>Exploring Realistic Fiction</b></p> <p>What is the writer's reason for writing?</p> <p><i>Big Moon Tortilla</i></p> <p><i>No Dogs Allowed!</i></p> <p><i>Happy Like Soccer</i></p> <p><i>Amelia's Road</i></p>	<p><b>LA U14:</b> Noticing How Authors Organize Nonfiction (<i>continued</i>)</p> <p><b>I am learning...</b></p> <p>-Sometimes nonfiction authors tell information in order like a story</p> <p>- Nonfiction authors often group information that goes together</p> <p>-Sometimes nonfiction authors tell how to do something in order.</p> <p>-Sometimes nonfiction authors tell about something that always happens in the same order.</p>	<p><b>WMV 5</b></p> <p>Recognize and Use Homophones</p> <p><b>WMV 6</b></p> <p>Recognize and Use Homophones</p>	<p><i>SR: A Pinata Fiesta</i></p> <p><b>Book Club: The Importance of Determination</b> (continued)</p> <p><i>The Best Mariachi in the World</i></p> <p><i>Bill and Pete to the Rescue</i></p> <p><i>Imani's Moon</i></p> <p><i>Jojo's Flying Side Kick</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Word Study	Shared Reading / Book Clubs
<p>June 7<sup>th</sup>-June 11<sup>th</sup></p> <p>2020-2021 Week 34</p>	<p><b>Living and Working Together: Community</b></p> <p>(Revisit this topic, linked to Book Clubs)</p> <p>Why is it important for us to work together in our classroom/school community?</p> <p>How do people in our larger community work together?</p>	<p><b>R.I 1:</b> Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.</p> <p><b>R.I 4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade level topic or subject area</i>.</p> <p><b>R.I 9:</b> Compare and contrast between two texts on the same topic.</p> <p><b>R.I 10:</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts grade level appropriate.</p> <p><b>R.F.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p>	<p><b>Steven Jenkins: Exploring the Animal World</b></p> <p>How does an author or illustrator make decisions to interest readers?</p> <p><i>Never Smile at a Monkey and 17 Other Important Things to Remember</i></p> <p><i>Animals in Flight</i></p> <p><i>I See a Kookaburra!: Discovering Animal Habitats around the World</i></p> <p><i>Biggest, Strongest, Fastest</i></p> <p><i>Animal Dads</i></p>	<p><b>WAR U5:</b> Writing About Nonfiction in a reader's Notebook (RML4-RML6)</p> <p><b>I am learning...</b></p> <p>-Make a list of nonfiction books that are told like a story.</p> <p>-Show how the writer organized the information with questions and answers or in order</p> <p><b>LA U17:</b> Using Text Features to Gain Information</p> <p><b>I am learning...</b></p> <p>-How to use text features to learn more about a topic</p>	<p><b>WMV 7</b></p> <p>Recognize and Use Words with Multiple Meanings</p> <p><b>WS 27</b></p> <p>Recognize and Use Closed Syllables (review concepts from WS 26)</p>	<p><b>Book Clubs:</b></p> <p><i>Exploring Realistic Fiction</i></p> <p><i>What is the writer's reason for writing?</i></p> <p>OR</p> <p><b>Book Clubs:</b></p> <p><i>Working Together: Community</i></p> <p>What makes a community?</p>



