

Snohomish Third 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/R.L. 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, and technical texts grade level appropriate.
- **R.L. 1:** Key Ideas and Details: Ask and answer questions using text evidence to support the answers.
- **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, 10, 11

Soft Start: Materials deployment, teacher conferences...

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
September 14-18 Week 2 Conduct Reading Inventories and Reading Records with students. Week of Deployment of Materials: Kids check out books—enough for 1 month... 2020-2021 Week 2	Respect and Kindness	R.L 1: Ask and answer questions-refer to the text for evidence. S.L 1: Engage in collaborative discussions.	The Importance of Kindness: Why is it important to be kind to others? <i>Enemy Pie</i> <i>Last Day Blues</i> <i>Under the Lemon Moon</i> <i>Sophie's Masterpiece</i> <i>The Can Man</i>	MGT U1: <i>Working together in the classroom.</i> I am learning how to: Show respect to each other. Find ways to solve problems if the teacher is working with others. Organize my materials for learning.		

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
<p>September 21-25 Week 3 Conduct Reading Inventories and Reading Records with student</p> <p>2020-2021 Week 3</p>	<p>Respect and Kindness</p>	<p>R.L 1: Ask and answer questions-refer to the text for evidence.</p> <p>S.L 1: Engage in collaborative discussions.</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	<p>Revisit books from Text Set 1</p> <p>Read some of your beginning of the year favorites.</p>	<p>MGT U3: <i>Getting Started with Independent Reading.</i></p> <p>I am learning how to: Choose books that are right for me.</p> <p>Write my thoughts about my reading.</p> <p>Abandon a book after a giving it a good try.</p>		

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
September 28-October 2 Week 4 Conduct Reading Inventories and Reading Records with students.	Family: At home and with our class. Independence: Picking Books that fit you.	R.L. 1: Key Ideas and Details: Ask and answer questions using text evidence to support the answers. S.L 1: Engage in collaborative discussions. R.L 10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry grade level appropriate. R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Connecting Across Generations: Family What is special about being in a family? <i>In My Momma's Kitchen</i> <i>Sitti's Secrets</i> <i>Knots on a Counting Rope</i> <i>Mooncakes</i> <i>Storm in the Night</i>	LA U1: <i>Thinking and Talking about Books-Book Talks.</i> I am learning how to: Think about the books I read. Mark places in my book I want to talk about. Share my opinion about my book and support it with evidence.	Letter-Sound Relationships Recognize and say consonants clusters that blend two or three consonant sounds (onsets). LSR 1 Recognize and use consonant clusters (blends) at the end of a word. LSR 2 Word-Solving Actions Recognize and use onsets and rimes to read words. WSA 1-3	
2020-2021 Week 4						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
<p>October 5-9 Week 1 Conduct Reading Inventories and Reading Records with students.</p> <p>2020-2021 Week 5</p>	<p>Family: At home and with our class.</p> <p>Independence: Picking Books that fit you.</p>	<p>R.L 1: Ask and answer questions-refer to the text for evidence.</p> <p>S.L 1: Engage in collaborative discussions.</p> <p>R.L 10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry grade level appropriate.</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Revisit books from Text Set 2</p>	<p>LA U1: <i>Thinking and Talking about Books-Book Talks.</i></p> <p>I am learning how to:</p> <p>Think about the books I read.</p> <p>Mark places in my book I want to talk about.</p> <p>Share my opinion about my book and support it with evidence.</p>	<p>Word-Solving Actions</p> <p>Use onsets and rimes in known words to read and write other words with the same parts.</p> <p>WSA 4</p> <p>Break a word into syllables to decode manageable units.</p> <p>WSA 5</p> <p>Recognize and use word parts to solve an unknown word and understand its meaning</p> <p>WSA 6</p>	

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
<p>October 26-30</p> <p>Week 4</p>	<p>Building a Community of Readers:</p> <p>Exploring Memory Stories: <i>Ties in to Writing with Personal Narrative.</i></p>	<p>R.L 1: Ask and answer questions-refer to the text for evidence.</p> <p>W. 8: Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>S.L 1: Engage in collaborative discussions.</p>	<p>Exploring Memory Stories: What is the writer's reason for writing?</p> <p><i>My Rotten Redheaded Older Brother</i></p> <p><i>The Printer</i></p> <p><i>Grandma's Records</i></p> <p><i>Saturdays and Teacakes</i></p> <p><i>Family Pictures</i></p>	<p>LA U3: <i>Giving a Book Talk</i></p> <p>I am learning how to:</p> <p>Give a complete and engaging book talk.</p>	<p>High-Frequency Words</p> <p>Recognize and use high-frequency words with three or more letters.</p> <p>HFW 1</p> <p>Recognize and use longer high-frequency words, some with more than one syllable.</p> <p>HFW 2</p> <p>HFW 3</p>	<p>Shared Reading:</p> <p><i>A Meerkat Day-Read for next week</i></p> <p><i>Wolf Pack</i></p>
2020-2021 Week 8						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
<p>November 9-13</p> <p>Week 2</p>	<p>Our Opinions Matter: Recommending a book to my Friends.</p> <p>Book Talks will continue beyond this week.</p> <p>Confidence: I can self-monitor my reading to be sure I understand.</p>	<p>R.F.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>R.L.4: Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author’s Craft.</p> <p>S.L.1: Engage in collaborative discussions.</p>	<p>Author Study: Patricia Polacco How does an author make decisions to interest readers?</p> <p><i>Meteor!</i></p> <p><i>The Keeping Quilt</i></p> <p><i>Thunder Cake</i></p> <p><i>Some Birthday!</i></p> <p><i>The Bee Tree</i></p>	<p>LA.U2 RML 1-2 <i>Studying Authors and Illustrators:</i></p> <p>I am learning how to:</p> <p>Notice how an author writes books that are similar and different.</p> <p>.</p>	<p><i>Review concepts that have been taught thus far.</i></p> <p>Letter-Sound Relationships</p> <p>LSR 4 Recognize and use letter combinations that represent long vowels</p> <p>LSR 5 Recognize and use letter combinations that represent the “aw” sound.</p>	<p>Shared Reading:</p> <p><i>Saving Cranes</i></p>
<p>2020-2021 Week 10</p>						

Timeline	Social Emotional Learning	Essential Standards	<i>Interactive Read Aloud</i>	Reading Minilesson	Word Study	Shared Reading / Book Club
<p>November 30 – December 4 Week 1</p> <p>2020-2021 Week 13</p>	<p>Teamwork: Working together to talk about books.</p>	<p>S.L 1: Engage in collaborative discussions.</p> <p>R.F 4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>R.I 4: Determine the meaning of words and phrases in a text relevant to a <i>grade level topic or subject area</i>.</p>	<p>Expository Nonfiction Genre Study: What is the writer's reason for writing?</p> <p><i>Hottest, Coldest, Highest, Deepest Tornadoes!</i></p> <p><i>Knights in Shining Armor</i></p> <p><i>A Day and Night in the Desert</i></p> <p><i>Bats! Strange and Wonderful</i></p> <p><i>Shell, Beak, Tusk</i></p>	<p>LA U.11 Studying Informational Books</p> <p>I am learning: The author of an informational book gives facts about a topic</p> <p>The author organizes facts in several ways.</p> <p>WAR U2: Using a Reader's Notebook</p> <p>I am learning to: Write a book recommendation.</p> <p>Tell how a book reminds me of another book.</p>	<p>Spelling Patterns</p> <p>SP 3 Recognize and use phonograms with a vowel-consonant-silent e (VCe)</p> <p>SP 4 Recognize and use phonograms that end with a double consonant (VCC)</p> <p>SP 5 Recognize and use phonograms with ending consonant clusters (VCC)</p>	<p>Catch up on Shared Reading texts</p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
December 14 - 18 Week 3		<p>S.L 1: Engage in collaborative discussions.</p> <p>R.F 4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>R.I 4: Determine the meaning of words and phrases in a text relevant to a <i>grade level topic or subject area</i>.</p>	<p>Revisit texts from previous IRA text sets and read holiday books</p> <p>Finish up Book Clubs</p>	<p>LA U.11 Studying Informational Books</p> <p>I am learning: The author of an informational book gives facts about a topic.</p> <p>The author organizes facts in several ways.</p>	<p>Word Meaning/Vocabulary</p> <p>WMV 1 -2 Recognize and use concept words that can have sets and subsets</p> <p>WMV 3 Recognize that words can be related in many ways: Category</p>	
2020-2021 Week 15						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
January 4 - 8 Week 1	.	<p>S.L 1: Engage in collaborative discussions.</p> <p>R.F 4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>R.L 4: Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author's Craft.</p> <p>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.</p>	<p>Janell Cannon: Author/Illustrator Study</p> <p>How does an author/illustrator make decisions to interest readers?</p> <p><i>Stellaluna</i></p> <p><i>Verdi</i></p> <p><i>Crickwing</i></p> <p><i>Pinduli</i></p>	<p>LA. U2. RML 1-2: Studying Authors and Illustrators</p> <p>I am learning how to: Recognize the characteristics of a book written or illustrated by a specific author/illustrator.</p> <p>LA U14: Thinking About the Topic in Nonfiction Books</p> <p>I am learning to: Think about why a book topic is important.</p> <p>Look to several books to learn about the same topic.</p>	<p>Word Meaning/ Vocabulary</p> <p>WMV 4 Recognize that words can be related in many ways: Category</p> <p>WMV 5-6 Recognize and use compound words</p>	
2020-2021 Week 16						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
<p>January 25 - 29</p> <p>Week 4</p> <p>2020-2021 Week 19</p>	<p>Teamwork: Working together to talk about books.</p>	<p>R.F 4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>R.L 4: Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author's Craft.</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Revisit books from text set 8 (Humorous Books)</p>	<p>LA U22: Understanding Plot</p> <p>I am learning to:</p> <p>Identify the problem in the story.</p> <p>Recognize that some stories have more than one problem.</p> <p>Identify the high point as the exciting part.</p> <p>Retell a story including the beginning, series of events, the high point, and ending.</p>	<p>Word Structure</p> <p>WS 5 Identify syllables in words with three or more syllables</p> <p>WS 6 Recognize and use open syllables</p> <p>WS 7 Recognize and use closed syllables</p>	<p>Book Club Titles:</p> <p>BC Text Set: Caring for Each Other</p> <p>Sharing Our World</p> <p>Exploring Memory Stories</p> <p>Exploring Expository Nonfiction</p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
February 1-5		<p>S.L 1: Engage in collaborative discussions.</p> <p>R.F 4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>R.L 1: Ask and answer questions- refer to the text for evidence.</p> <p>W. 8: Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.</p>	<p>Genre Study: Realistic Fiction</p> <p>What is the writer’s reason for writing?</p> <p><i>Owl Moon</i></p> <p><i>Sky Sisters</i></p> <p><i>Tomas and the Library Lady</i></p> <p><i>Dancing in the Wings</i></p> <p><i>Dumpling Soup</i></p>	<p>LA U21 Thinking About Setting in Fiction Books</p> <p>I am learning to: Understand:</p> <p>Setting is time and place in the story.</p> <p>Setting can be a time in the past or a faraway place.</p> <p>The setting is often important to the story.</p> <p>WAR U4 (RML 1-3) I am learning to:</p> <p>Use a diagram to show important parts of a story.</p> <p>Use a story map.</p> <p>Make a sketch of the setting.</p>	<p>Word Structure</p> <p>WS 8 Recognize and use r-influenced syllables</p> <p>WS 9 Recognize and use vowel combination syllables</p> <p>WS 10 Recognize and use VCe syllables</p> <p>WS 11 Recognize and use syllables in words with the VCCV pattern</p>	<p>Book Club Titles:</p> <p>BC Text Set: Caring for Each Other</p> <p>Sharing Our World</p> <p>Exploring Memory Stories</p> <p>Exploring Expository Nonfiction</p>
2020-2021 Week 20						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
February 8-12		<p>S.L 1: Engage in collaborative discussions.</p> <p>R.F 4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>R.L 1: Ask and answer questions-refer to the text for evidence.</p> <p>W. 8: Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.</p>	<p>Revisit Books from Text Set 9</p> <p>(Realistic Fiction)</p>	<p>LA U.17 Studying Realistic Fiction</p> <p>I am learning to Understand:</p> <p>Realistic books are alike in many ways.</p> <p>Characters are imagined but seem real.</p> <p>Story settings are imagined but seem real.</p> <p>Sometimes stories are set in real places.</p> <p>The story problem could be real.</p> <p>The ending is like real life.</p> <p>Stories help us understand more about people and the world.</p>	<p>Word Structure</p> <p>WS 12 Understand that the ending -ed can represent several different sounds</p> <p>WS 13 Recognize and use common abbreviations</p> <p>WS 14 Recognize and use plurals that add -es to words that end with the letters <i>ch, sh, s, x, or z</i></p>	<p>Book Club Titles:</p> <p>BC Text Set:</p> <p>Caring for Each Other</p> <p>Sharing Our World</p> <p>Exploring Memory Stories</p> <p>Exploring Expository Nonfiction</p>
2020-2021 Week 21						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
February 22-26 2020-2021 Week 23		<p>S.L 1: Engage in collaborative discussions.</p> <p>R.L/I. 9: Compare and contrast between two texts on the same topic.</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>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.</p>	<p>Revisit books from Text Set 10 (Honoring Traditions)</p> <p>Read texts to build community with reopening in-person instruction (if applies)</p>	<p>LA.U24 Understanding Character Traits</p> <p>I am learning to Understand: The character’s behavior and dialogue, and thoughts show her traits. Details in a picture can show character traits. We learn about characters by what other characters say or think about her. A character’s traits are usually the same in each book in a series</p>	<p>Word Meaning/Vocabulary</p> <p>WMV 16 Recognize and use words with multiple meanings</p> <p>Word Structure</p> <p>WS 15 Recognize and use plurals that add -es to words that end with a consonant and y</p> <p>WS 16 Recognize and use plurals that add -es to words after changing the final f to fe or v</p>	<p>Book Club Titles:</p> <p>BC Text Set: Caring for Each Other Sharing Our World Exploring Memory Stories Exploring Expository Nonfiction</p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
March 29- April 2		<p>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.</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>R.I 1: Ask and answer questions-refer to the text for evidence.</p>	<p>Animal Journeys</p> <p>Why is it important to learn about the animals that share our world?</p> <p><i>The Peregrine's Journey: A Story of Migration</i></p> <p><i>A Mother's Journey</i></p> <p><i>North: The Amazing Story of Arctic Migration</i></p> <p><i>Hachiko: The True Story of a Loyal Dog</i></p>	<p>SAS.U2 Solving Words</p> <p>(weave in these lessons over several weeks and/or teach a few this week)</p>	<p>High Frequency Words</p> <p>HFW 5 Acquire a large core of high-frequency words</p> <p>Spelling Patterns</p> <p>SP 9 SP 10 Recognize and use phonogram patterns with the /u/ (<i>tune, suit</i>)and /u/ (<i>book, moon</i>)vowel sounds in single-syllable words</p>	<p>Book Club Titles:</p> <p>BC Text Set: Caring for Each Other</p> <p>Sharing Our World</p> <p>Exploring Memory Stories</p> <p>Exploring Expository Nonfiction</p>
2020-2021 Week 28						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
April 5-9 SPRING BREAK!						
2020-2021						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
		<p>R.L 1: Ask and answer questions- refer to the text for evidence.</p> <p>R.L/I. 9: Compare and contrast between two texts on the same topic.</p> <p>S.L 1: Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></p>	<p>Fables</p> <p><i>Why are fables important to people?</i></p> <p><i>Seven Blind Mice</i></p> <p><i>The Little Red Hen</i></p> <p><i>The Grasshopper & the Ants</i></p> <p><i>The Tortoise & the Hare</i></p> <p><i>The Contest Between the Sun and the Wind: An Aesop Fable</i></p>	<p>LA.U18 Studying Fables</p> <p>I am learning</p> <p>Fables are alike in many ways.</p> <p>The definition of a fable is what is always true about it.</p> <p>Fables often have characters with the same kinds of traits.</p>	<p>Word Meaning/ Vocabulary</p> <p>WMV 20 WMV 21 <i>Recognize that some words have literal and figurative meaning</i></p> <p>Word Structure</p> <p>WS 20 <i>Recognize and use the suffixes -er, -ar, -or, and -ist to form a noun</i></p>	<p>Book Club Titles:</p> <p>BC Text Set: <i>Caring for Each Other</i></p> <p><i>Sharing Our World</i></p> <p><i>Exploring Memory Stories</i></p> <p><i>Exploring Expository Nonfiction</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
May 31-June 4 2020-2021 Week 36		<p>R.L 1: Ask and answer questions-refer to the text for evidence.</p> <p>R.L/I. 9: Compare and contrast between two texts on the same topic.</p> <p>S.L 1: Engage in collaborative discussions.</p>	Revisit books from text set 19 (Folktales)	<p>LA.U19 Studying Folktales</p> <p>I am learning</p> <p>Folktales have characters with good or bad traits.</p> <p>Folktales have a lesson.</p> <p>The characters often use trickery or cleverness to solve the problem.</p> <p>Folktales usually have repeating patterns.</p>	<p>Letter Sound Relationship</p> <p>LSR 19 Understand how to form cursive letters correctly, efficiently, and fluently</p> <p>(work on all year)</p>	<p>Book Club Titles:</p> <p>BC Text Set: Caring for Each Other</p> <p>Sharing Our World</p> <p>Exploring Memory Stories</p> <p>Exploring Expository Nonfiction</p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
June 14-18			Revisit books from text set 21 (Fractured Fairy Tales)		Review any word study lessons	Book Club Titles: BC Text Set: Caring for Each Other Sharing Our World Exploring Memory Stories Exploring Expository Nonfiction
2020-2021						