## 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. Thinkalouds 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	Respect and	R.L 1: Ask and answer	The Importance	MGT U1: Working		
Week 2	Kindness	questions-refer to the	of Kindness:	together in the		
Conduct Reading Inventories and		text for evidence.	Why is it important to be	classroom.		
Reading Records with		S.L 1: Engage in	kind to others?	I am learning how		
students.		collaborative		to:		
		discussions.	Enemy Pie	Show respect to		
Week of Deployment				each other.		
of Materials: Kids			Last Day Blues			
check out books—				Find ways to solve		
enough for 1 month			Under the Lemon	problems if the		
			Moon	teacher is working		
				with others.		
			Sophie's			
			Masterpiece	Organize my materials for		
			The Can Man	learning.		
			THE CUIT WIGHT	icarriing.		
2020-2021 Week 2						

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

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?  In My Momma's Kitchen  Sitti's Secrets  Knots on a Counting Rope  Mooncakes  Storm in the Night	LA U1: Thinking and Talking about Books-Book Talks.  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.	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
October 5-9 Week 1 Conduct Reading Inventories and Reading Records with students.	Family: At home and with our class.  Independence: Picking Books that fit you.	R.L 1: Ask and answer questions-refer to the text for evidence.  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.	Revisit books from Text Set 2	LA U1: Thinking and Talking about Books-Book Talks.  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.	Word-Solving Actions  Use onsets and rimes in known words to read and write other words with the same parts.  WSA 4  Break a word into syllables to decode manageable units.  WSA 5  Recognize and use word parts to solve an unknown word and understand its meaning  WSA 6	

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
October 12-16 Week 2  2020-2021 Week 6	a reader of different types of fiction and different types of nonfiction!	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.  W. 8: Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.  R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Sharing Our World: Animals Why is it important to learn about the animals that share our world? I love Guinea Pigs A Friend for Lakota: The Incredible True Story of a Wolf Who Braved Bullying Moon Bear Ape And So They Build	WAR.U1: Introducing a Readers Notebook I am learning how to: Collect my thinking about my reading.	Word-Solving Actions  Use alphabetical order to locate information about word in a variety of reference tools.  WSA 7  WSA 8  Use a dictionary to solve and find information about words.  WSA 9	Shared Reading:  Far Above Earth  Trapped in Tar

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
October 19-23 Week 3	Confidence: I am a reader of different types of fiction and different types of nonfiction!	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.  L.6: Acquire and use accurately gradeappropriate conversational, general academic, and domainspecific words and phrases. (Author, Illustrator, Lead, Closing, Text evidence, fiction, nonfiction)  R.I 10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts grade level appropriate.	Revisit books from Text Set 3	LA.U5 RML 1-2: Understanding Fiction and Nonfiction Genres I am learning how to: Tell the difference between types of fiction books. Tell the difference between types of non-fiction books. LA U3: Giving a Book Talk I am learning how to: Give a complete and engaging book talk.	Word-Solving Actions  Use a study routine to spell a word: Choose, Write, Build, Mix, Fix, Mix  WSA 10  Use a study routine to spell a word: Look, Say, Cover, Write, Check  WSA 11  Use known words to spell an unknown word.  WSA 12  Attempt to spell an unknown word.  WSA 13	Shared Reading:  Tiny but Fierce  From Flower to Honey

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

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
November 2-6 Week 1	Our Opinions Matter: Recommending a Book to my Friends.  Book Talks will continue beyond this week.  Confidence: I can self-monitor my reading to be sure I understand.	R.F 4: Read with sufficient accuracy and fluency to support comprehension.  R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.  R.L 4: Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author's Craft.  S.L 1: Engage in collaborative discussions.	Revisit books from text set 4 (Exploring Memory Stories)	LA U3: Giving a Book Talk  I am learning how to: Give a complete and engaging book talk.	Word Structure Recognize and use compound words. WS 1 Recognize and use compound words that have frequently used words. WS 2 Recognize contractions with not. WS 3  Letter-Sound Relationships Recognize and use y as a vowel sound. LSR 3 Recognize and use letter combinations that represent long vowel sounds.	Shared Reading:  Exploring Undergrou nd
2020-2021 Week 9					LSR 4	

a book	r: imending to my	<b>R.F 4:</b> Read with sufficient accuracy and fluency to support comprehension.	Author Study: Patricia Polacco How does an	LA.U2 RML 1- 2 Studying	Review concepts that	Shared
continue this we	Talks will ue beyond eek.  ence: I  If-monitor eding to be stand.	R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.  R.L 4: Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author's Craft.  S.L 1: Engage in collaborative discussions.	author make decisions to interest readers?  Meteor!  The Keeping Quilt  Thunder Cake  Some Birthday!  The Bee Tree	Authors and Illustrators:  I am learning how to:  Notice how an author writes books that are similar and different.	have been taught thus far.  Letter-Sound Relationships  LSR 4 Recognize and use letter combinations that represent long vowels  LSR 5 Recognize and use letter combinations that represent long vowels	Reading:  Saving Cranes

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
November 16 - 20 Week 3	Teamwork: Working together to talk about books.	S.L 1: Engage in collaborative discussions.  R.F 4: Read with sufficient accuracy and fluency to support comprehension.  R.L 4: Craft and Structure-Determine the meaning of words	Revisit books from text set 5 (Author Study)	LA.U23 Understanding Character Feelings, Motivations, and Intentions I am learning how to: Identify a character's	Letter-Sound Relationships  LSR 6 Recognize and use letter combinations that represent two different vowel sounds  LSR 7 Recognize and use two	Catch up on Shared Reading texts
2020-2021 Week 11		and phrases as they are used in a text as Author's Craft.  W. 8: Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.		feelings by what they say, think and do.  Explain how characters feel about other characters using evidence from the text  Use what I know about a character to predict what he/she will do	consonant letters that usually represent one sound at the beginning of a word.  LSR 8 Recognize and use two consonant letters that usually represent one sound at end of word	

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
November 23 - 25 Week 4	Teamwork: Working together to talk about books.	s.L 1: Engage in collaborative discussions.  R.F 4: Read with sufficient accuracy and fluency to support comprehension.  W. 8: Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.	Revisit previous IRA texts and/or read holiday books	LA.U23 Understanding Character Feelings, Motivations, and Intentions  I am learning how to:  Identify a character's feelings by what they say, think and do.  Explain how characters feel about other characters using evidence from the text.  Use what I know about a character to predict what he/she will do.	Letter-Sound Relationships  LSR 9 Recognize and use middle consonant sounds sometimes represented by double letters  Spelling Patterns SP 1 Recognize and use less-common phonograms with a VC pattern  SP 2 Recognize and use phonogram patterns with a short vowel sound in single-syllable words	Catch up on Shared Reading texts

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

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
December 7 - 11 Week 2  2020-2021 Week 14		S.L 1: Engage in collaborative discussions.  R.F 4: Read with sufficient accuracy and fluency to support comprehension.  L.6: Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases.  W. 8: Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.	Revisit books from text set 6 (Expository Nonfiction: Genre Study)	Informational Books  I am learning: The author of an informational book gives facts about a topic. The author organizes facts in several way.	Spelling Patterns  SP 6 Recognize and use phonograms with a double vowel (VVC)  SP 7 Recognize and use phonograms with vowel combinations  SP 8  Recognize and use phonogram patterns with a long sound on single-syllable words	Shared Reading: From Beans to Chocolate

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
December 14 - 18 Week 3		S.L 1: Engage in collaborative discussions.  R.F 4: Read with sufficient accuracy and fluency to support comprehension.  L.5: Demonstrate understanding of word relationships and nuances in word meanings.  R.I 4: Determine the meaning of words and phrases in a text relevant to a grade level topic or subject area.	Revisit texts from previous IRA text sets and read holiday books  Finish up Book Clubs	Informational Books  I am learning: The author of an informational book gives facts about a topic.  The author organizes facts in several ways.	Word Meaning/Vocabulary  WMV 1 -2 Recognize and use concept words that can have sets and subsets  WMV 3 Recognize that words can be related in many ways: Category	
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		S.L 1: Engage in collaborative discussions.  R.F 4: Read with sufficient accuracy and fluency to support comprehension.  R.L 4: Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author's Craft.  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.	Janell Cannon: Author/Illustrator Study  How does an author/illustrator make decisions to interest readers?  Stellaluna Verdi Crickwing Pinduli	LA. U2. RML 1-2: Studying Authors and Illustrators  I am learning how to: Recognize the characteristics of a book written or illustrated by a specific author/illustrator.  LA U14: Thinking About the Topic in Nonfiction Books  I am learning to: Think about why a book topic is important.  Look to several books to learn about the same topic.	Word Meaning/ Vocabulary  WMV 4  Recognize that words can be related in many ways: Category  WMV 5-6  Recognize and use compound words	

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
January 11 - 15 Week 2 2020-2021 Week 17		s.L 1: Engage in collaborative discussions. R.F 4: Read with sufficient accuracy and fluency to support comprehension. L.4: Determine or clarify the meaning of unknown and multiplemeaning 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. W. 8: Recall relevant information from experiences or gather relevant information from from print and digital sources to answer a question.	Revisit books from text set 7 (Author/Illustrator Study: Janell Cannon)	LA U14: (con'td) Thinking About the Topic in Nonfiction Books  I am learning to: Think about why a book topic is important.  Look to several books to learn about the same topic.  WAR U5 RML 1-3: Writing About Nonfiction Books in Reader's Notebook Write questions I have after reading. Use what I learned to write an "All About" Book.	Word Meaning/Vocabulary WMV 7-8 Recognize and Use synonyms WMV 9-10 Recognize and use antonyms	

	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
Week 3	Teamwork: Working together to talk about books.	S.L 1: Engage in collaborative discussions.  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. R.L 4: Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author's Craft.	Humorous Texts What makes these books funny?  Bedhead The Perfect Pet The Great Fuzzy Frenzy Those Darn Squirrels Big, Bad Bubble	SAS U1: Monitoring, Searching, and Self-Correcting  LA U22: Understanding Plot (see next week for details)  **When you begin Book Clubs:  LA U4: Getting Started with Book Clubs  I am learning to: Choose a book to read and talk about.  Mark the pages I want to share.  Talk with others respectfully in book clubs.	Word Meaning/ Vocabulary  WMV 11 -12 Recognize and use homophones  Word Structure  WS 4 Recognize and use syllables in words with double consonants	Book Clubs Select from one of the following to launch your Book Clubs. (Due to remote learning, the timeline for introducing Book Clubs has been adjusted.) BC Text Sets: Caring for Each Other Sharing Our World Exploring Memory Stories Exploring Expository Nonfiction

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

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

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

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
February 15-19  2020-2021 Week 22		S.L 1: Engage in collaborative discussions.  R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.  R.L/I.1: Ask and answer questionsrefer to the text for evidence.  R.L 4: Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author's Craft.	Honoring Traditions Why are traditions important?  Bintou's Braids Deep in the Sahara Crane Boy Crouching Tiger Nadia's Hands	LA U.17 Studying Realistic Fiction I am learning to Understand: Realistic books are alike in many ways. Characters are imagined but seem real. Story settings are imagined but seem real. Sometimes stories are set in real places. The story problem could be real. The ending is like real life. Stories help us understand more about people and the world.	Word Meaning/ Vocabulary  WMV 13 Recognize and use homographs  WMV 14 Recognize and use homographs  WMV 15 Recognize and use words with multiple meanings	Book Club Titles: BC Text Set: Caring for Each Other Sharing Our World Exploring Memory Stories Exploring Expository Nonfiction

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
February 22-26  2020-2021 Week 23		S.L 1: Engage in collaborative discussions.  R.L/I. 9: Compare and contrast between two texts on the same topic.  R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words  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.	Revisit books from Text Set 10 (Honoring Traditions)  Read texts to build community with reopening in-person instruction (if applies)	LA.U24 Understanding Character Traits  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	Word Meaning/ Vocabulary  WMV 16 Recognize and use words with multiple meanings  Word Structure  WS 15 Recognize and use plurals that add -es to words that end with a consonant and y  WS 16 Recognize and use plurals that add -es to words after changing the final f to fe or v	Book Club Titles: BC Text Set: Caring for Each Other Sharing Our World Exploring Memory Stories Exploring Expository Nonfiction

Timeline	Social Emotional	<b>Essential Standards</b>	Interactive Read	Reading	Word Study	Shared
	Learning		Aloud	Minilesson		Reading / Book Club
2020-2021 Week 24		R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words  R.L 1: Ask and answer questionsrefer to the text for evidence.  W. 8: Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.	Facing Challenges Why is it important to face challenges?  Ish First Day of Grapes Gettin' Through Thursday Chin Chian and the Dragon's Dance Goal!	WAR.U4. RML 5 Writing About Fiction I am learning to: Tell about a character's traits and provide evidence from the story. LA.U25 Thinking About Character Change I am learning to Understand:  Sometimes good characters make mistakes.  Sometimes characters change because of things that happen to them.  Sometimes characters from different books learn the same lesson.	Word Structure WS 17 Recognize and use plurals that add -es to words that end with o  WS 18 Recognize and use plurals that add -es to words that end with a consonant and o  WS 19 Recognize and use the suffixes - er and -est to show comparison	Book Club Titles: BC Text Set: Caring for Each Other Sharing Our World Exploring Memory Stories Exploring Expository Nonfiction

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
March 8-12  2020-2021 Week 25		R.L/I. 1: Ask and answer questions-refer to the text for evidence.  R.F 4: Read with sufficient accuracy and fluency to support comprehension.  W. 8: Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.	Revisit books from text set 11 (Facing Challenges)	WAR.U4. RML 5-6 Writing About Fiction I am learning to: Tell about a character's traits and provide evidence from the story.  Tell how a character changes in a story.  LA U26 Studying Illustrations in Fiction Books I am learning Illustrators give information about the story.	Letter Sound Relationship  LSR 10 Recognize and use consonant letters to represent two or more different sounds at the end of a word  LSR 11 Recognize and use consonant letters that represent no sound  LSR 12 Recognize and use consonant letters that represent no sound  sound	Book Club Titles: BC Text Set: Caring for Each Other Sharing Our World Exploring Memory Stories Exploring Expository Nonfiction

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
March 15-19  2020-2021 Week 26		S.L 1: Engage in collaborative discussions.  R.L 1: Ask and answer questionsrefer to the text for evidence.  W. 8: Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.  R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words	The Importance of Determination  Why is determination important?  The Paperboy Ruby's Wish  Nothing But Trouble: The Story of Althea Gibson  Soccer Star The Patchwork Quilt	LA.U26 Studying Illustrations in Fiction Books  I am learning Illustrators use details to show something about a character.  Illustrators show motion and sound in pictures to give information about the story.  Illustrators choose colors to create or change the feeling of a story.	Letter Sound Relationship  LSR 13 Understand that some consonant sounds can be represented by several different letters or letter clusters  LSR 14 Recognize and use vowel sounds with r  LSR 15 Recognize and use vowel sounds in closed syllables (CVC)	Book Club Titles: BC Text Set: Caring for Each Other Sharing Our World Exploring Memory Stories Exploring Expository Nonfiction

Timeline	Social Emotional Learning		Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
2020-2021 Week 27		S.L 1: Engage in collaborative discussions.  R.L/I. 1: Ask and answer questions-refer to the text for evidence.  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/I. 9: Compare and contrast between two texts on the same topic.	Revisit books from text set 12 (The Importance of Determination)	LA.U26 Studying Illustrations in Fiction Books  I am learning Illustrators show time passing in the pictures to give information about the story.  Illustrators make images seem close or faraway.	Letter Sound Relationships  LSR 16 Recognize and use vowel sounds in open syllables (CVC)  LSR 17 Understand how to use capital letters correctly  High Frequency Words  HFW 4 Recognize and use longer high frequency words, some with more than one syllable	Book Club Titles: BC Text Set: Caring for Each Other Sharing Our World Exploring Memory Stories Exploring Expository Nonfiction

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

Timeline	<b>Social Emotional</b>	Essential Standards	Interactive Read	Reading	Word Study	Shared
	Learning		Aloud	Minilesson		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
April 12-16  2020-2021 Week 29		R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.  R.I 1: Ask and answer questionsrefer to the text for evidence.  W. 8: Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.  S.L 1: Engage in collaborative discussions.	Biography What is the writer's reason for writing?  Nobody Owns the Sky: The Story of "Brave Bessie" Coleman  Odd Boy Out: Young Albert Einstein  Magic Trash: A Story of Tyree Guyton and His Art  The Tree Lady Wangari Maathai: The Woman Who Planted Millions of Trees	LA.U12 Studying Biography  I am learning Biographies are alike in many ways.  A biography is a genre that includes facts about a person's life, written by someone else.  Why an author wrote a book about this person.  The author of a biography tells about a person's life in the order it happened.	Spelling Patterns  SP 11 Recognize and use phonogram patterns with the /o/ pattern vowel sound (as in saw) in single syllable words  SP 12 Recognize and use phonogram patterns with the /ou/ vowel sound in single syllable words (ow)  SP 13 Recognize and use phonogram patterns with the /oi/ vowel sound in single syllable words (ow)	Book Club Titles: BC Text Set: Caring for Each Other Sharing Our World Exploring Memory Stories Exploring Expository Nonfiction

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
April 19-23  2020-2021 Week 30		R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.  R.I 1: Ask and answer questions-refer to the text for evidence.  W. 8: Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.  S.L 1: Engage in collaborative discussions.	Revisit books from text set 14 (Biography)	LA.U12 Studying Biography  I am learning The author of a biography gives an important message.  SAS.U.4 RML 3 Summarizing I am learning to Tell the important events in order when I tell about a biography.  WAR U.5 RML 4 I am learning to use a timeline to show the important events in a person's life.	Spelling Patterns  SP 14 Recognize and use phonogram patterns with vowels and r in single-syllable words  SP 15 Understand that some words have a double consonant	Book Club Titles: BC Text Set: Caring for Each Other Sharing Our World Exploring Memory Stories Exploring Expository Nonfiction

Timeline	Social Emotional	Essential Standards	Interactive Read	Reading	Word Study	Shared
	Learning		Aloud	Minilesson		Reading / Book Club
April 26-30  2020-2021 Week 31		S.L 1: Engage in collaborative discussions.  R.L. 4: Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author's Craft.  L.5: Demonstrate understanding of word relationships and nuances in word meanings.  W. 8: Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.	Poetry What is the writer's reason for writing? Splish Splash  Flicker Flash  Button Up!  Old Elm Speaks: Tree Poems  Confetti: Poems for Children	I am learning Poems are alike in many ways.  The definition of poetry is what is always true about it.  Poetry can be fiction or nonfiction.  Poets use line breaks and white space to show how to read a poem.	Word Meaning/ Vocabulary  WMV 17  WMV 18  Recognize and use compound words with common parts  Spelling Patterns  SP 16 Recognize and use frequently appearing syllable patterns in multisyllabic words	Book Club Titles: BC Text Set: Caring for Each Other Sharing Our World Exploring Memory Stories Exploring Expository Nonfiction

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
May 3-7  2020-2021 Week 32		S.L 1: Engage in collaborative discussions.  R.L. 4: Craft and Structure-Determine the meaning of words and phrases as they are used in a text as Author's Craft.  L.5: Demonstrate understanding of word relationships and nuances in word meanings.  R.F 4: Read with sufficient accuracy and fluency to support comprehension.	Revisit books from text set 22 (Poetry)	IA.U6 Studying Poetry I am learning Poets chose words to help you see, smell, hear, and feel things.  Sometimes poets place their words in a shape to show what the poem is about.  There are different kinds of poetry.	Spelling Patterns SP 17 Recognize and use frequently appearing syllable patterns in multisyllabic words High Frequency Words HFW 6 Read and write approximately 500 high- frequency words Word Meaning/ Vocabulary WMV 19 Recognize and use onomatopoetic words	Book Club Titles:  BC Text Set: Caring for Each Other Sharing Our World Exploring Memory Stories Exploring Expository Nonfiction

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

Timeline	Social Emotional	Essential Standards	Interactive Read	Reading	Word Study	Shared
	Learning		Aloud	Minilesson		Reading / Book Club
May 17-21  2020-2021 Week 34		R.L 1: Ask and answer questions-refer to the text for evidence.  R.L/I. 9: Compare and contrast between two texts on the same topic.  S.L 1: Participate in collaborative conversations with diverse partners about grade level appropriate topics and texts	Revisit books from text set 18 (Fables)	I am learning Fables have a moral that is often stated at the end.  The characters often use cleverness or trickery to solve the problem or win something.	Word Structure WS 21 Recognize and use the prefix - re, meaning "again"  WS 22 Recognize and use the suffixes that mean "not"  Word Meaning/ Vocabulary  WMV 22 Understand the concept of suffixes and recognize their use in determining the meaning of some English words	Book Club Titles: BC Text Set: Caring for Each Other Sharing Our World Exploring Memory Stories Exploring Expository Nonfiction

Timeline Social E	motional Essential Standards	Interactive Read	Reading	Word Study	Shared
Learning	3	Aloud	Minilesson		Reading / Book Club
May 24-28  2020-2021 Week 35	R.L 1: Ask and answer questions-refer to the text for evidence.  R.L/I. 9: Compare and contrast between two texts on the same topic.  S.L 1: Engage in collaborative discussions.	Folktales  Why are folktales important to people?  Baby Rattlesnake  Conejito: A Folktale from Panama  Ming Lo Moves the Mountain  Babushka Baba Yaga  Martina the Beautiful Cockroach: A Cuban Folktale  The Boy of the Three-Year Nap	Studying Folktales I am learning Folktales are alike in many ways. The definition of a folktale is what is always true about it. Folktales are stories that have been retold for a long time and can be found in different cultures. There are different kinds of folktales.	Word Meaning/ Vocabulary  WMV 23 Understand the concept of suffixes and recognize their use in determining the meaning of some English words  Letter Sound Relationship  LSR 18 Understand how to use the computer keyboard  (work on all year)	Book Club Titles: BC Text Set: Caring for Each Other Sharing Our World Exploring Memory Stories Exploring Expository Nonfiction

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		R.L 1: Ask and answer questions-refer to the text for evidence.  R.L/I. 9: Compare and contrast between two texts on the same topic.  S.L 1: Engage in collaborative discussions.	Revisit books from text set 19 (Folktales)	LA.U19 Studying Folktales I am learning Folktales have characters with good or bad traits. Folktales have a lesson. The characters often use trickery or cleverness to solve the problem. Folktales usually have repeating patterns.	Letter Sound Relationship  LSR 19 Understand how to form cursive letters correctly, efficiently, and fluently (work on all year)	Book Club Titles: BC Text Set: Caring for Each Other Sharing Our World Exploring Memory Stories Exploring Expository Nonfiction

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilesson	Word Study	Shared Reading / Book Club
June 7-11  2020-2021 Week 37		R.L/I. 9: Compare and contrast between two texts on the same topic.  S.L 1: Engage in collaborative discussions.  R.F 4: Read with sufficient accuracy and fluency to support comprehension.	Fractured Fairy Tales  What makes stories familiar and fun to read?  Earthquack!  The Frog Prince, Continued  Kate and the Beanstalk  Yours Truly, Goldilocks  With Love, Little Read Hen	SAS.U4 RML 1-2 Summarizing I am learning to Tell about the characters, setting, problem, important events, and solution when I tell about a fiction story.  Tell the most important information when I tell about an informational book	Review any word study lessons	Book Club Titles: BC Text Set: Caring for Each Other Sharing Our World Exploring Memory Stories Exploring Expository Nonfiction

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						