

Snohomish Kindergarten 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, and 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 9-11

Week 1

Soft Start: Materials deployment, teacher conferences...

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
September 14-18 Week 2 WAKids ESGI Note: <i>The Kindergarten Curriculum map has the same text sets and standards to share over two weeks. This is because of the uniqueness of the beginning of kindergarten and to allow more time for building community, routines and stamina.</i> 2020-2021 Week 1	Respect Take turns, listen carefully and stay focused. Learn and follow school and class expectations. Be a positive member of the group.	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.L 1: Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas. 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 <i>grade level appropriate topics and texts</i>	Sharing Stories and Songs: Nursery Rhymes Why are traditional rhymes, songs and stories important to people? <i>The Eensy Weensy Spider</i> <i>Baa Baa Black Sheep</i> <i>I'm a Little Teapot</i> <i>It's Raining, It's Pouring</i> <i>This Is The House That Jack Built</i>	MGT U1: Working together in the classroom I am learning how to: Use an appropriate voice level Listen in a group meeting Do my best work Find ways to solve problems when you need help Take good care of materials	Early Literacy Concepts Recognize your name. Make a name chart	<i>The Itsy Bitsy Spider</i> <i>The Old Lady That Swallowed a Fly</i> <i>The House that Jack Built</i>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
<p>September 21-25</p> <p>Week 3</p> <p>WAKids</p> <p>ESGI</p> <p>2020-2021 Week 2</p>	<p>Respect</p> <p>Take turns, listen carefully and stay focused.</p> <p>Learn and follow school and class expectations.</p> <p>Be a positive member of the group.</p>	<p>R.F.1 Demonstrate understanding of the organization and basic features of print. (K-1)</p> <p>R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.L 1: Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.</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>S.L 1: Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></p>	<p>Sharing Stories and Songs: Nursery Rhymes</p> <p>Why are traditional rhymes, songs and stories important to people?</p> <p><i>The Eensy Weensy Spider</i></p> <p><i>Baa Baa Black Sheep</i></p> <p><i>I'm a Little Teapot</i></p> <p><i>It's Raining, It's Pouring</i></p> <p><i>This Is The House That Jack Built</i></p>	<p>MGT U1: <i>Working together in the classroom</i></p> <p>I am learning how to:</p> <p>Use an appropriate voice level</p> <p>Listen in a group meeting</p> <p>Do my best work</p> <p>Find ways to solve problems when you need help</p> <p>Take good care of materials</p>	<p>Early Literacy Concepts</p> <p>Recognize your name.</p> <p>ELC 1</p> <p>ELC 2</p>	<p><i>The Itsy Bitsy Spider</i></p> <p><i>The Old Lady That Swallowed a Fly</i></p> <p><i>The House that Jack Built</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
<p>September 28-October 2</p> <p>Week 4 WAKids</p> <p>2020-2021 Week 3</p>	<p>Community</p> <p>What is a community? What can I do to make our class community comfortable for everyone?</p> <p>Use your eyes, ears and brain to follow directions.</p>	<p>R.F.1 Demonstrate understanding of the organization and basic features of print. (K-1)</p> <p>R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.F 4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>R.L 1: Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.</p> <p>R.I 1: Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.</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>S.L 1: Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></p>	<p>Learning and Playing Together: School</p> <p>What makes a classroom community comfortable for everyone?</p> <p><i>The Bus For Us</i></p> <p><i>Wemberly Worried</i></p> <p><i>Look Out Kindergarten, Here I Come!</i></p> <p><i>Miss Bindergarten Gets Ready For Kindergarten</i></p> <p><i>I Love You All Day Long</i></p>	<p>MGT U2: Using the Classroom Library (modify these lessons to reflect remote learning).</p> <p>I am learning how to:</p> <p>Take good care of books</p> <p>Choose my own book for independent reading</p> <p>Read silently or with a whisper voice</p>	<p>Early Literacy Concepts</p> <p>Recognize your name.</p> <p>ELC 1 ELC 2</p>	<p><i>School Days</i></p> <p><i>Hand in Hand: Poems About Friends</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
<p>October 5-9</p> <p>Week 1</p> <p>WA Kids</p> <p>2020-2021 Week 4</p>	<p>Self Talk</p> <p>Use quiet self talk to help focus and pay attention.</p> <p>Use quiet self talk to make good choices.</p>	<p>R.F.1 Demonstrate understanding of the organization and basic features of print. (K-1)</p> <p>R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.L 1: Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.</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>S.L 1: Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></p>	<p>Letters at Work:</p> <p>The Alphabet</p> <p>Why do you need letters?</p> <p><i>Alphabet Under Construction</i></p> <p><i>ABC I Like Me!</i></p> <p><i>B is For Bulldozer</i></p> <p><i>On Market Street</i></p> <p><i>A My Name Is Alice</i></p>	<p>LA U1: Thinking and Talking About Books</p> <p>I am learning how to:</p> <p>Find the title on a book cover</p> <p>Tell and show the author and illustrator of a book</p> <p>Talk about the books I've read with others</p> <p>Talk about my book with a partner</p> <p>Use a sticky note in a book</p> <p>Read a book again to enjoy it and learn more</p>	<p>Letter Knowledge:</p> <p>Understand that words are formed with letters.</p> <p>LK 1</p> <p>Word Solving Actions:</p> <p>Recognize and find names</p> <p>WSA 1</p>	<p><i>City ABCs</i></p> <p><i>Country ABCs</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
<p>October 12-16</p> <p>Week 2</p> <p>WA Kids</p>	<p>Family</p> <p>What is important about being in a family?</p> <p>What makes my family and other families special?</p>	<p>R.F.1 Demonstrate understanding of the organization and basic features of print. (K-1)</p> <p>R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.L 1: Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.</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>S.L 1: Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and text</i></p>	<p>Taking Care of Each Other, Family:</p> <p>What is important about being in a family.</p> <p><i>Do Like Kyla</i></p> <p><i>Don't You Feel Well Sam?</i></p> <p><i>Jonathan and His Mommy</i></p> <p><i>Elizabeti's Doll</i></p> <p><i>Where Are You Going, Little Mouse?</i></p>	<p>LA U1: Thinking and Talking About Books</p> <p>I am learning how to:</p> <p>Find the title on a book cover</p> <p>Tell and show the author and illustrator of a book</p> <p>Talk about the books I've read with others</p> <p>Talk about my book with a partner</p> <p>Use a sticky note in a book</p> <p>Read a book again to enjoy it and learn more</p>	<p>Letter Knowledge:</p> <p>Recognize the distinctive features of letter forms.</p> <p>LK 2 LK 3</p> <p>Letter Knowledge:</p> <p>Recognize letters and state their names</p> <p>LK 4</p>	<p><i>Wiggles: Poems to Make you Wiggle Your Fingers and Toes</i></p> <p><i>Spots</i></p>
2020-2021 Week 5						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
<p>October 19-23</p> <p>Week 3</p>	<p>Friendship</p> <p>How am I a good friend to others?</p> <p>Tell what it means to be a good friend.</p>	<p>R.F.1 Demonstrate understanding of the organization and basic features of print. (K-1)</p> <p>R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.L 1: Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.</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.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>S.L 1: Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></p>	<p>The Importance of Friendship</p> <p>What does it mean to be a good friend?</p> <p><i>A Visitor For Bear</i></p> <p><i>Big Al and Shrimpy</i></p> <p><i>I'm the Best</i></p> <p><i>Jessica</i></p> <p><i>Yo! Yes?</i></p>	<p>MGT U3: Engaging in Classroom Literacy Work (modify these lessons to fit remote learning).</p> <p>I am learning how to:</p> <p>(Choose specific literacy routines and teach those minilessons as they apply to remote learning.)</p>	<p>Phonological Awareness:</p> <p>Hear and say rhyming words</p> <p>PA 1</p> <p>PA 2</p>	<p><i>Stripes</i></p> <p><i>Stars</i></p>
2020-2021 Week 6						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
<p>October 26-30</p> <p>Week 4</p>	<p>Feelings</p> <p>Identify and understand how I am feeling.</p> <p>Identify and understand how others are feeling.</p> <p>Have empathy for others</p>	<p>R.F.1 Demonstrate understanding of the organization and basic features of print. (K-1)</p> <p>R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.L 1: Key Ideas and Details- Ask and answer questions, determine the main ideas and text evidence to support the main ideas.</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>S.L 1: Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></p>	<p>Noticing the way, the World Looks: Colors</p> <p>How does color help you understand your world?</p> <p><i>What Color is Nature?</i></p> <p><i>Cat's Colors</i></p> <p><i>Red is a Dragon</i></p> <p><i>Dog's Colorful Day</i></p>	<p>LA U14: <i>Understanding Characters in Stories</i></p> <p>I am learning how to:</p> <p>Identify the characters in a fiction story</p> <p>Find examples of animal characters that act like people</p> <p>Tell about a character's feelings by using the words or pictures</p> <p>Tell about a time I have felt like a character in a book</p>	<p>Phonological Awareness: Hear and say rhyming words</p> <p>PA 1 PA 2</p> <p>Phonological Awareness: Hear and connect rhyming words.</p> <p>PA 3</p>	<p><i>Hearts</i></p> <p><i>A Rainbow of Fruit</i></p>
2020-2021 Week 7						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
<p>November 2-6</p> <p>Week 1</p>	<p>Focus Attention</p> <p>I am learning how to:</p> <p>Focus on the speaker even when there are distractions around me.</p> <p>Focus my attention, so I know what to do in school.</p>	<p>R.F.1 Demonstrate understanding of the organization and basic features of print. (K-1)</p> <p>R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</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>Catch up or add your own choice books.</p>	<p>WAR U1 <i>Introducing a Reader’s Notebook</i></p> <p>I am learning how to:</p> <p>Collect my thinking in my reader’s notebook</p> <p>Draw and write about the things I love</p>	<p>Early Literacy Concepts</p> <p>ELC 3: Match a spoken word with a group of letters (p. 83) Repeat with whole and small groups as needed.</p>	<p><i>Fido (Sing a Song of Poetry p. 81)</i></p> <p>A Scary Story</p> <p>Not Quite Right</p>
<p>2020-2021 Week 8</p>						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
<p>November 9-13</p> <p>Week 2</p>	<p>Focus Attention</p> <p>I am learning how to:</p> <p>Use self-talk to remind myself what the teacher's directions are. <i>"I'm going to put my name on my paper and draw my picture."</i></p>	<p>R.F.1 Demonstrate understanding of the organization and basic features of print. (K-1)</p> <p>R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</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>Exploring Wordless Picture Books</p> <p><i>Float</i></p> <p><i>The Girl and the Bicycle</i></p> <p><i>The Boy and the Airplane</i></p> <p><i>The Snowman</i></p> <p><i>Tuesday</i></p>	<p>LA U17 <i>Using Pictures in a Book to Tell the Story</i></p> <p>I am learning how to:</p> <p>Use the pictures to tell the story</p> <p>Add information each time I tell the story from a picture book.</p> <p>Know the important things that happen in a story are always the same.</p>	<p>Early Literacy Concepts</p> <p>ELC 3: Match a spoken word with a group of letters (p. 83)</p> <p>Letter Knowledge</p> <p>LK 6: Recognize letters and state their names (p. 235) Repeat with whole and small groups as needed.</p> <p>LK 7: Recognize Letters and State Their Names (p. 239) Repeat with whole and small groups as needed.</p>	<p><i>My Eyes Can See (Sing a Song of Poetry p. 173)</i></p> <p><i>The Orange Butterfly</i></p> <p><i>Scream for Ice Cream</i></p>
2020-2021 Week 9						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
November 16-20 Week 3	Being Assertive I am learning how to: Be assertive and ask for help when I need it.	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). R.L 10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry grade level appropriate R.I 10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts grade level appropriate.	Numbers at Work: Counting <i>1, 2, 3 to the Zoo</i> <i>One Duck Stuck</i> <i>Fish Eyes</i> <i>One Moose, Twenty Mice</i>	WAR U1 <i>Introducing a Reader's Notebook</i> I am learning how to: Draw and write about things I do at school (modify if needed) Draw and write about places I like to go	Early Literacy Concepts ELC 3: Match a spoken word with a group of letters (p. 83) Letter Knowledge LK 7: Recognize letters and state their names (p. 239) Repeat with whole and small groups as needed. Phonological Awareness PA 7: Hear, Say, and Clap Syllables	Five Little Monkeys in a Tree (<i>Sing a Song of Poetry p. 88</i>) <i>The Sleepover</i> <i>Kate's Party</i> <i>Ten Big Elephants</i>
2020-2021 Week 10						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
<p>2 WEEKS due to Thanksgiving Holiday</p> <p>November 23-25</p> <p>-and-</p> <p>November 30 - December 4</p> <p>2020-2021</p> <p>Weeks 11-12</p>	<p>Being Kind</p> <p>What is kindness?</p>	<p>R.F.1 Demonstrate understanding of the organization and basic features of print. (K-1)</p> <p>R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p> <p>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.</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>The Importance of Kindness</p> <p>What is kindness?</p> <p>Lost</p> <p><i>Flower Garden</i></p> <p><i>Jamaica's Find</i></p> <p><i>The Teddy Bear</i></p> <p><i>Say Hello</i></p>	<p>WAR U1</p> <p><i>Introducing a Reader's Notebook</i></p> <p>I am learning how to:</p> <p>Draw and write about my family</p> <p>Draw and write about my friends</p> <p>Draw and write about what I like to do at home</p>	<p>Early Literacy Concepts</p> <p>ELC 3: Match a spoken word with a group of letters (p. 83)</p> <p>Letter Knowledge</p> <p>LK 7: Recognize letters and state their names (p. 239) Repeat with whole and small groups as needed.</p>	<p><i>Big Turkey (Sing a Song of Poetry p. 45)</i></p> <p>Fluency & Prose</p> <p><i>Counting on a Farm</i></p> <p><i>Jump and Hop: Poems to Make You Move</i></p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
<p>December 7-11</p> <p>Week 2</p>	<p>Being Kind</p> <p>I am learning how to:</p> <p>Identify the feelings of myself and others.</p>	<p>R.F.1 Demonstrate understanding of the organization and basic features of print. (K-1)</p> <p>R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p> <p>S.L 1: Participate in collaborative conversations with diverse partners about grade level appropriate topics and texts</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>Author Study: Eric Carle</p> <p><i>From Head to Toe</i></p> <p><i>Does a Kangaroo Have A Mother, Too?</i></p> <p><i>"Slowly, Slowly, Slowly," Said the Sloth</i></p> <p><i>Have You Seen My Cat?</i></p> <p><i>The Mixed-Up Chameleon</i></p> <p>Some teachers are choosing to wait until spring for this unit in order to incorporate art activities etc. If your team chooses to wait, insert a later text set, favorite author study, or other focused instruction for this time of year.</p>	<p>LA U3: Studying Authors and Illustrators</p> <p>I am learning:</p> <p>Authors have special ways of writing that I can notice when I study their books.</p> <p>Illustrators have special ways of illustrating that I can notice when I study their books.</p>	<p>High Frequency Words</p> <p>HFW 1: Recognize and Use High-Frequency Words with One, Two, or Three Letters</p>	<p>Frosty Weather <i>(Sing a Song of Poetry p. 93)</i></p> <p><i>The Dog Park</i></p> <p><i>Rolling</i></p> <p><i>Bouncing Balls</i></p>
2020-2021 Week 13				<p>There will be an opportunity to complete the Eric Carle Author Study and accompanying Reading Mini Lessons in the spring as well.</p>		

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
January 11-15 Week 2	Communities Work and Learn Together I am learning: That our class is a community. We are alike and different. We take turns talking and sharing our thinking in book clubs and in whole class meetings.	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.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). S.L 1: Participate in collaborative conversations with diverse partners about grade level appropriate topics and texts R.L 10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry grade level appropriate	Living and Working Together: Community What makes a community? <i>Fireman Small</i> <i>Lola at the Library</i> <i>I Know a Lady</i> <i>My Steps</i> <i>Alicia's Happy Day</i> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> The 2nd set of RML lessons can be taught during book clubs with the teacher. </div>	LA U5: Getting Started with Book Clubs I am learning: To choose a book I would like to read and talk about To mark the pages I want to talk about To talk about thinking in a book club. How to have a good book club meeting. To be sure everyone has a chance to talk during book club. To talk about what went well and what	High Frequency Words HFW 1: Recognize and Use High-Frequency Words with One, Two, or Three Letters Letter Sound Relationships LSR 1-5: Recognize beginning consonant sounds and the letters that represent them (P. 313-329)	The Beach (<i>Sing a Song of Poetry p. 40</i>) <i>A Big Bear in the Little Woods</i> <i>Pitter Patter</i>

2020-2021 Week 16				you want to work on to get better.		
Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
<p>January 19-22</p> <p>Jan. 18, MLK Day</p> <p>Week 3</p>	<p>Caring for each other</p> <p>I am learning:</p> <p>Understanding what someone else is feeling is called empathy.</p> <p>Our differences are what make us special.</p>	<p>R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p> <p>S.L 1: Participate in collaborative conversations with diverse partners about grade level appropriate topics and texts</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>Exploring Fiction and Nonfiction</p> <p><i>Caps for Sale</i></p> <p><i>Hats, Hats, Hats</i></p> <hr/> <p>Additional books to honor Dr. Martin Luther King Jr.</p>	<p>LA U6</p> <p>Exploring Fiction and Nonfiction</p> <p>I am learning:</p> <p>Fiction books are alike in some ways</p> <p>Fiction stories are stories that the author made up.</p>	<p>High Frequency Words</p> <p>HFW 1: Recognize and Use High-Frequency Words with One, Two, or Three Letters</p> <p>Phonological Awareness</p> <p>PA 13-15 Hear and Say the Ending Sound in a Word (pgs. 157-169)</p>	<p><i>My Head (Sing a Song of Poetry p. 174)</i></p> <p><i>Coco Steps Out</i></p> <p><i>My Little Rooster</i></p>
2020-2021 Week 17						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
January 25-29 Week 4	<p>Caring for each other</p> <p>I am learning:</p> <p>Sometimes people have the same or different feelings about the same thing.</p> <p>Example: We both like the monkey bars</p> <p>VS</p> <p>I like the monkey bars, but my friend is scared of the monkey bars.</p>	<p>R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p> <p>S.L 1: Participate in collaborative conversations with diverse partners about grade level appropriate topics and texts</p> <p>R.I 9: Compare and contrast between two texts on the same topic.</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>Exploring Fiction and Nonfiction</p> <p><i>Piggies</i></p> <p><i>All Pigs Are Beautiful</i></p> <p><i>Good Morning, Chick</i></p> <p><i>Chickens aren't the Only Ones</i></p>	<p>LA U6</p> <p>Exploring Fiction and Nonfiction</p> <p>I am learning:</p> <p>Nonfiction books are alike in some ways</p> <p>Nonfiction books have true information about topics</p> <p>The author tells about things that are made-up in fiction books.</p> <p>The author tells about things that are real in nonfiction books.</p>	<p>High Frequency Words</p> <p>HFW 1: Recognize and Use High-Frequency Words with One, Two, or Three Letters</p> <p>Phonological Awareness</p> <p>PA 16 Change the beginning sound to make a new word (p. 169)</p> <p>PA 17 Hear and say the middle sounds in a word with 3 phonemes (P. 173)</p>	<p>To Market, to Market (<i>Sing a Song of Poetry p. 225</i>)</p> <p><i>Look Out!</i></p> <p><i>Fly Away</i></p>
2020-2021 Week 18						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
February 1-5 Week 1	<p>Caring for each other</p> <p>I am learning:</p> <p>What to do if I accidentally hurt someone (physically or their feelings).</p>	<p>R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p> <p>S.L 1: Participate in collaborative conversations with diverse partners about grade level appropriate topics and texts</p> <p>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.</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>Exploring Fiction and Nonfiction</p> <p>Teacher choice</p>	<p>LA U6 Exploring Fiction and Nonfiction</p> <p>I am learning:</p> <p>Writers tell stories that have characters, a problem, and a solution.</p> <p>Writers tell true facts in nonfiction books.</p> <p>To notice when a book is fiction or nonfiction when I am reading.</p>	<p>High Frequency Words</p> <p>HFW 1: Recognize and Use High-Frequency Words with One, Two, or Three Letters</p> <p>Phonological Awareness</p> <p>PA 18 Hear and say the same middle sound in words (P. 177)</p>	<p>Peas Porridge Hot (<i>Sing a Song of Poetry p. 185</i>)</p> <p><i>Splish Splash</i></p> <p><i>Morning on the Farm</i></p>
2020-2021 Week 19						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
<p>February 8-12</p> <p>No School Feb. 12</p> <p>2020-2021 Week 20</p>	<p>Community Building</p> <p>I am learning to listen with my eyes and brain.</p> <p>I am learning to follow the group plan.</p>	<p>R.F.1 Demonstrate understanding of the organization and basic features of print. (K-1)</p> <p>R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p> <p>R.F 4: Read with sufficient accuracy and fluency to support comprehension.</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>Having Fun with Language</p> <p><i>CREAK! Said the Bed</i></p> <p><i>Rattletrap Car</i></p> <p><i>Max Found Two Sticks</i></p> <p><i>Charlie Parker Played Be Bop</i></p>	<p>SAS U1</p> <p>Searching for and Using Meaning, Language, and Visual Information</p> <p>I am learning:</p> <p>To look at the picture and think what would make sense.</p> <p>To read the sentence again and think what would sound right.</p> <p>To read the sentence again and get my mouth ready for the first sound.</p> <p>To look for a part I know.</p> <p>To read the words I know quickly.</p>	<p>Early Literacy Concepts</p> <p>(Learning the Names of our Classmates, too)</p> <p>ELC 5 Connect a Name to Other Words (P. 91)</p> <p>ELC 6 Understand First and Last in Written Language: Letters (P. 95)</p> <p>ELC 7 Understand <i>First and Last</i> in Written Language: Letters AND Words (P. 99)</p> <p>ELC 8 Understand <i>First and Last</i> in Written Language: Words <i>With small group as needed.</i> (P. 103)</p>	<p>Dancing in the Mud</p> <p>Giggles: Poems to Make You Laugh (anthology – share poems over the course of a few weeks)</p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
February 22-26	<p>Managing Frustration</p> <p>I am learning how to notice when I feel frustrated.</p> <p>I am learning ways to manage frustration.</p>	<p>R.F.1 Demonstrate understanding of the organization and basic features of print. (K-1)</p> <p>R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>S.L 1: Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></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>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.</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>Sharing Stories: Folktales</p> <p><i>The Gingerbread Boy</i></p> <p><i>The Elves and the Shoemaker</i></p> <p><i>The Magic Fish</i></p> <p><i>Stone Soup,</i> Heather Forest</p> <p><i>Stone Soup,</i> Marcia Brown</p>	<p>LA.U.7 Studying Animal Tales (cont.)</p> <p>I am learning: The number three is often important in animal tales.</p> <p>Words are repeated over and over in some animal tales.</p> <p>SAS U3 Maintaining Fluency</p> <p>I am learning: How a reader’s voice changes when reading a sentence that ends in a period.</p> <p>How a reader’s voice changes when reading a sentence that ends with a question mark.</p> <p>How to read a sentence with an exclamation point.</p>	<p>Letter Knowledge LK 14 Form Letters with Writing Tools P. 267. <i>Repeat 6 times until all letters of the alphabet have been taught. Refer to P. 60 in PWS book for the order to introduce letters.</i></p> <p>High Frequency Words HFW 2 Recognize and Use High-Frequency Words with One, Two, or Three Letters (P. 381)</p>	<p>Giggles: Poems to Make You Laugh (anthology – share poems over the course of a few weeks)</p> <p>The Big Race</p> <p>The Sleeping Giant</p>
2020-2021 Week 22						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
<p>March 29-April 2</p> <p>Tentative Conference Week</p> <p>Week 27</p>	<p>Managing Disappointment</p> <p>I am learning ways to manage disappointment.</p>	<p>R.F 4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>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.</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.L 10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry grade level appropriate.</p> <p>S.L 1: Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p> <p>W. 8: Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question.</p>	<p>Teacher Choice</p>	<p>LA U12 Thinking about where stories happen</p> <p>I am learning: The pictures and words show where a story happens.</p> <p>Stories happen in different places.</p> <p>WAR U3 Introducing Writing About Reading in a Reader's Notebook</p> <p>I am learning: To tell about fiction books.</p> <p>WAR U4 Writing About Fiction Books in a Reader's Notebook</p> <p>I am learning: To tell where a story takes place.</p>	<p>Phonological Awareness</p> <p>PA 21 Hear and say two sounds in a word. P. 189</p> <p>PA 22 Hear and say three sounds in a word P. 193</p> <p>Word Solving Actions</p> <p>WSA 8 Change the ending sound or sounds to make and solve a new word. P. 483</p>	<p>Teacher Choice – Catch Up</p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
<p>April 12-16</p> <p>2020-2021 Week 28</p>	<p>Calm Down Strategies</p> <p>I am practicing ways to calm down when I am angry or upset.</p>	<p>S.L 1: Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></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.L 10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry grade level appropriate.</p> <p>R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	<p>Learning How to Be Yourself</p> <p>The Pig in the Pond</p> <p>Three Hens and a Peacock</p> <p>Harold Finds a Voice</p> <p>Ruby the Copycat</p> <p>I Like Me!</p>	<p>LA U15 Getting to Know Characters in Stories</p> <p>I am learning: Characters in a story can be different or alike. To notice what the character says and does.</p> <p>Retell Stories I am learning to include the major events when I tell about a story.</p> <p>WAR U4 Writing About Fiction Books in a Reader's Notebook</p> <p>I am learning: To tell the story problem.</p>	<p>Word Solving Actions</p> <p>WSA 9 Change the ending sound or sounds to make and solve a new word. P. 487</p> <p>Letter-Sound Relationship</p> <p>LSR 6 Recognize the beginning sounds and the letters that represent them. P. 333 (ABC Book)</p>	<p>A Bear and His Honey</p> <p>Sticky</p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
April 19-23	<p>Solving Problems</p> <p>I am learning ways to solve social problems</p>	<p>S.L. 1: Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></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.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	<p>Understanding Feelings</p> <p>The Feelings Book</p> <p>Mouse Was Mad</p> <p>When Sophie Gets Angry – Really, Really, Angry...</p> <p>Harriett, You’ll Drive Me Wild!</p> <p>Tough Boris</p>	<p>LA U15 Getting to Know Characters in Stories</p> <p>I am learning: To think about whether I would like to be friends with a character.</p> <p>To think about whether I would act like a character.</p> <p>WAR U4 Writing About Fiction Books in a Reader’s Notebook</p> <p>I am learning: To tell how a character feels.</p> <p>To tell what a character is like.</p> <p>To write a new ending for a story.</p> <p>To think about all the things I can write about fiction stories. (Complete anchor chart from the past several weeks – Include or add major events)</p>	<p>Letter-Sound Relationship</p> <p>LSR 6 Recognize the beginning sounds and the letters that represent them. P. 333</p> <p>High Frequency Words</p> <p>HFW 4 Recognize and use high-frequency words with three or more letters. (Use set of 50 HFW Words) P. 389</p>	<p>One Summer Day</p> <p>Ten in the Bed</p>
2020-2021 Week 29						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
April 26-30 2020-2021 Week 30	Making Friends I am learning ways to invite others to play with me.	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 <i>grade level topic or subject area</i> . R.I 10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts grade level appropriate. W. 8: Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question. 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).	Exploring Nonfiction Shoes, Shoes, Shoes Building a House How to Hide a Butterfly A Fruit is a Suitcase for Seeds I Love Our Earth	LA U9 Learning about nonfiction books. I am learning: Nonfiction writers tell information about a topic. The authors of nonfiction books know and care about their books. Sometimes nonfiction writers tell information in the order it happens. Sometimes the author of a nonfiction book tells about many different kinds of people and places. Sometimes the author has a reason for writing a nonfiction book. WAR U3 Introducing Writing About Reading in a Reader's Notebook I am learning: To tell about nonfiction books. WAR U5 Writing about Nonfiction Books in a Reader's Notebook I am learning: To tell the topic of a nonfiction book.	Letter-Sound Relationship LSR 7 Recognize ending sounds and the letters that represent them. P. 337 LSR 8 Recognize ending sounds and the letters that represent them. P. 341 High Frequency Words HFW 5 Recognize and use high-frequency words with three or more letters. (Use set of 50 HFW Words) P. 393	Alligator Hide and Seek

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
May 3-7	Keeping Friends I am learning what it means to play fair.	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.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases. R.I 10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts grade level appropriate. W. 8: Recall relevant information from experiences or gather relevant information from print and digital sources to answer a question. 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).	Teacher Choice	LA U9 Learning about nonfiction books. I am learning: To think about what I know about a topic before I read. To think about what I learned about a topic after I read. LA U10 Learning Information from Illustrations/Graphics I am learning: Some nonfiction books have illustrations, and some have photographs. The illustrations and photographs show information about a topic. Authors and illustrators label illustrations and photographs to give more information. WAR U5 Writing about Nonfiction Books in a Reader's Notebook I am learning: To tell something I learned from a nonfiction book. To tell an interesting fact about a topic. To think about all the things I can write about a topic. (Complete anchor chart from the past two weeks)	High Frequency Words HFW 6 Recognize and use high-frequency words with three or more letters. (Use set of 50 HFW Words) P. 397 HFW 7 Locate and read high-frequency words in continuous text (Use set of 50 HFW Words) P. 401 Spelling Patterns SP 5 Recognize and use phonograms with a VCe pattern: -ake P. 363	Up in the Cloud Forest
2020-2021 Week 31						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
<p>May 10-14</p> <p>2020-2021 Week 32</p>	<p>Having Fun with My Friends</p> <p>I am learning ways to solve problems and have fun together when we don't agree.</p>	<p>R.F.1 Demonstrate understanding of the organization and basic features of print. (K-1)</p> <p>R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</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>Rhythm and Rhyme: Joyful Language</p> <p>The Doorbell Rang</p> <p>Mary Wore Her Red Dress</p> <p>Over on the Farm</p> <p>When It Starts to Snow</p> <p>Sleepy Bears</p>	<p>SAS U3</p> <p>Maintaining Fluency</p> <p>I am learning:</p> <p>To make the word sound important when I see bold or dark print.</p> <p>To make my voice louder when I see a word in capital letters.</p> <p>To put my words together to make it sound like talking.</p>	<p>High Frequency Words</p> <p>HFW 7 Locate and read high-frequency words in continuous text (Use set of 50 HFW Words) P. 401</p> <p>Spelling Patterns</p> <p>SP 6 Recognize and use phonograms with a VCe pattern: -ine P. 367</p>	<p>Miss Mary Mack</p> <p>Coming Around the Mountain</p>

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
<p>May 17-21</p> <p>2020-2021 Week 33</p>	<p>Fairness</p> <p>I am learning what it means to be fair when playing with my friends.</p>	<p>R.F.1 Demonstrate understanding of the organization and basic features of print. (K-1)</p> <p>L.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>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.</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.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	<p>Grace Lin: Exploring Family and Culture</p> <p>Bringing in the New Year</p> <p>Dim Sum for Everyone</p> <p>Fortune Cookie Fortunes</p> <p>The Ugly Vegetables</p> <p>Kite Flying</p>	<p>LA U18 Looking Closely at Illustrations</p> <p>I am learning: To look at the pictures to discover what the author does not tell in the words.</p> <p>To notice how the illustrator shows sound and movement in pictures.</p> <p>To notice how the illustrator puts details in the background to help me understand the story.</p> <p>To notice how the illustrator draws the characters so they look the same on each page.</p> <p>To notice how the author draws the background the same on each page.</p>	<p>High Frequency Words</p> <p>Continue HFW lessons with new words and practice in continuous text.</p> <p>Spelling Patterns</p> <p>SP 7 Recognize letter patterns. P. 371</p>	<p>By the Light of the Moon</p> <p>Molly's Leash</p>

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Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
<p>June 7-11</p>	<p>Playing Together</p> <p>I am learning ways to speak up when someone is unfair or mean to someone else.</p>	<p>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.</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>S.L 1: Participate in collaborative conversations with diverse partners about <i>grade level appropriate topics and texts</i></p> <p>R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p>	<p>Using Patterns: Cumulative Tales</p> <p>Hattie and the Fox</p> <p>Henny Penny</p> <p>Mr. Gumpy's Outing</p> <p>My Friend Rabbit</p> <p>The Enormous Potato</p>	<p>LA U16 Understanding Character Change</p> <p>I am learning: Characters change from the beginning to the end of a story.</p> <p>A character can learn a lesson in a story.</p> <p>LA U8 Thinking About the Author's Message</p> <p>I am learning: The author gives a message in a story.</p> <p>The author gives a message in a nonfiction book.</p> <p>Some authors give the same message.</p>	<p>Word Structure WS 4</p> <p>Understanding the concept of a plurals that add -s. P. 449</p> <p>WS 2</p> <p>Understanding the concept of a contraction. P. 441</p> <p>WMV 4-6</p> <p>Recognize and use concept words: Number Names, Days of the Week (cumulative lessons as needed) Pgs. 419-430</p>	<p>Up Down, and Around</p> <p>Smash! Crash!</p>
<p>2020-2021 Week 36</p>						

Timeline	Social Emotional Learning	Essential Standards	Interactive Read Aloud	Reading Minilessons	Phonics/Word Study	Shared Reading
<p>June 14-18</p> <p>June 18 Last Day of School</p> <p>2020-2021 Week 37</p>	<p>Saying Goodbye</p> <p>I am learning how to say goodbye for now.</p>	<p>R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (K-1)</p> <p>R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. (K-3).</p> <p>L.5: Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Teacher Choice</p>	<p>WAR U6: Writing Opinions About Books</p> <p>I am learning: To share my opinions about authors I love.</p> <p>To share my opinion about characters I love.</p> <p>Write a letter to share my thinking about a book.</p>	<p>Word Structure WS 2 Understanding the concept of a contraction. P. 441</p> <p>Word Meaning Vocabulary</p> <p>WMV 4-6 Recognize and use concept words: Number Names, Days of the Week (cumulative lessons as needed) Pgs. 419-430</p> <p>WMV 7 Recognize Related Words P. 431</p>	<p>The Right Tools</p>