

Month/ Marking Period	Mini-Lessons	Interactive Read Alouds	Phonics	Assessment	Comprehension Strategies
September Week 1 9/6-9/9	MGT Umbrella 1 - RML1- Show respect to each other - RML2- Use an appropriate voice level - RML3- Find ways to solve problems when the teacher is working with others	<i>First Six Weeks of School books</i>	2nd Grade Review	Do students behave respectfully towards each other?	2nd Grade Review
September Week 2 9/12-9/16	MGT Umbrella 1 - RML4- Return materials to where they belong MGT Umbrella 2 - RML1- Some books in the classroom library are organized by author, illustrator, or topic - RML2- Some books in the classroom library are organized by genre - RML3- Take good care of books in the classroom library	<i>CARES books - First Six Weeks of School</i>	2nd Grade Review	Can students explain which voice level is appropriate for a particular situation?	2nd Grade Review
September Week 3 9/19-9/23	LA Umbrella 1 - RML1- Think about the books you read and share your thinking with others - RML2- Turn and talk to share your thinking - RML3- When you read, mark places you want to talk about - RML4- Share your opinion and support it with evidence	<u>Text Set: Kindness</u> <i>Enemy Pie</i> <i>Last Day Blues</i> <i>Under the Lemon Moon</i> <i>Sophi's Masterpiece</i>	LSR 1 LSR 2 WSA 1	Do students return items to where they belong?	Kindness- How is kindness shown in this story? Interactive Notebook
September Week 4 9/26-9/30	WAR Umbrella 2 - RML 4- Tell how a book reminds you of another book Making Connections Mini-Lesson Scavenger Hunt	<u>Text Set: Kindness</u> <i>The Can Man</i> <u>Text Set: Family</u> <i>In My Momma's Kitchen</i> <i>Sitti's Secrets</i>	WSA 2 WSA 3 WSA 4	Kindness Exit Ticket Can students make connections to other stories? Can students identify different types of connections?	Family- Making Connections What is special about this family? How can I connect to this story? Interactive Notebook

October Week 1 10/3-10/7	LA Umbrella 3 - RML1- A book talk is a short talk about about a book you want to recommend* - RML2- State with a good lead and end in a way that hooks your classmates* - RML3 Write a few notes and page numbers on sticky notes to prepare for your book talk*	<u>Text Set: Family</u> - Mooncakes - Storm in the Night Extra day focus on connections <u>Text Set: Animals</u> - I Love Guinea Pigs	<u>Spelling List 1</u> <u>WSA.5</u> <u>WSA 6</u> <u>WSA.7</u>	Spelling Test <u>Family Exit Ticket</u> Do students understand the purpose of a book talk? Are students becoming aware that there are techniques that can be used to make a book talk better?	Family- Making Connections <u>Interactive Notebook</u> Animals- Questioning Questions before Reading Something I Learned <u>Interactive Notebook</u>
October Week 2 10/10-10/14	<u>Questioning Mini-Lesson & Scavenger Hunt</u> WAR Umbrella 5 - RML1 Think about what you know about a topic before you read- <u>I Love Guinea Pigs</u> - RML2 Write questions you have after you read about a topic-<u>I Love Guinea Pigs/Moon Bear</u>	<u>Text Set: Animals</u> - A Friend for Lakota - Moon Bear - Ape - And So They Build	Flocabulary Word Up 1 <u>WSA 8</u> <u>WSA 9</u> <u>WSA 10</u>	<u>Animals Exit Ticket</u> Can students think about what they know about a topic before they begin reading? Do students record their questions while they read? What questions do students have before they read, while reading, and after reading?	Animals- Questioning <u>Interactive Notebook</u>
October Week 3 10/17-10/21	<u>Making Predictions Mini-Lesson & Scavenger Hunt</u> LA Umbrella 23 RML4- What you know about the character can help you predict what the character will do next- <u>The Can Man</u>	<u>Text Set: Exploring Memory Stories</u> - My Rotten Redheaded Older Brother - The Printer - Grandma's Records - Saturdays and Teacakes	<u>Spelling List 2</u> <u>WSA 11</u> <u>WSA 12</u> <u>WSA 13</u>	Spelling Test Can students make predictions before starting a story? Do students adjust their predictions as they read? Do students use clues to create accurate predictions?	<u>Exploring Memory Stories-</u> <u>Making Predictions</u> <u>Interactive Notebook</u>

October Week 4 10/24-10/28	Patricia Polacco Author Study article LA Umbrella 2 - RML1- Learn about authors or illustrators by reading many of their books- My Rotten Redheaded Older Brother/Meteor - RML2- Sometimes authors get ideas for their books from their own lives- The Keeping Quilt	Text Set: Patricia Polacco - Meteor - The Keeping Quilt - Thunder Cake - Some Birthday!	Flocabulary Word Up 2 WS 1 WS 2 WS 3	Reading Strategies Review 1 (after Saturdays and Teacakes) Do students recognize similar characteristics among books by the same author or illustrators? Are students able to talk about details from a book that show that the author used some ideas from his own life?	Exploring Memory Stories- Making Predictions Interactive Notebook Author Study Patricia Polacco- Author Study Interactive Notebook
November Week 1 10/31-11/4	Main Idea & Details Mini-Lesson & Scavenger Hunt LA Umbrella 11 - RML1 Informational books are alike in many ways- Tornadoes/Knights/Hottest - RML2 The definition of an informational book is what is always true about it. - RML3-The author of an informational book gives facts about a topic- Bats/Knights/Tornadoes	Text Set: Expository Nonfiction - Hottest, Coldest, Highest, Deepest - Tornadoes - A Day and Night in the Desert - Bats!	Spelling List 3 LSR 3 LSR 4 LSR 5	Can students identify the main idea in an informational text? Do students recognize details that support the main idea in the text?	Expository Nonfiction Main Idea Interactive Notebook
November Week 2 11/7-11/8	RML4- The author of an informational book organizes facts in several ways -All Day and Night in the Desert/Shell,Beak,Tusk	Text Set: Expository Nonfiction Shell, Beak, Tusk	LSR 6 LSR 7	Are students able to identify and talk about the characteristics of informational books? Do students discuss what they notice about informational books?	Expository Nonfiction Main Idea Interactive Notebook
November Week 3 11/14-11/18	Story Elements Mini-Lesson and Scavenger Hunt SAS Umbrella 4 - RML1 tell the characters, setting, problem, important events, and solution when you tell about a fiction story LA Umbrella 22 - RML1 Stories have a problem that gets solved LA Umbrella 21 - RML1- The setting is the time	Text Set: Janell Cannon - Stellaluna - Verdi - Crickwing - Pinduli	Flocabulary Word Up 3 LSR 8 LSR 9 SP 1	Janell Cannon Exit Ticket Can students recognize story elements of a literary text? Can students identify the problem and solution of a text?	Author Study Janell Cannon Interactive Notebook

	and place of the story				
November Week 3 11/21-11/23	Compare and contrast	Thanksgiving - Samuel Eaton's Day - Sarah Morton's Day - Tapenum's Day:	Review previous concepts	Can students identify differences and similarities between the Pilgrims and Native Americans?	Compare & Contrast Thanksgiving worksheets
November Week 4 11/28-12/2	Making Inferences Mini-Lesson and Scavenger Hunt LA Umbrella 26 - RML1 Illustrators give information about the story- <u>Those Dam Squirrels</u> - RML2 Illustrators use details to show something about a character-<u>The Great Fuzz Frenzy</u> - RML3 Illustrators show motion and sound in the pictures to give information about the story	<u>Text Set: Humorous Texts</u> - Bedhead - The Perfect Pet - The Great Fuzz Frenzy - Those Dam Squirrels!	Spelling List 4 SP 2 SP 3 SP 4	Can students distinguish different humorous elements of a story? Can students make inferences based on text and pictures from the story? Do students use their own background knowledge to make inferences as they read?	Humorous Texts- Making Inferences Interactive Notebook
December Week 1 12/5-12/9	Identifying Character Traits Mini-Lesson and Scavenger Hunt LA Umbrella 23 - RML1- What the characters think, say, and do shows how they feel - RML2- What the characters say and do shows how they feel about each other - RML3- Think about what the characters really want LA Umbrella 17 - RML1- Realistic fiction books are alike in many ways-<u>Tomas and the Library Lady</u>	<u>Text Set: Humorous Texts</u> - Big Bad Bubble <u>Text Set: Realistic Fiction</u> - Owl Moon - Sky Sisters - Tomas and the Library Lady	Flocabulary Word Up 4 SP 5 SP 6 SP 7	(After Big Bad Bubble) Reading Strategy Review 2: Main Idea & Details, Reading Nonfiction, & Making Inferences Are students able to write about what they know about a topic before reading and new information they learned from reading? Are students able to identify the problem and solution? Are they able to talk about how the problem and solution are <u>interrelated</u> ?	Realistic Fiction Story Elements Interactive Notebook

December Week 2 12/12-12/16	LA Umbrella 17 - RML6- The author creates a story problem that could be real- Dancing in the Wings/ Dumpling Soup/ The Can Man - RML7- The story ends in a way that is like real life- Dancing in the Wings/ Dumpling Soup/ Owl Moon	<u>Text Set: Realistic Fiction</u> - Dancing in the Wings - Dumpling Soup	SP 8 WMV 1 WMV 2	Realistic Fiction Exit Ticket Do students use language such as "problem" and "solution"? Can students identify the setting by thinking about the words and illustrations? Do they think and talk about the details of the setting as it relates to characters and/or story events?	Realistic Fiction Character Traits Interactive Notebook
December Week 3 12/19-12/23 (Winter Break starts after 12/23)	Christmas Tapestry worksheets	The Christmas Tapestry	Review of previous concepts	Can students make predictions in a story? Can students relate this story to previous Patricia Polacco stories?	Christmas Tapestry worksheets
January Week 1 1/2-1/6	Theme Mini-Lesson & Scavenger Hunt LA Umbrella 7 - RML1- The author gives a message in a fiction book - RML3 More than one author can give the same message - RML4 The illustrator helps communicate the author's message	<u>Text Set: Honoring Traditions</u> - Bintou's Braids - Deep in the Sahara - Crane Boy - Nadia's Hands - Crouching Tiger	Spelling List 5 WMV 3 WMV 4	Can students determine the theme of a story? Can students use text evidence to find the message of a text?	Honoring Traditions Determining Theme Interactive Notebook
January Week 2 1/9-1/13	Making Inferences Mini-Lesson & Scavenger Hunt LA Umbrella 22 RML1 Stories have a problem	<u>Text Set: Facing Challenges</u> - Ish - First Day in Grapes - Gettin' Through	Flocabulary Word Up 5 WMV 5 WMV 6	Reading Strategy Review 3- Story Elements, Character Traits, and Determining Theme	Facing Challenges- Inferences Interactive Notebook

	that gets solved- <u>Those Dam Squirrels/Bintou's Braids/Enemy Pie</u> - RML2- Sometimes stories have more than one problem-<u>Stellaluna/Verdi</u> LA Umbrella 17 - RML6- The author creates a story problem that could be real- <u>Dancing in the Wings/ Dumpling Soup/ The Can Man</u>	Thursday Chin Chiang and the Dragon's Dance	WMV 7	Can students identify the problem and resolution of a story? Do students understand how realistic fiction stories can have realistic problems and solutions?	
January Week 3 1/17-1/20	Visualizing Mini-Lesson and Scavenger Hunt LA Umbrella 26 - RML4- Illustrators choose colors to create or change the feeling of a story- - RML5- Illustrators show time passing in the pictures to give information about the story - RML6- Illustrators make images seem close or faraway	Text Set: Facing Challenges - Goal! Text Set: The Importance of Determination - The Paperboy - Ruby's Wish - Nothing But Trouble: The Story of Althea Gibson	Spelling List 6 WMV 8 WMV 9 WMV 10	Facing Challenges Exit Ticket Can students visualize descriptive text as they read? Can students use their senses as they read?	The Importance of Determination Visualizing Interactive Notebook
January Week 4 1/23-1/27	Compare & Contrast Mini-Lesson & Scavenger Hunt WAR Umbrella 4 RML7 Tell how stories are the same and how they are different	Text Set: The Importance of Determination - Soccer Star - The Patchwork Quilt Text Set: Animal Journeys - The Peregrine's Journey	Flocabulary Word Up 6 WMV 12 WS 4 WS 5	Importance of Determination Exit Ticket Can students use a Venn diagram to compare and contrast? Do students see how texts have clue words to show similarities and differences?	Animal Journeys: Compare & Contrast Interactive Notebook
January Week 4 1/30-2/3	Summarizing Mini-Lesson & Scavenger Hunt	Text Set: Animal Journeys - A Mother's Journey - North - Hachiko	Spelling List 7 WS 6 WS 7	Animal Journeys Exit Ticket Can students break apart unknown words?	Animal Journeys: Compare & Contrast Interactive Notebook Biography: Summarize Interactive Notebook

	WAR Umbrella 4 - RML4 Write a summary of what happened in the story- <u>Deep in the Sahara/My Rotten Red-Headed Older Brother</u> WAR Umbrella 5 - RML7- Write a summary of a nonfiction book- <u>Ape/I Love Guinea Pigs</u> LA Umbrella 12 - RML1 Biographies are alike in many ways*	Text Set: Biography Nobody Owns the Sky	WS 8	Do students understand the terms short vowel and syllable? Do students break unknown words into parts?	
February Week 1 2/6-2/10	LA Umbrella 12 - RML3- A biography is the story of a person's life written by someone else-<u>Nobody Owns the Sky/Magic Trash/Wanari Maathai</u> - RML4 The author includes facts about the person's life- <u>Odd Boy Out</u> - RML5 Think about why the author wrote a book about the person-<u>Nobody Owns the Sky/Odd Boy Out</u> - RML 6 The author usually tells about a person's life in the order it happened- <u>Magic Trash/Odd Boy Out</u> - RML7 The author of a biography gives an important message- <u>Tree Lady/ Nobody Owns the Sky/ Magic Trash /Wanari Mattha</u>	Text Set: Biography - Odd Boy Out - Magic Trash - The Tree Lady - Wangari Maathai	Flocabulary Word Up 7 WS 9 WS 10 WS 11	Reading Strategy Review 4- inferences, compare & contrast, visualizing, and summarizing Do students break unknown words into parts when word solving? Do students notice the behavior and dialogue of characters? Do students notice the thoughts of characters? Do students notice details in the illustrations?	Biography: Summarize Interactive Notebook
February Week 2 2/13-2/17	LA Umbrella 9 - RML1 Sometimes writers choose language to make you feel a certain way- <u>Goal/Gettin' Through Thursday</u> - RML2 Sometimes writers use punctuation in interesting ways- <u>Goal</u> - RML3 Sometimes writers create humor in their stories-<u>Bedhead/The Perfect Pet</u> - RML4 Writers think about where to place the words and illustrations on the page- <u>North/ An Egg is Quiet</u>	Text Set: Dianna Hutts Aston - An Egg is Quiet - A Seed is Sleepy - A Butterfly is Patient - A Rock is Lively	Spelling List 8 WS 12 WS 13 WS 14	Dianna Hutts Aston Exit Ticket Do students notice what characters say or think about other characters? Can students identify the base word and its prefix or suffix? Do students use known word parts to solve words? Can students write about character traits?	Dianna Hutts Aston Genre Study Interactive Notebook
February Week 3 2/21-2/24	Fable Mini-Lesson & Scavenger Hunt LA Umbrella 18 - RML1 Fables are alike in many ways* - RML4 Fables have a moral that is often stated at the end- <u>The Tortoise and the Hare</u> - RML5 The character often use cleverness or trickery to solve the	Text Set: Fables - Seven Blind Mice - The Little Red Hen - The Grasshopper and the Ant - The Tortoise and the Hare	Flocabulary Word Up 8 WS 15 WS 16 WS 17	Do students understand the components of a fable? Can students identify the moral of a fable?	Fables Morals Interactive Notebook

	problem- Seven Blind Mice/The Contest Between the Sun and the Wind				
February Week 4 2/27-3/3	Folktales Mini-Lesson & Scavenger Hunt LA Umbrella 19 RML3 Folktales are stories that have been retold for along time- Martina the Beautiful Cockroach/ Conejito	Text Set: Fables - The Contest between the Sun and the Wind Text Set: Folktales - Baby Rattlesnake - Conejito	Spelling List 9 WS 17 WS 18 WS 19	Fables Exit Ticket Can students differentiate between fables and folktales? Do students compare and contrast fables and folktales?	Fables Morals Interactive Notebook
March Week 1 3/6-3/10	LA Umbrella 19 - RML4 There are different kinds of folktales- The Legend of Lady Slipper/ Why Mosquitoes/Dragonfly's Tale - RML6 Folktales have a lesson- Babushka Baba Yaga/ Baby Rattlesnake	Text Set: Folktales - Ming Lo Moves the Mountain - Babushka Baba Yaga - Martina the Beautiful Cockroach - The Boy of the Three-Year Nap	Floccabulary Word Up 9 WMV 15 WMV 16 LSR 10	Folktales Exit Ticket Can students identify main elements of a folktale? Do students understand the underlying lesson within a folktale?	Folktales Interactive Notebook- Culture's effect on stories
March Week 2 3/13-3/17	Pourquoi Tales Mini-Lesson & Scavenger Hunt LA Umbrella 8 - RML1 Authors write books to interest you or entertain you-Those Darn Squirrels/North/ Big Bad Bubble - RML2 Authors write books to give information Knights/Tornadoes/Hottest, Coldest, Highest, Deepest	Text Set: Exploring Pourquoi Tales - Why Mosquitoes Buzz in People's Ears - Cat and Rat - The Legend of the Lady Slipper - Dragonfly's Tale	Spelling List 10 LSR 11 LSR 12 LSR 13	Reading Strategy Review 5- Fables, Folktales, and Pourquoi Tales Do students understand what a pourquoi tale is? Can students interpret the natural element explained in these stories?	Porquoi Tales Explanation for What based on Different Cultures
March Week 3 3/20-3/24	SAS Umbrella 1 - RML1- Read the sentence again and think about what would make sense, sound right, and look right* - RML2- Notice who is talking when you read dialogue - RML3- Read and think again about the story when you don't understand what you are reading	Text Set: Fractured Fairy Tales - Earthquack! - The Frog Prince Continued - Kate and the Beanstalk - Yours Truly, Goldilocks	Floccabulary Word Up 10 LSR 14 LSR 15 LSR 16	Do students understand the elements of a fractured fairytale? How are fractured fairytales different from a regular fairytale?	Fractured Fairytales Interactive Notebook Chart

March Week 4 3/27-3/31	Reading Poetry Mini-Lesson & Scavenger Hunt LA Umbrella 6 - RML1- Poems are alike in many ways - RML2- The definition of poetry is what is always true about it - RML3- Poetry can be fiction or nonfiction - RML4- Poets use line breaks and white space to show how to read the poem	Text Set: Fractured Fairy Tales - With Love, Little Red Hen Text Set: Poetry - Splish Splash - Flicker Flash - Button Up	Spelling List 11 LSR 17 SP 9 SP 10	Fractured Fairytales Exit Ticket What elements of poetry do students notice? How are poems similar? How are they different?	Poetry Interactive Notebook- Types of Poems
April Week 1 4/3-4/5 (Spring Break starts 4/6)	LA Umbrella 6 - RML5- Poets choose words to help you see, smell, hear, and feel things - RML6- Sometimes poets place their words in a shape to show what the poem is about	Text Set: Poetry - Old Elm Speaks - Confetti	SP 11 SP 12	Can students compare different types of poems?	
April Week 2 4/17-4/21	Text Features Mini-Lesson & Scavenger Hunt LA Umbrella 11 - RML3-The author of an informational book gives facts about a topic- Bats/Knights/Tornadoes - RML4- The author of an informational book organizes facts in several ways -All Day and Night in the Desert/Shell, Beak, Tusk	Text Set: Exploring the World - Meet the Dogs of Bedlam Farm - Vanishing Cultures: Mongolia - Vanishing Cultures: Down Under - It's Our Garden	Flocabulary Word Up 11 SP 13 SP 14 SP 15	Exploring the World Exit Ticket Can students understand why authors may use photographs over illustrations? How do photographs add to a story?	Exploring the World-How do the Photographs Tell the Story
April Week 3 4/24-4/28	LA Umbrella 14 - RML1- Writers have opinions about the topics they write about - I Love Guinea Pigs/Ape/Bats - RML2 Think about why the topic of the book is	Text Set: Hybrid Texts- Fiction and Nonfiction - Flight of the Honey Bee - Caterpillar,	Spelling List 12 WMV 17 WMV 18	What nonfiction text features do students notice? How does hybrid fiction combine two genres?	Hybrid Texts- Fiction Elements/Nonfiction Elements Interactive Notebook

	important-<u>Tornadoes/Shell, Beak, Tusk/Ape</u> - RML 3 Think about what you know about a topic before you read and what you learned after you read- <u>Our Seasons</u> - RML4- Sometimes authors divide a topic into smaller topics- <u>Shell, Beak, Tusk</u>	Caterpillar - Yucky Worms - Python - Sea Horse			
May Week 1 5/1-5/5	LA Umbrella 16 - RML1 Authors use headings to tell what the part is about-<u>Our Seasons/ Shell, Beak, Tusk</u> - RML2 Authors use sidebars to give information* - RML3 Authors use timelines to show when important things happen* - RML4 Authors use an index to list the topics in a nonfiction book in alphabetical order- <u>Shell, Beak, Tusk/ A Day and Night in the Desert</u>	Text Set: Jerry Pinkney - Home Place - Back Home - A Starlit Snowfall - Puss in Boots	Flocabulary Word Up 12 SP 16 SP 17 WMV 19	Jerry Pinkney Exit Ticket Do students see the characteristics of Jerry Pinkney's stories?	Jerry Pinkney Author Study Interactive Notebook
May Week 2 5/8- 5/12	SAS Umbrella 2 - RML4 Break a word after the syllable ends with a consonant and say a short vowel sound* - RML5 Sometimes break a word between the two vowels and say a long vowel sound* - RML6 Break a word before the consonant and /e*	Because of Winn-Dixie Week 1	Spelling List 13 WMV 20 WMV 21 WS 20	Winn-Dixie Quizzes (paper or online) What strategies do students use when they have trouble decoding?	Because of Winn-Dixie Packets
May Week 3 5/15-5/19	SAS Umbrella 2 - RML7 Cover the prefix or suffix and take apart the base word first* - RML8 Look for part of the word that can help* - RML9 Sometimes the writer tells the meaning of a word in the sentence, the paragraph, or elsewhere in the book*. - RML10- Sometimes the writer uses a word in the sentence that is similar in meaning to the word you don't know	Because of Winn-Dixie Week 2	Flocabulary Word Up 13 WS 21 WS 22 WMV 22	Winn-Dixie Quizzes (paper or online) Can students identify an author's message in a story? Can students identify an author's message in a nonfiction book? Do students notice when two or more books have the same or a very similar message?	Because of Winn-Dixie Packets
May Week 4	SAS Umbrella 3 RML1 Notice the punctuation and show it with your voice- <u>Dancing in</u>	Because of Winn-Dixie Week 3	Spelling List 14 WMV 23	Winn-Dixie Quizzes (paper or online) Can students explain how	Because of Winn-Dixie Packets

5/22-5/26	<u>the Wings</u> RML2 Read the word the way the author shows you with the print- <u>Hottest, Coldest, Highest, Deepest/ Grandma's Records</u> - RML3- Put your words together so it sounds like talking*			an illustrator helps communicate an author's message? Can students identify books that were written to entertain?	
May Week 5 5/30-6/2	SAS Umbrella 3 - RML4- Make your reading sound interesting* - RML5- Make your reading sound smooth- <u>Dancing in the Wings</u> - RML6- Read the dialogue the way the character said it- <u>Magic Trash/ Sky Sisters/ Grasshopper and Ants</u>	Because of Winn-Dixie Week 4	Flocabulary Word Up 14	Winn-Dixie Quizzes/Project? Do students read with fluency? Do students notice and use punctuation as they read?	Because of Winn-Dixie Packets
June Week 1 6/5-6/9		4th Grade Rats	Spelling List 15 vocab/spelling review	Are students using strategies as they read?	4th Grade Rats Packet
June Week 2 6/12-6/16		4th Grade Rats		Do students monitor their understanding as they read a chapter book?	4th Grade Rats Packet
June Week 3 6/19		4th Grade Rats		Are students ready to embark on the next grade level?	