

Topic: Comprehension

Days: 25

Subject(s):

Grade(s):

**Key Learning:** The goal of reading to convey meaning from text.



**Unit Essential Question(s):** What comprehension strategies do good readers use to understand fiction and nonfiction texts?



<p><b>Concept:</b> <b>Comprehension Strategies</b></p> <p>1.3.3.F, 1.3.3.B, 1.1.3.A, 1.1.3.B, 1.1.3.H</p>	<p><b>Concept:</b> <b>Fiction Strategies</b></p> <p>1.3.3.F, 1.3.3.B, 1.1.3.A, 1.1.3.G</p>	<p><b>Concept:</b> <b>Non-fiction Strategies</b></p> <p>1.8.3.B, 1.3.3.F, 1.1.3.A, 1.1.3.G</p>
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<p><b>Lesson Essential Question(s):</b> How fo texts differ? (A)</p> <p>How do I read different types of texts? (A)</p> <p>What do I need to ask myself questions about the text while I am reading? (A)</p> <p>How do I identify the author's detail given to support his purpose? (A)</p> <p>How do I identify who is telling the story in various parts of the text? (A)</p>	<p><b>Lesson Essential Question(s):</b> What are the ccharacteristicse of a fictional text? (A)</p> <p>What are the characteristicse of a fictional text? (A)</p> <p>What are the story elements that I need to include as I retell a story? (A)</p>	<p><b>Lesson Essential Question(s):</b> How do I read a picture, graph or chart? (A)</p> <p>What are the characteristicse of a nonfictional text? (A)</p> <p>What information did I get from reading this text? (A)</p>
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<p><b>Vocabulary:</b> compare/contrast, cause/effect, question, personal connections, prediction, rereading, comprehend, understand, visualize, make sense, Venn Diagram, self-monitoring, author's purpose, graphic organizer</p>	<p><b>Vocabulary:</b> story map, character, setting, plot, events, problem, solution, conversation, guess/predict, order/sequence, clues, retell, fiction, poetry, pattern book, alliteration, rhyme, repetition</p>	<p><b>Vocabulary:</b> fact, true, real, topic, details, main idea, photograph, caption, heading, glossary, index, table of contents, chart, non-fiction</p>
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Topic: Concepts of Print

Days: 25

Subject(s):

Grade(s):

**Key Learning:** Print conveys meaning when we use text, illustrations and prior knowledge to help us make sense of what we read



Unit Essential Question(s): **How does a reader use Concepts of Print to better understand what he/she read?**



<p>Concept: <b>Parts of A Book</b></p> <p><b>1.1.3.B</b></p> <p><b>Identify the parts of a book</b></p>	<p>Concept: <b>Print Knowledge</b></p>
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<p><b>Lesson Essential Question(s):</b> What are the parts of a book? (A)</p> <p>How do punctuation marks help you read the text? (A)</p>	<p><b>Lesson Essential Question(s):</b> What is the pattern of a given piece of text? (A)</p> <p>How do I know where to start and stop when I read? (A)</p> <p>How do illustrations help you to understand the text? (A)</p>
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<p><b>Vocabulary:</b> front cover, back cover, spine or binding, title author, illustrator, illustrations, table of contents, index, glossary, chapters, pattern blocks</p>	<p><b>Vocabulary:</b> left, right, line, end of line, page, top, bottom, picture/illustration, space, letter, word/text, sentence, return sweep, punctuation, period, question mark, exclamation mark, comma, quotation marks, apostrophe</p>
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Topic: Fluency

Days: 25

Subject(s):

Grade(s):

Key Learning: Fluent readers use expression and phrasing with an appropriate pace when reading.



Unit Essential Question(s):

**How can I sound like a fluent reader?**



Concept:

**Fluency/Rate and Expression**

**1.1.3.D, 1.1.3.H**



Lesson Essential Question(s):

How does reading fluency effect my comprehension? (A)

How do I become a fluent reader? (A)



Vocabulary:

smooth, pause, stop, not choppy, expression, fast, slow, phrasing, fluency, reading rate, poetry, punctuation

Topic: Phonics

Days: 25

Subject(s):

Grade(s):

**Key Learning: Concepts of letters and sounds are needed to read and write words**



Unit Essential Question(s):

**What is the relationship between letters and sounds**



**Concept:**  
**Consonants**

**Concept:**  
**Vowels**

**Concept:**  
**Word Analysis**



**Lesson Essential Question(s):**  
What sound does each consonant make? (A)  
What sound does each consonant blend make? (A)  
What sounds do each of the consonant digraphs make? (A)

**Lesson Essential Question(s):**  
What are the "short vowel" sounds? (A)  
What are the "long vowel" sounds? (A)  
How do "word chunks" help you to read and write words? (A)  
How is a vowel sound changed when followed by an "r"? (A)

**Lesson Essential Question(s):**  
What is a compound word; how it is used in my reading and writing? (A)  
How do word endings help me to read and write words? (A)  
What is a contraction; how is it used in my reading and writing? (A)



**Vocabulary:**  
letter, alphabet, consonant, blend, read, write

**Vocabulary:**  
vowel, short vowel, long vowel, vowel patterns, word chunks, word families, digraphs, diphthongs, r-controlled

**Vocabulary:**  
word endings, contractions, apostrophe, compound words

Topic: Quality of Writing

Days: 25

Subject(s):

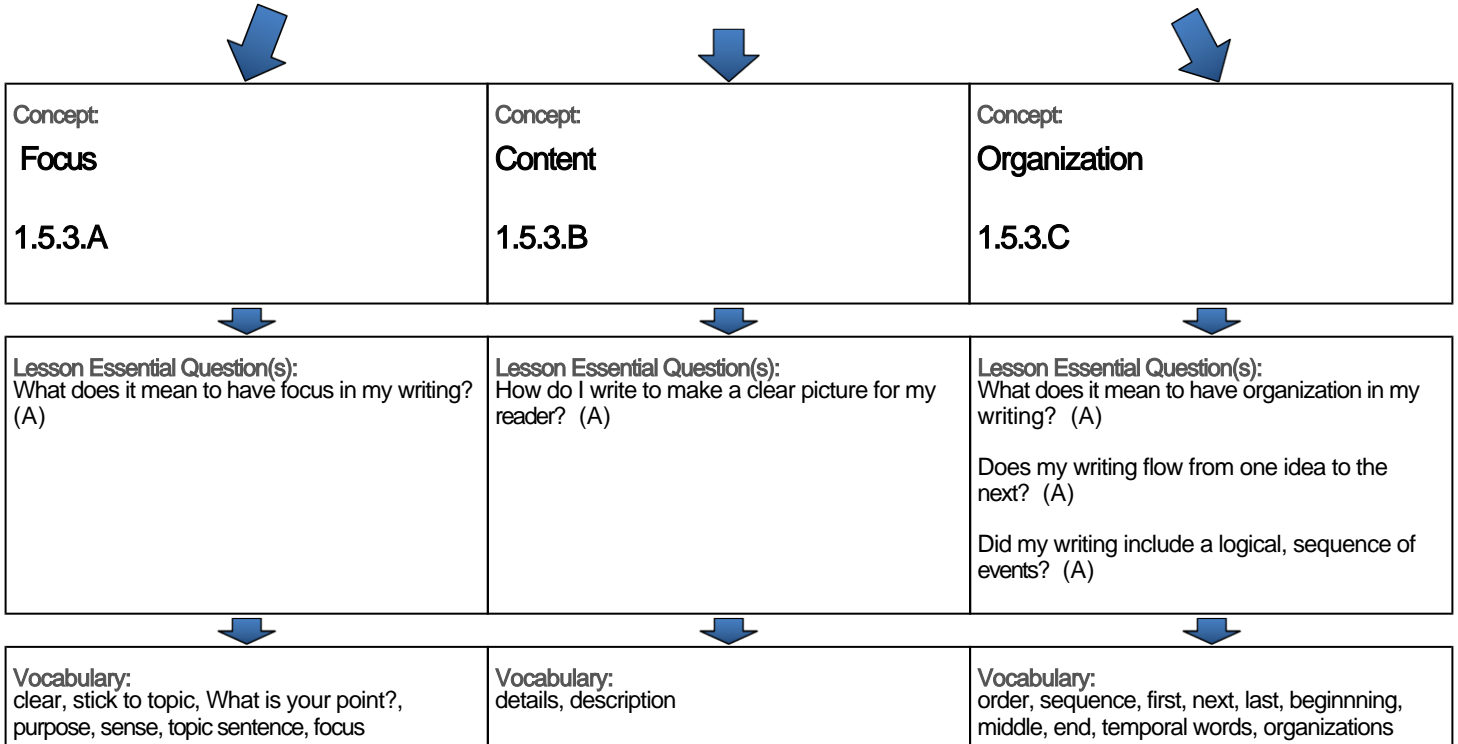
Grade(s):

**Key Learning:** Good writing has a 5 distinct qualities, including focus, content, organization, style, and conventions



Unit Essential Question(s):

**What makes a good piece of writing?**

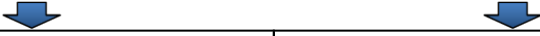
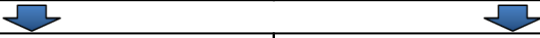


Topic: Quality of Writing

Days: 25

Subject(s):

Grade(s):

<p>Concept: <b>Style</b></p> <p><b>1.5.3.E</b></p>	<p>Concept: <b>Conventions</b></p> <p><b>1.5.3.F</b></p>
	
<p><b>Lesson Essential Question(s):</b> How can I make my writing interesting to read? (A)</p> <p>How do we use words to say what we mean? (A)</p>	<p><b>Lesson Essential Question(s):</b> Why is correct spelling so important? (A)</p> <p>Why does word order matter? (A)</p> <p>How are capital letters effective in writing? (A)</p> <p>Why is punctuation so important in writing? (A)</p>
	
<p><b>Vocabulary:</b> feelings, humor, describing words, sentence length, sentence starters, style</p>	<p><b>Vocabulary:</b> capitalization, punctuation, spelling, spacing, handwriting, sentence structure, directionality.</p>

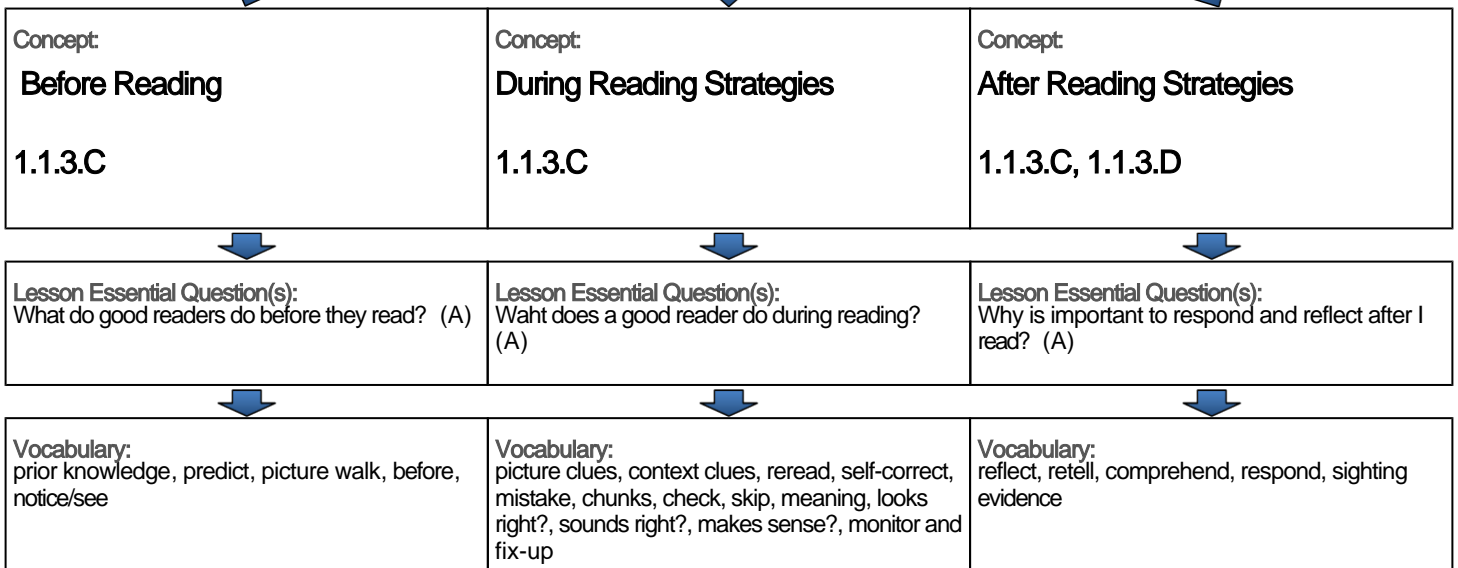
Topic: Reading Strategies  
 Subject(s):

Days: 25  
 Grade(s):

Key Learning: Good readers use a variety of strategies before, during and after reading



Unit Essential Question(s): **What strategies do I use to help me read words and understanding the text?**



Topic: Speaking and Listening  
Subject(s):

Days: 25  
Grade(s):

**Key Learning:** Students become effective listeners and speakers by listening and responding to instruction and by participating in oral interaction appropriately.



Unit Essential Question(s): **How do I demonstrate appropriate listening and speaking skills?**



Concept:

**Listening Skills**

1.6.3.A, 1.6.3.B, 1.6.3.D

Good listeners listen to other in order to respond appropriately to questions, directions, and situations.



Lesson Essential Question(s):

What are the characteristics of a good listener? (A)



Vocabulary:

look, listen, attention, speaker, concentrate, focus, directions, follow directions

Concept:

**Speaking Skills**

1.6.3.C, 1.6.3.D, 1.6.3.E

Good speakers participate in everyday conversation by turn-taking, initiating comments and asking questions.



Lesson Essential Question(s):

How can I be a good speaker? (A)



Vocabulary:

voice, loud, soft clear, eye contact, speed, wait your turn, interrupt, expressions, questions, comments, conversation, discussion, focus



Topic: Types of Writing

Days: 25

Subject(s):

Grade(s):

**Key Learning:** Narrative, informative, and argumentative are 3 types of writing



Unit Essential Question(s):

**How do I write a narrative, informative and argumentative text?**



**Concept:**  
**Narrative**

**Concept:**  
**Informative**

**Concept:**  
**Argumentative**

**1.4.3.A**

**1.4.3.B**



**Lesson Essential Question(s):**  
What are the characteristics of narrative writing? (A)  
What is the purpose of narrative writing? (A)

**Lesson Essential Question(s):**  
What are the characteristics of informative writing? (A)  
What is the purpose of informative writing? (A)

**Lesson Essential Question(s):**  
What are the characteristics of argumentative writing? (A)  
What is the purpose of argumentative writing? (A)



**Vocabulary:**  
self, story, beginning, middle, end, purpose, characteristic, narrative text, use temporal words (first, next, last) details, topic, closure

**Vocabulary:**  
fact, true, directions, letter writing, topic, main idea, detail, description, informational text, closure

**Vocabulary:**  
opinion, facts, reason, closing, text based, argument, topic, closures

Topic: Vocabulary

Days: 25

Subject(s):

Grade(s):

**Key Learning:** Expanding and using vocabulary helps students to understand how words work in context.



**Unit Essential Question(s):** How can I increase my vocabulary to help me when I read?

<p><b>Concept:</b> Sight Words</p> <p>1.1.3.C</p> <p>Using high frequency words enables students to become competent readers and writers.</p>	<p><b>Concept:</b> Content Vocabulary</p> <p>1.1.3.F</p> <p>Content vocabulary conveys meaning within a unit.</p>	<p><b>Concept:</b> Word Categories - Meaning Driven Vocabulary</p> <p>1.1.3.C, 1.1.3.E</p> <p>An antonym is a words that means the opposite. A synonym is a word means the same. There are two kings of homonyms: homophones (they sound the same) and homographs (they look the same).</p>
<p><b>Lesson Essential Question(s):</b> How are sight words used to help you become an effective reader and writer? (A)</p>	<p><b>Lesson Essential Question(s):</b> How do I use vocabulary words in context? (A)</p>	<p><b>Lesson Essential Question(s):</b></p>
<p><b>Vocabulary:</b> vocabulary, word wall, sight words</p>	<p><b>Vocabulary:</b> content words, colors, numbers, shapes, feeling, Who?, What?, When?, Where?, Why?, How?</p>	<p><b>Vocabulary:</b> Antonyms/opposites/different, Synonyms/same/ alike, Homomphones, multiple meanings</p>

Topic: Writing Process  
 Subject(s):

Days: 25  
 Grade(s):

Key Learning: The writing process will help me create a written piece.



Unit Essential Question(s): **What are the 5 steps of the writing process? How can using the writing process help you become a better writer?**

Concept: <b>Pre-writing/Brainstorming/Shared Writing</b>	Concept: <b>Writing</b>	Concept: <b>Revising</b>  1.5.3.D
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Lesson Essential Question(s): What are some types of prewriting? (A)  How can a graphic organizer help me pre-write/brainstorm a piece of writing? (A)  How do I get ideas for writing? (A)	Lesson Essential Question(s): What makes a good first draft? (A)	Lesson Essential Question(s): How can I change what I have written to make it better? (A)
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Vocabulary: think, ideas, graphic organizers, picture walk, list, model, shared writing	Vocabulary: rough draft, organize, details, model	Vocabulary: expand, improve, add, replace, remove, change, carat, model
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Concept: <b>Editing</b>  1.5.3.F	Concept: <b>Publishing and Sharing</b>
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Lesson Essential Question(s): How do I find and correct mistakes in my writing? (A)	Lesson Essential Question(s): How do I share my work? (A)
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Vocabulary: fix, mistake, error, correct, conferencing, partners, capitalization, punctuation, spelling, spacing	Vocabulary: author, illustrator, illustration, publish, share
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