

Topic: Comprehension Skills - Literature

Days: 25

Subject(s): English Language Arts

Grade(s): 3rd

Key Learning: Effective readers understand the elements of fiction.



Unit Essential Question(s): How do readers use the elements of fiction to help them understand literature?

<p>Concept: Character</p>	<p>Concept: Setting</p>	<p>Concept: Plot/Action</p>
<p>Lesson Essential Question(s): How do I identify and describe the traits of characters? (ET)</p> <p>What roles do the characters in the text play in the meaning of the text? (A)</p> <p>What is the character/narrator? (A)</p> <p>How do I develop interpretive and comparative understandings of characters? (A)</p> <p>How do characters contribute to story sequence? (A)</p>	<p>Lesson Essential Question(s): How do I identify the setting (s)? (ET)</p> <p>How do illustrations help to identify settings? (A)</p> <p>How does understanding a text's setting and how it connects to other literacy elements assist readers' comprehension? (A)</p>	<p>Lesson Essential Question(s): How do I identify and analyze events, problem/conflict, and resolution in text? (A)</p> <p>How do I compare/contrast plots and themes? (A)</p> <p>How do understand a moral or lesson or central message? (A)</p>
<p>Vocabulary: main, primary, supporting, minor, emotions, traits, feelings, motivation, description, relationships, dialog, identify, interpret, compare, point of view</p>	<p>Vocabulary: setting, location, time, ,place, where, when, identify, interpret, compare, describe, visualize, illustrations</p>	<p>Vocabulary: plot, problem/conflict, resolution/solution, events, sequence, relationships, cause and effect, identity, interpret, analyze, theme</p>

Topic: Comprehension Skills - Literature

Days: 25

Subject(s): English Language Arts

Grade(s): 3rd

<p>Concept: Types of Fiction</p>	<p>Concept: Key ideas and Details</p>	<p>Concept: Craft and Structure</p>
<p>Lesson Essential Question(s): What are the different types of fiction? (A) What are the purposes of each type of fiction? (ET)</p>	<p>Lesson Essential Question(s): How do I ask and answer questions about the text referring to the text explicitly as a basis for the answers? (A) How do I determine the central message, lesson, or moral in a literary text? (A) How do I explain the central message, lesson, or moral is conveyed through key details in the text? (ET) How do I make inferences about the text referring to the text explicitly as a basis for the answers? (A)</p>	<p>Lesson Essential Question(s): How do I identify the point of view of the author? (A) How do I explain the point of view from which a story is narrated? (ET)</p>
<p>Vocabulary: genre, realistic fiction, historical fiction, fantasy, mystery science fiction, comics, graphic novels, poetry, drama, fables, folktales, myths, fairy tales</p>	<p>Vocabulary: theme, central message, moral, inferences</p>	<p>Vocabulary: point of view, First person point of view, Third person point of view</p>

Concept:
Integration of Knowledge and Ideas

Lesson Essential Question(s):
How do I explain how a text's illustrations contribute to what is conveyed by the words in a story? (A)

How do I compare and contrast themes, settings, and plots of story written by the same author about the same or similar characters? (A)

Vocabulary:
mood, compare/contrast

Topic: Comprehension/Nonfiction

Days: 25

Subject(s):

Grade(s):

Key Learning: Effective readers understand the elements and structures of nonfiction



Unit Essential Question(s): How do readers use the elements and structures of nonfiction to enhance comprehension?

<p>Concept: Text Features</p>	<p>Concept: Text Structure</p>	<p>Concept: Key Ideas and Details</p>
<p>Lesson Essential Question(s): How do nonfiction text features enhance comprehension of the text? (A) How do I use text features and search tools to locate information efficiently? (A) How do I use information gained from text features to demonstrate understanding of the text? (ET)</p>	<p>Lesson Essential Question(s): How do I identify the text structure? (A) How does understanding text structure enhance comprehension of nonfiction? (A) How do I explain how a series of events, concepts, or steps in a procedure is connected within a text? (ET)</p>	<p>Lesson Essential Question(s): How do I identify and explain the main idea and details in a passage? (A) How do I ask and answer questions about the text referring explicitly to the text as a basis for the answers? (A) How do I make inferences about the text referring explicitly to the text as a basis for the answers? (A)</p>
<p>Vocabulary: title, headings, chapters, table of contents, glossary, index, photographs, captions, diagrams, graphs, charts, maps, labels, preview, skim, scan, sidebar, hyperlink, key words</p>	<p>Vocabulary: problem and solution, cause and effect, compare and contrast, sequence or time order, question/answer, descriptive, graphic organizer, identify, structure, analyze, topic</p>	<p>Vocabulary: main idea, supporting details, mostly/mainly about, passage/selection/text, identify, explain, inferences</p>
<p>Concept: Fact/Opinion</p>	<p>Concept: Author's Purpose</p>	<p>Concept: Integration of Knowledge and Ideas</p>
<p>Lesson Essential Question(s): How do I differentiate between fact and opinion? (A)</p>	<p>Lesson Essential Question(s): Why did the author write this text? (A) What are the different types of nonfiction? (A) How do I explain the point of view of the author? (A)</p>	<p>Lesson Essential Question(s): How do I describe how an author connects sentences and paragraphs in a text to support particular points? (A) How do I compare and contrast the most important points and key details presented in two texts on the same topic? (A)</p>
<p>Vocabulary: fact, opinion, true, false, persuade, feeling, prove, proof, support, point of view</p>	<p>Vocabulary: author, purpose, expository, informational, biography, genre, article, essay, report, autobiography, point of view</p>	<p>Vocabulary: comparison, contrast, cause/effect, sequence</p>

Topic: Comprehension/Nonfiction

Days: 25

Subject(s):

Grade(s):

Topic: Comprehension/Reading Strategies
 Subject(s):

Days: 25
 Grade(s):

Key Learning: Readers use multiple strategies to make meaning from text.



Unit Essential Question(s): **How do readers use different strategies before, during, and after reading to comprehend each type of text?**

<p>Concept: Before Reading Strategies</p>	<p>Concept: During Reading Strategies</p>	<p>Concept: After Reading Strategies</p>
<p>Lesson Essential Question(s): What do I do before I read a text to help me understand what I will be reading? (A) How do I predict/ask questions in my mind before reading? (A) How do I preview a text? (A)</p>	<p>Lesson Essential Question(s): What do I do while I read a text to help me understand what I will be reading? (ET) How are my predictions/questions helping me understand the text? (ET) How do I refer to text using terms such as stanza, chapter, scene? (A)</p>	<p>Lesson Essential Question(s): What do I do after I read a text to help me understand what I will be reading? (ET) Did I refine my predictions after understanding the text? (A) How do I retell using sequence (successive parts)? (ET)</p>
<p>Vocabulary: prior knowledge, predict, schema, background knowlege, preview, synopsis, skim, scan</p>	<p>Vocabulary: inference, monitor, reread, question, adjust rate, draw conclusions, visualize, predict, revise, predictions, clarify, poem, play, drama, literary devices</p>	<p>Vocabulary: literary devices, draw conclusions, summarize, connections (text to self, text to text, text to world), clarify, refine, understanding</p>

Topic: Fluency
Subject(s):

Days: 25
Grade(s):

Key Learning: Fluent reading combines appropriate rate, accuracy and prosody to reflect the type of text.



Unit Essential Question(s): How does fluent reading support comprehension?



Concept:
Reading fluently enhances comprehension.



Lesson Essential Question(s):
How does reading fluently help you to understand text? (ET)
How do I independently read on-level text, including stories, drama, and poetry fluently? (ET)
How do I monitor my understanding using context as you read? (ET)
How do you read with purpose and understanding? (ET)
How do you read on-level text orally with accuracy, appropriate rate and expression? (ET)
How to I use context to confirm or self-correct word recognition? (ET)
When do I reread for understanding? (ET)



Vocabulary:
self-correction, pronunciation, expression, comprehension, genre/text type, poetry, expository, fiction, drama, plays, accuracy, appropriate rate, expression

Topic: Language
Subject(s):

Days: 25
Grade(s):

Key Learning: Students will understand and use the conventions of standard English.



Unit Essential Question(s):

How do you use the conventions of standard English when writing or speaking?



Topic: Language

Days: 25

Subject(s):

Grade(s):

<p>Concept: Grammar and Usage</p>	<p>Concept: Punctuation</p>	<p>Concept: Spelling</p>
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<p>Lesson Essential Question(s): What are the functions of nouns, pronouns, verbs, adjectives, and adverbs? (A)</p> <p>What are the functions of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences? (ET)</p> <p>How do you form and use regular and plural nouns? (ET)</p> <p>How do you use abstract nouns? (A)</p> <p>How do you form and use regular and irregular verbs? (ET)</p> <p>How do you form and use simple verb tenses? (A)</p> <p>How do you ensure subject-verb and pronoun-antecedent agreement? (A)</p> <p>How do you form and use comparative and superlative adjectives adverbs? (A)</p> <p>How do you choose between comparative and superlative adjectives and adverbs? (ET)</p> <p>How do you use coordinating and subordinating conjunctions? (A)</p> <p>How do you produce simple, compound, and complex sentences? (ET)</p> <p>How do you form and use possessives? (A)</p>	<p>Lesson Essential Question(s): How do you capitalize appropriate words in titles? (A)</p> <p>How do you use commas in addresses? (A)</p> <p>How do you use commas and quotation marks in dialogue? (A)</p>	<p>Lesson Essential Question(s): How do you spell high-frequency words and studied words correctly? (ET)</p> <p>How do you add suffixes correctly to base words? (ET)</p> <p>How do you use spelling patterns and generalizations such as word families, position-based spelling, syllable patterns, ending rules, and meaningful word parts when writing words? (A)</p>
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<p>Vocabulary: noun, pronoun, verbs, adjective, adverb, regular nouns, plural nouns, abstract nouns, regular verbs, irregular verbs, verb tense, subject-verb agreement, pronoun-antecedent agreement, comparative adjectives, superlative adjectives, comparative adverbs, superlative adverbs, coordinating conjunctions, subordinating conjunctions, simple sentence, compound sentence, complex sentence, possessive</p>	<p>Vocabulary: address, quotation marks, dialogue</p>	<p>Vocabulary: suffixes, base words, word family, syllable pattern</p>
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Topic: Literacy Devices

Days: 25

Subject(s):

Grade(s):

Key Learning: Authors use literacy devices like rhyme, rhythm, and personification to make their writing interesting.



Unit Essential Question(s):

How do writers use different literary devices?



Concept:

Literary Devices



Lesson Essential Question(s):

What are different literary devices authors use to enhance writing? (A)

What is the difference between literal and non-literal meaning? (A)

How do I understand and use different devices? (A)



Vocabulary:

personification, literary device, simile, metaphor, alliteration, onomatopoeia, idioms, exaggeration

Topic: Research
 Subject(s):

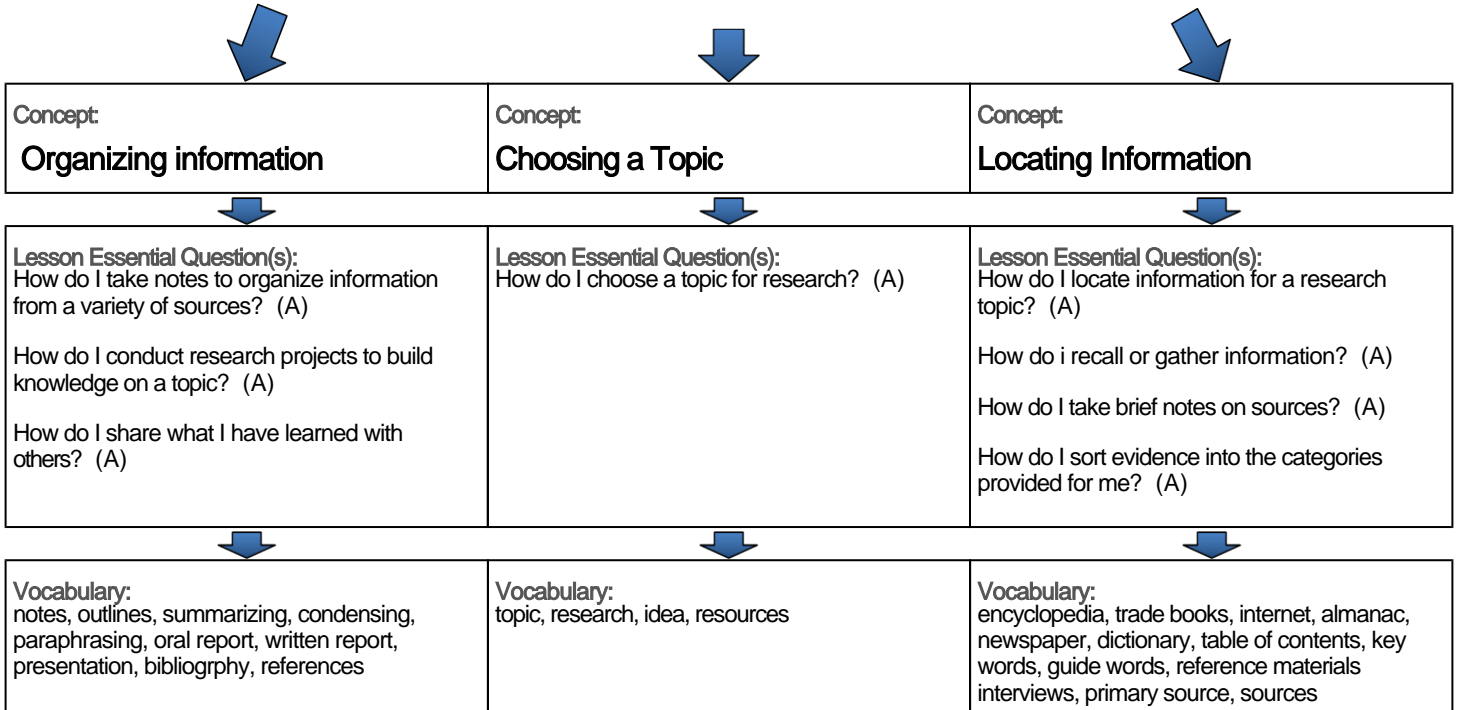
Days: 25
 Grade(s):

Key Learning: Conducting research helps us find information for a topic or ideas



Unit Essential Question(s):

What is research?



Topic: Speaking and Listening

Days: 25

Subject(s):

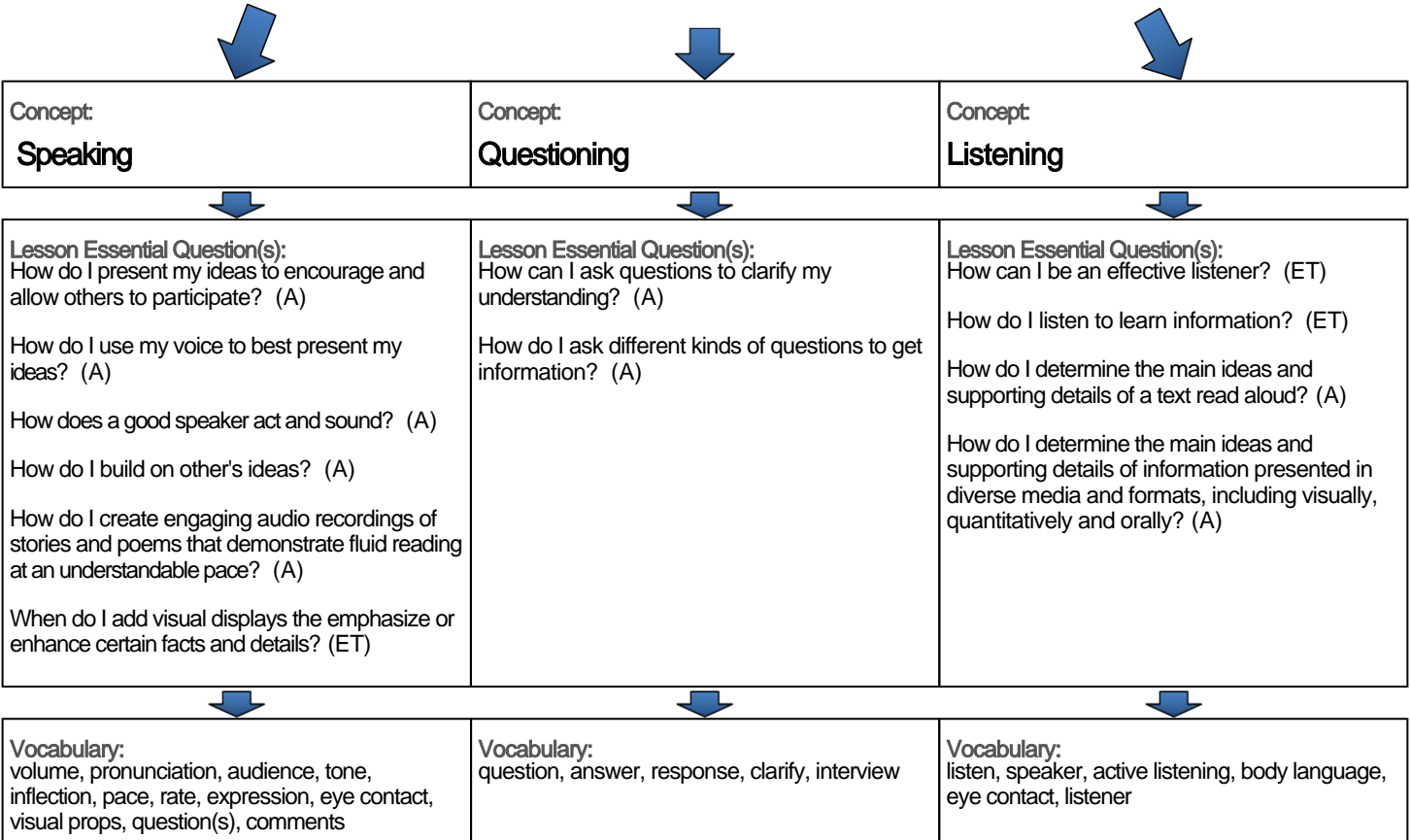
Grade(s):

Key Learning: Listening and speaking are important to communicate effectively.



Unit Essential Question(s):

How can I be a good communicator?



Topic: Vocabulary Development

Days: 25

Subject(s):

Grade(s):

Key Learning: Understanding different kinds of words is important in using and understanding language.



Unit Essential Question(s): Why is it important to understand different kinds of words?

<p>Concept: Vocabulary acquisition</p>	<p>Concept: Context Clues</p>	<p>Concept: Multiple Meaning Words</p>
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<p>Lesson Essential Question(s): How do I learn the meaning of unfamiliar words? (ET)</p> <p>How do affixes I know help me determine the meaning of a word? (ET)</p> <p>How do root words I know help me determine the meaning of a word? (ET)</p>	<p>Lesson Essential Question(s): How can I use the words and sentences surrounding an unfamiliar word to determine that word's meaning? (A)</p>	<p>Lesson Essential Question(s): What is a multiple meaning word? (ET)</p> <p>How do I use context to determine the meaning of a multiple meaning word? (A)</p>
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<p>Vocabulary: definition, examples, non-examples, context, characteristics, morphology, dictionary, thesaurus, discussion</p>	<p>Vocabulary: context clues, rereading, reading on, searching, inferring, drawing conclusions, words from other languages</p>	<p>Vocabulary: homophones, homonyms, homographs, multiple meaning words</p>
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<p>Concept: Synonyms and Antonyms</p>	<p>Concept: Figurative Language</p>
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<p>Lesson Essential Question(s): What is a synonym? (A)</p> <p>What is an antonym? (A)</p> <p>How can using synonyms and antonyms make writing more interesting? (ET)</p> <p>How do I determine shades of meaning among related words? (ET)</p>	<p>Lesson Essential Question(s): How can words or phrases have more than one meaning or interpretation? (A)</p> <p>What is the difference between literal and nonliteral meaning of words and phrases? (A)</p>
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<p>Vocabulary: synonym, antonym, opposite, same, similar alike, thesaurus</p>	<p>Vocabulary: personification, simile, metaphor, exaggeration, literal, idioms, nonliteral</p>
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Topic: Word Study/Phonics

Days: 25

Subject(s):

Grade(s):

Key Learning: Knowledge of word parts helps people to read, write, and understand new words



Unit Essential Question(s): How do I use parts of words to help me understand what I read and convey meaning when I write

<p>Concept: Phonics</p>	<p>Concept: Affixes</p>	<p>Concept: Syllabication</p>
<p>Lesson Essential Question(s): How do I decode a word with automaticity and accuracy? (A) How do I decode irregularly spelled words? (A)</p>	<p>Lesson Essential Question(s): How do I apply knowledge of prefixes and suffixes to understand new words? (A)</p>	<p>Lesson Essential Question(s): How can breaking a word into syllables help me decode it? (ET) How do I decode words with multi-syllables? (A)</p>
<p>Vocabulary: phonics, decode, long vowels (ai, ay, ee, ea, ie, igh, iCe, oa, oe/o, oCe; ue, ui), complex consonants (dqu, spr, spl, str, thr, -tch, -dge, qu, shr, -ck, Vvke, Cch, ge, wr, hard and soft c and g, silent consonants -gn, kn, -mb, dr), diphthongs (ew/ou, oo/ou, oy/oi, ou/ow, au/aw/al) contractions, compound words, context clues</p>	<p>Vocabulary: prefix, suffix, affix, re-, pre-, in-, un-, dis-, mis-, non-, -ful, -less, -ble, -ness, -ment</p>	<p>Vocabulary: syllables, open syllable, closed syllable, polysyllabic words, stress, vowels, dictionary, word parts</p>

Topic: Writing: Quality of Writing

Days: 25

Subject(s):

Grade(s):

Key Learning: Effective writers use focus, content, organization, style and conventions to either inform, entertain or persuade the reader.



Unit Essential Question(s): **How can I use these essential elements to improve my writing?**

<p>Concept: Focus</p>	<p>Concept: Content</p>	<p>Concept: Organization</p>
<p>Lesson Essential Question(s): How can my writing focus on a topic? (ET) How do I write for different audiences? (A) How do I group related information together to suit my purpose? (A)</p>	<p>Lesson Essential Question(s): How do I develop content appropriate to the topic? (A) How do I incorporate details that are relevant and appropriate to the topic? (ET) When is including illustrations appropriate? (A)</p>	<p>Lesson Essential Question(s): How can I organize my writing so the reader can understand what I am trying to say? (ET) How do linking words and phrase help me connect ideas? (A) How do I provide a concluding statement or section? (A)</p>
<p>Vocabulary: focus, audience, topic, author's purpose, central idea, mode, type of writing</p>	<p>Vocabulary: content, details, main idea, purpose, relevant, supporting details, definitions, illustrations</p>	<p>Vocabulary: beginning, middle end, transition words, sequence, entertain, inform, persuade, paragraphs, introduction, conclusion, indent</p>

Topic: Writing: Quality of Writing

Days: 25

Subject(s):

Grade(s):

<p>Concept: Style</p>	<p>Concept: Conventions</p>
<p>Lesson Essential Question(s): How do I use sentence variety and word choice to make my writing more interesting? (A)</p> <p>How do I carefully choose words to express my thoughts and ideas in writing? (A)</p> <p>How do I choose words and phrases for effect? (A)</p>	<p>Lesson Essential Question(s): How can I make certain my writing is ready for publishing? (ET)</p>
<p>Vocabulary: voice, descriptive words, adjectives, adverbs, verbs, nouns, humor, feelings, style, effect</p>	<p>Vocabulary: periods, exclamation mark, question mark, comma, quotation mark, nouns, pronouns, verbs, adjectives, adverbs, conjunctions, proper nouns, capital letters, high frequency words, punctuation, types of sentences, publishing, proofread, edit, reread</p>

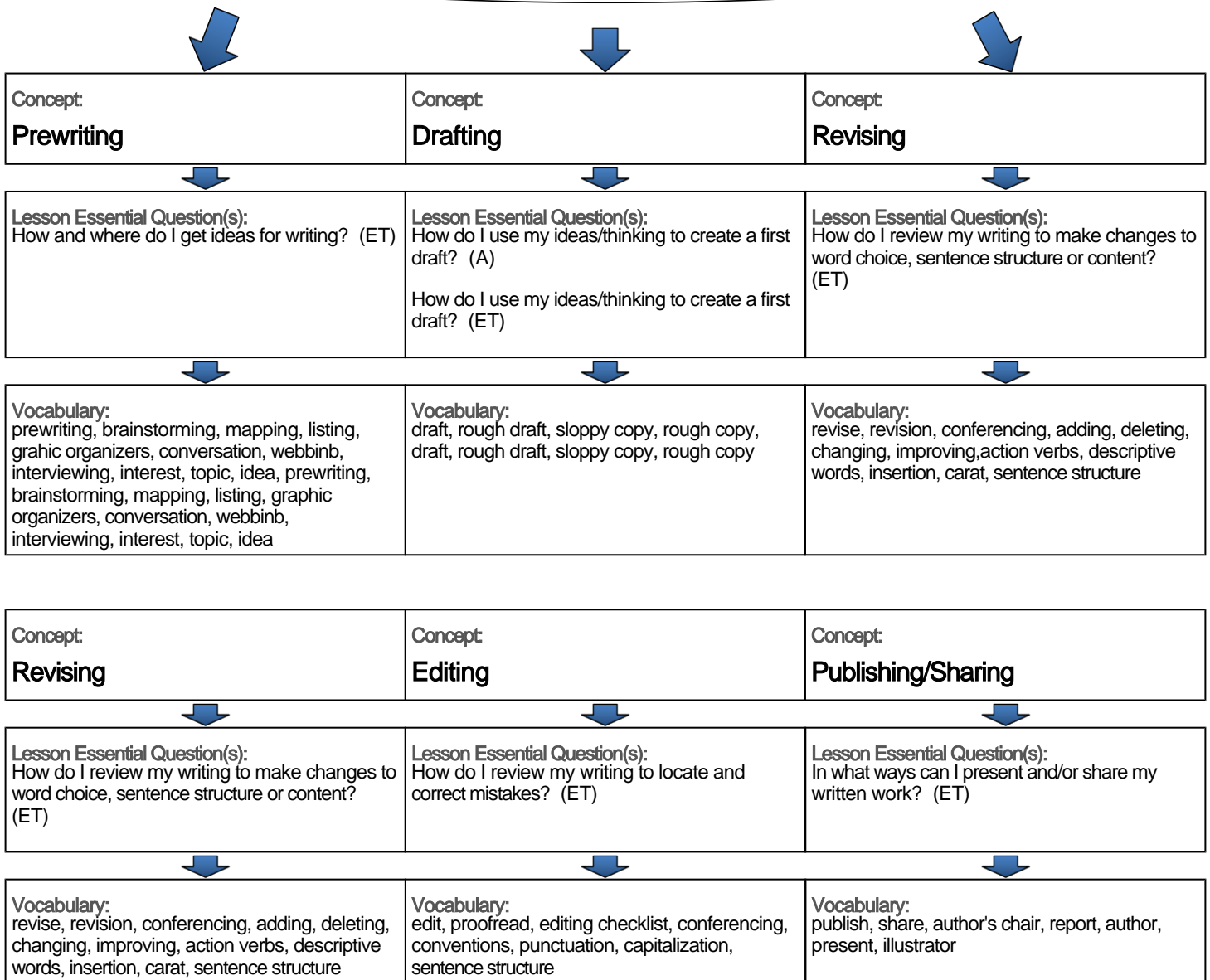
Topic: Writing: The Writing Process
 Subject(s):

Days: 25
 Grade(s):

Key Learning: Using the five steps of the writing process is useful when composing a piece of writing.



Unit Essential Question(s): How can I use the five steps of the writing process to become a more effective writer?



Topic: Writing: Types of Writing

Days: 25

Subject(s):

Grade(s):

Key Learning: Writers write for different purposes. narrative writing tells a story. Opinion/Arguments can convince the audience to think or act in a specific way. Informative/Explanatory writing describes or explains something.



Unit Essential Question(s):

How do writers compose pieces for different purposes?



Topic: Writing: Types of Writing
 Subject(s):

Days: 25
 Grade(s):

Concept: Narrative Writing	Concept: Informative/Explanatory Writing	Concept: Opinion/Arguments
<p>Lesson Essential Question(s): What are the elements of narrative writing? (A)</p> <p>How do I set-up a situation and introduce a narrator and/or characters? (A)</p> <p>How do I write a personal narrative? (A)</p> <p>How do I write a fictional narrative? (A)</p> <p>How do illustrations support the text? (A)</p> <p>How do I use sequence words to advance the story? (A)</p> <p>How do I include dialogue? (A)</p> <p>How do I write a story with a beginning, middle and end? (A)</p> <p>(A)</p> <p>How do I organize unfolding events in a sequence that supports my purpose? (A)</p> <p>How do I use descriptions of actions, thoughts, and feelings to develop experiences and events? (A)</p> <p>How do I use descriptions of actions, thoughts, and feelings to show the responses of characters to situations? (A)</p> <p>How do I use dialogue to develop experiences or show the responses of characters to situations? (ET)</p> <p>How do I use words that signal event order? (A)</p> <p>How do I provide a sense of closure? (A)</p>	<p>Lesson Essential Question(s): Where and how do I gather information about my topic? (ET)</p> <p>How do I introduce my topic in a good topic sentence or paragraph for my intended audience? (ET)</p> <p>How can I clearly and completely explain how to perform a task or include an illustration? (ET)</p> <p>What should I include when writing a letter? (ET)</p> <p>How do I use linking words and phrases to connect ideas within categories? (ET)</p> <p>How can I write to share information about a topic? (ET)</p> <p>How do I write a concluding statement or section? (A)</p> <p>How do I group my information together to support my purpose? (A)</p> <p>How do I develop the topic with facts, definitions, details, and illustrations as appropriate? (A)</p>	<p>Lesson Essential Question(s): How do I clearly express my point of view to persuade an audience? (A)</p> <p>How do I support my opinion with facts and reasons? (A)</p> <p>How do I create an organizational structure which groups related ideas in a logical order to support my purpose? (A)</p> <p>How do I use linking words to convey opinion or point of view? (ET)</p> <p>How do I write a concluding statement or section? (A)</p>
<p>Vocabulary: first person, third person, story elements/literary elements, point of view, fantasy, fiction, literary devices, first, next, then, finally, last</p>	<p>Vocabulary: encyclopedia, internet, guide words, note-taking, resources, references, bibliography, directions, procedures, "how-to" steps, sequence words, mapping tools, heading, greeting/salutation, body, closing, signature, indent, friendly/business letter, biography, autobiography, research report, description, book report, linking words: also, another, and, more, but</p>	<p>Vocabulary: fact, opinion, point of view, convince, persuade, evidence, support, bias, propaganda, advertisement, because, therefore, since, for example, conclusion, statement</p>

Topic: Writing: Types of Writing

Days: 25

Subject(s):

Grade(s):

Concept:

Response to Literature



Lesson Essential Question(s):

How do I draw evidence from literary texts to support my analysis or reflection? (A)

How do I draw evidence from informational texts to support my analysis, reflection, or research? (A)



Vocabulary:

evidence, analysis, reflection, research