

Topic: Comprehension Skills- Literature

Days: 25

Subject(s):

Grade(s):

Key Learning: Effective readers use a variety of strategies and skills to comprehend what they read.



Unit Essential Question(s): **How do readers use specific skills and strategies to comprehend fiction text?**

How do author's use poetry and drama to express thoughts and feelings, and to convey information?



<p>Concept: Reading Strategies for Fiction</p>	<p>Concept: Literary Elements</p>	<p>Concept: Key Ideas and Details</p>
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<p>Lesson Essential Question(s): How do I use previewing and prediction to prepare me to understand what I will read? (A) How do I check my understanding of story meaning and vocabulary as I read? (A) What do I do after reading to increase my understanding of the text?</p>	<p>Lesson Essential Question(s): What are the literary elements in a fictional text? (ET) How does my knowledge of literary elements help me understand and enjoy the story? (ET) How do I determine story elements including theme? How do the details in a text help me describe a character, setting or event in depth? (A)</p>	<p>Lesson Essential Question(s): How do I choose main idea and relevant details to summarize a story? (ET) How does relating my personal experience support my comprehension of the story? (ET) How does comparing and contrasting the ideas in this story to other texts and real world knowledge expand my comprehension? (ET) How does comparing and contrasting a visual and oral presentation of a story expand my comprehension? (ET) How does referring to details in the text help me explain the inferences I draw from text? (A) How do details in the text help me to determine the theme of a story, drama, or poem? (A) How does comparing and contrasting point of view of how stories are narrated help my comprehension? (A)</p>
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<p>Vocabulary: preview, predict, prior knowledge, clarify, self-monitor, summary, response, connection, word analysis</p>	<p>Vocabulary: compare, contrast, character traits, multiple settings, dialogue, climax, theme, rising action, insight, plot, falling action, conflict, resolution, fiction, literary elements, drama, poetry</p>	<p>Vocabulary: summarization, connections, text to text, text to world, text to self, compare, contrast, point of view, theme</p>
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Topic: Comprehension Skills- Literature

Days: 25

Subject(s):

Grade(s):

<p>Concept: Analyzing and Interpreting</p>	<p>Concept: Poetry and Drama</p>	<p>Concept: Dramatic Form</p>
<p>Lesson Essential Question(s): How does recognizing cause and effect relationships make it easier to understand a story? (ET) How can I use the clues the author gives to infer meaning and draw conclusions? (ET) Why do the pictures in my head help me understand the story? (ET) How does asking effective questions during and after reading deepen my understanding of the story? (ET) How do I make connections between a text and a visual or oral presentation? (A) How do I compare and contrast similar themes, topics and patterns of events in stories, myths and literature from different cultures? (ET)</p>	<p>Lesson Essential Question(s): What are the different forms of poetry? How do I write a particular form of poetry? (A) What are the major differences between poems, drama, and prose? (ET)</p>	<p>Lesson Essential Question(s): What are the characteristics of a play or readers theater? How do I write a script from a story or expository piece of text? (A)</p>
<p>Vocabulary: infer, cause, effect</p>	<p>Vocabulary: free verse, couplet, rhyme, rhythm, meter, acrostics, concrete, diamante, haiku, cinquain,</p>	<p>Vocabulary: narrator, play, readers theater, script, prop, dialogue, italics</p>

Concept:
Analyze and Interpret Poetry

Lesson Essential Question(s):
How do I comprehend the author's message and/or theme in a poem or play?

How do I compare a poem or play to another piece of writing?

How does figurative language and sound techniques help the author convey meaning? (A)

Vocabulary:
point of view, speaker, alliteration, simile, metaphor, personification, theme

Topic: Comprehension Skills- Non Fiction

Days: 25

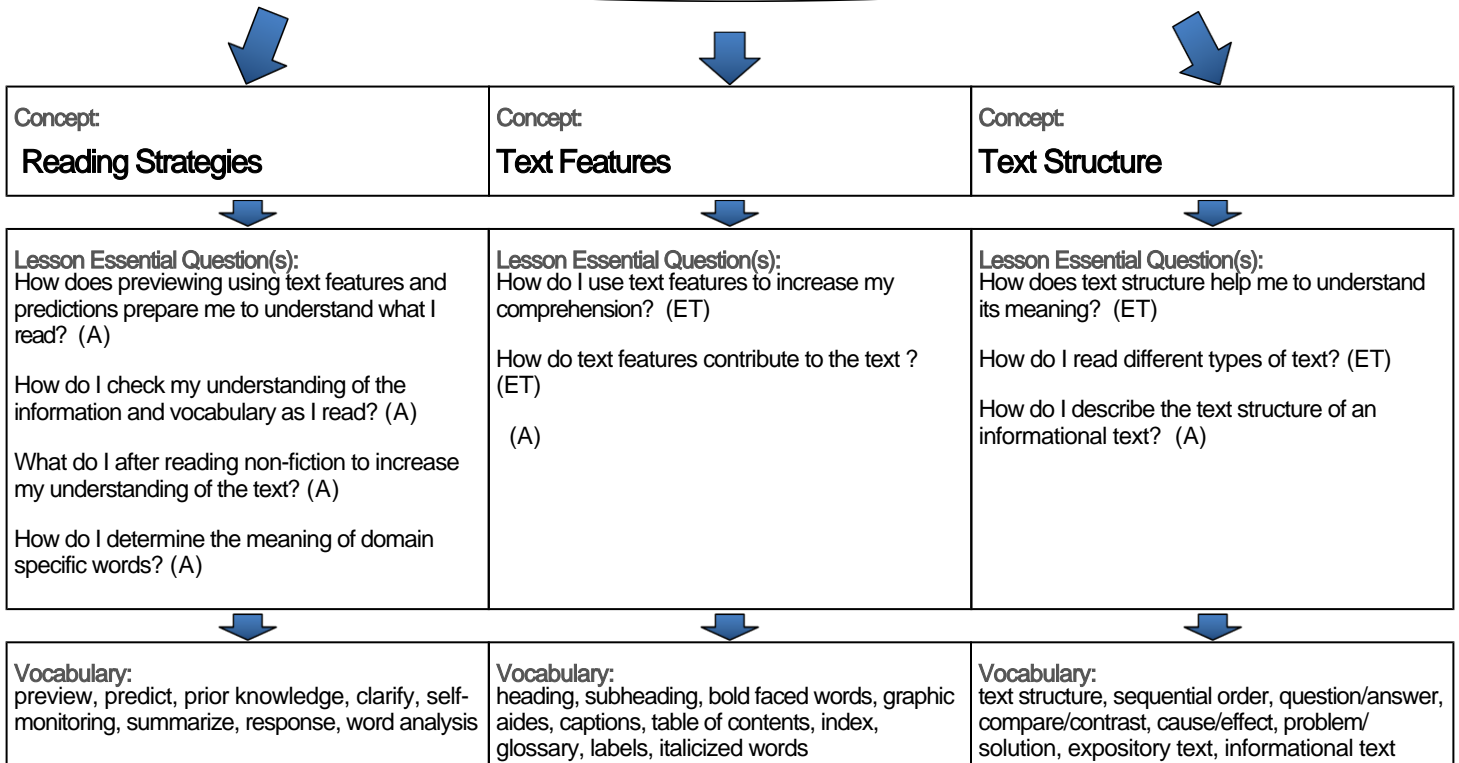
Subject(s):

Grade(s):

Key Learning: Effective Readers use a variety of strategies and skills to comprehend what they read.



Unit Essential Question(s): How do readers use specific skills and strategies to comprehend non-fiction text?

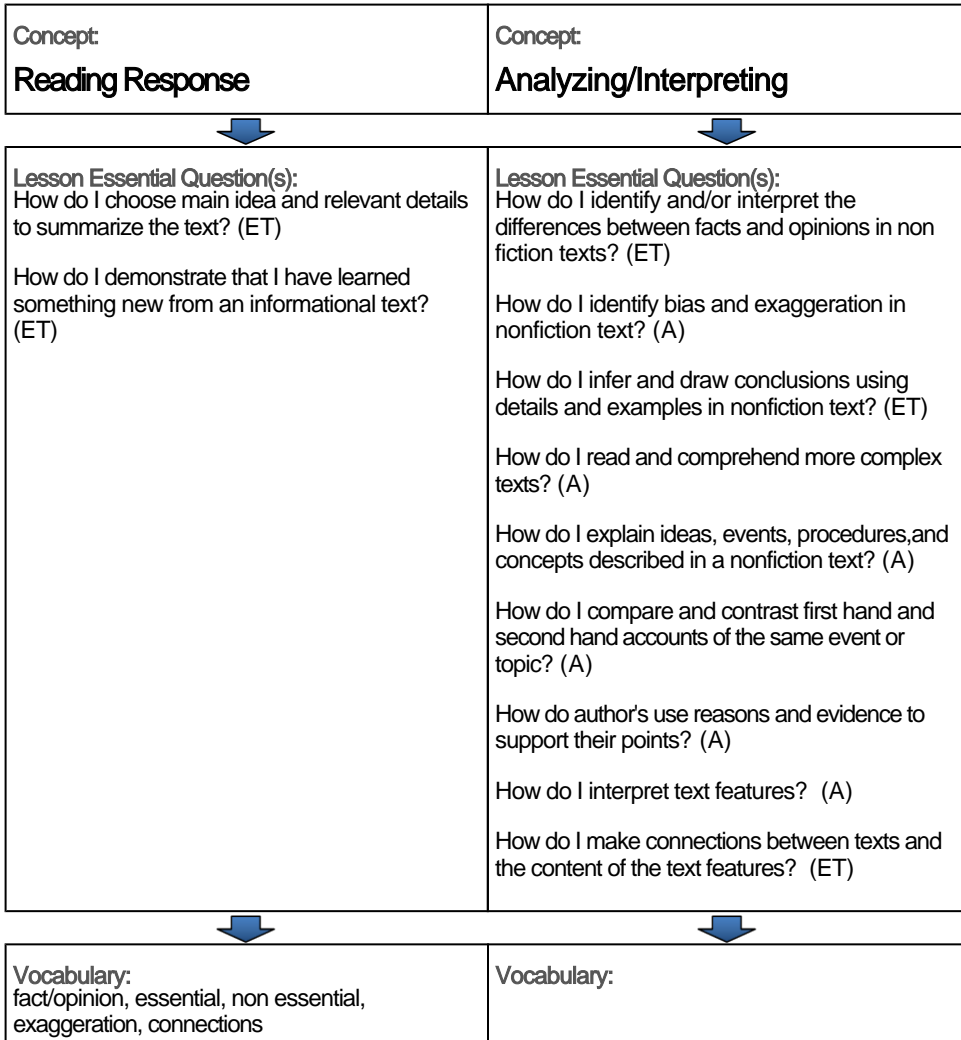


Topic: Comprehension Skills- Non Fiction

Days: 25

Subject(s):

Grade(s):



Topic: Fluency

Days: 25

Subject(s):

Grade(s):

Key Learning: Fluent reading sounds like talking.



Unit Essential Question(s):

How do you read fluently to increase comprehension?



Concept:

Phonics and Word Recognition

Concept:

Fluency



Lesson Essential Question(s):

How do I use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context (A)

Lesson Essential Question(s):

How do I read grade-level text with purpose and understanding? (A)

How do I read grade-level prose and poetry orally with accuracy, appropriate rate, and expression? (A)

How do I use context to confirm or self-correct word recognition and understanding, or reread as necessary? (A)



Vocabulary:

Vocabulary:

phrasing, pace, expression, dialect, rhythm, flow, meter, pronunciation, reading rate, accuracy, fluency, content-specific words, self corrections

Topic: Language

Days: 25

Subject(s):

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?



Concept:

Grammar and Usage

Concept:

Punctuation

Concept:

Knowledge of Language



Lesson Essential Question(s):

How do I use relative pronouns (e.g., who, whose, whom, which, that) and adverbs (e.g., where, when, why)? (ET)

How do I form and use progressive (e.g., I was walking; I am walking; I will be walking) verb tenses? (ET)

How do I use modal auxiliaries (e.g., can, may, must) to convey various conditions? (ET)

How do I order adjectives within sentences (e.g., a small red bag rather than a red small bag)? (ET)

How do I form and use prepositional phrases? (ET)

How do I produce complete sentences? (ET)

How do I correct fragments and run-on sentences? (ET)

How do I use frequently confused words (e.g., to, too, two, there, their, they're)? (ET)

How do I ensure subject-verb and pronoun-antecedent agreement? (ET)

Lesson Essential Question(s):

When do I capitalize letters? (ET)

How do I use commas and quotation marks to mark direct speech and quotations from a text? (A)

How do I use commas before coordinating conjunctions in a compound sentence? (ET)

Lesson Essential Question(s):

How do I choose words and phrases to convey ideas precisely when writing, speaking, reading, or listening? (ET)

How do I use punctuation for effect? (A)

How do I know when to use formal English and informal discourse? (A)



Vocabulary:

relative pronouns, adverbs, verb tense, modal auxiliary, adjectives, prepositional phrase, fragment, run-on sentence, subject-verb agreement, pronoun-antecedent agreement

Vocabulary:

capitalization, comma, quotations, quotation marks, coordinating conjunction, compound sentence

Vocabulary:

formal English, informal discourse

Topic: Literary Devices

Days: 25

Subject(s):

Grade(s):

Key Learning: **Effective writers use figurative language and sound techniques to convey and enhance meaning?**



Unit Essential Question(s): **How do authors use figurative language and sounds techniques to make reading more interesting?**



Concept:
Figurative Language

Concept:
Sound and Structure



Lesson Essential Question(s):
How can I identify and understand figurative language? (A)
How can I use figurative language? (A)

Lesson Essential Question(s):
How do I recognize sound techniques? (ET)



Vocabulary:
figurative language, simile, metaphor, hyperbole, personification

Vocabulary:
alliteration, rhyme, rhythm, meter, verse form, onomatopoeia

Topic: Research

Days: 25

Subject(s):

Grade(s):

Key Learning: Writers use and select information from multiple sources to research a topic.



Unit Essential Question(s): How do writers support and develop their topics through research?

<p>Concept: Topic</p>	<p>Concept: Sources</p>	<p>Concept: Interpretation of Information</p>
<p>Lesson Essential Question(s): What process do effective writers select and refine a research topic? (ET) How do I select correct information to create a research project? (A)</p>	<p>Lesson Essential Question(s): How do I locate information using multiple sources, reasons, and evidence for my writing? (A) How do I decide which information to include in my writing? (A) How do I provide a list of sources? (A)</p>	<p>Lesson Essential Question(s): How does a writer interpret the information from multiple resources and present it to an audience? (A) How do I recall or gather relevant information from print and digital sources? (A) How do I take notes and categorize information? (A)</p>
<p>Vocabulary: graphic organizer, narrowing, refining</p>	<p>Vocabulary: skim, scan, internet, database, magazine, primary source, secondary source, source reliability, information text</p>	<p>Vocabulary: exaggeration, bias, point of view, multiple resources, paraphrase</p>

Topic: Speaking and Listening
 Subject(s):

Days: 25
 Grade(s):

Key Learning: Learners need to be active listeners and effective communicators.



Unit Essential Question(s): **How do learners become active listeners? How do learners effectively communicate?**

Concept:
Discussion Skills

Concept:
Presentation Skills

Lesson Essential Question(s):
 How do you engage in discussions with others and build on their ideas? (A)
 How do you prepare for a discussion so you can add ideas to the discussion that you have gained? (A)
 What are the rules of a discussion group? (A)
 What are my responsibilities in a discussion group? (A)
 What are the most effective ways to ask relevant questions? (A)
 How do you answer specific questions to clarify or follow-up on information you have presented? (A)
 How do you contribute to discussions? (A)
 How do you summarize the key ideas presented and your understanding of them? (A)
 How do you paraphrase information gained from text read aloud or other multimedia formats? (A)
 How do you identify the reasons and evidence a speaker provides to support particular points? (A)

Lesson Essential Question(s):
 How do I report on a topic or text, tell a story, or recount an experience in an organized manner? (A)
 How do I use appropriate facts or relevant, descriptive details to support main ideas and themes? (A)
 How do I speak clearly at an understandable pace when presenting? (A)
 How do I add appropriate multimedia elements to enhance the development of main ideas or themes of my presentation? (A)
 When do I use formal English rather than informal discourse? (A)
 How do I use formal English when appropriate? (A)

Vocabulary:
 paraphrase, discussion, relevant, follow-up, summarize, reasons, evidence, clarify

Vocabulary:
 main idea, theme, multimedia, audio recordings, visual display, formal English, informal discourse

Topic: Vocabulary

Days: 25

Subject(s):

Grade(s):

Key Learning: Students will be able to determine the meaning of unknown words and use them correctly.



Unit Essential Question(s):

How do you increase your vocabulary?

Concept:
Word Knowledge

Concept:
Figurative Language

Lesson Essential Question(s):
 What strategies do you use to determine or clarify the meaning of unknown and multiple-meaning words and phrases? (ET)
 How do you use context as a clue to the meaning of a word or phrase? (A)
 How do Greek and Latin affixes and roots give you clues to the meaning of words? (ET)
 How do you use print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases? (ET)
 How do I use antonyms and synonyms to explain the meaning of words? (ET)

Lesson Essential Question(s):
 How do I determine and explain the meaning of similes and metaphors in context? (A)
 How do I determine and explain the meaning of idioms, adages, and proverbs? (A)

Vocabulary:
 context clues, definition, examples, restatements, affixes, roots, dictionary, glossary, thesaurus

Vocabulary:
 simile, metaphor, idiom, adage, proverb

Topic: Writing

Days: 25




Subject(s):

Grade(s):

Key Learning: Effective writers use specific techniques to better inform, entertain, and persuade an audience.



Unit Essential Question(s): **How does a writer apply the characteristics of good writing?**

 Concept: Focus	 Concept: Context	 Concept: Organization
Lesson Essential Question(s): How do effective writers stay focused on their topic? (A) How does my audience influence the way I write? (ET) How does my task influence the way I write? (ET)	Lesson Essential Question(s): How do I draw evidence from literary or informational texts to support my writing? (ET) How do I elaborate my writing by using planning, revising, and editing? (ET) What technology tools help me to be a better writer? (ET)	Lesson Essential Question(s): What makes my writing easy to follow for a reader? (ET) How do I use transitions effectively to move from one idea to the next? (A) How do I use the writing process to help me better a better writer? (A)
Vocabulary: focus, topic, task, audience	Vocabulary: content, elaborate, technology tools, reference	Vocabulary: transitions, introduction, body, conclusion, details, sequence, main idea, topic sentence

Topic: Writing

Days: 25

Subject(s):

Grade(s):

Concept: Style	Concept: Conventions	Concept: Narrative Writing
<p>Lesson Essential Question(s): How do I develop and maintain a consistent voice? (A)</p> <p>How do I use precise language, domain-specific vocabulary, and interesting word choices to improve my writing? (A)</p> <p>How do I vary my sentences to make my writing more interesting and easier to read? (A)</p> <p>How do I revise my writing to improve its style? (ET)</p> <p>How do I choose words and phrases to convey ideas precisely? (ET)</p> <p>How do I use punctuation, words and phrases for effect? (A)</p>	<p>Lesson Essential Question(s): Why is it important for writers to use correct spelling, capitalization, punctuation, and grammar in their writing? (A)</p> <p>How do I edit my work before I present it to an audience? (A)</p>	<p>Lesson Essential Question(s): What are the characteristics of the various forms of narrative writing? (A)</p> <p>How do I select a narrative writing form for my purpose and audience? (ET)</p> <p>How do I apply writing process to produce an exemplary piece (A)</p> <p>How do I write narratives to develop real or imagined experiences? (A)</p> <p>How do I orient the reader by establishing a situation and introducing a narrator or character? (A)</p> <p>How do I use dialogue and description effectively to develop experiences and show responses of characters to situations (A)</p> <p>How do I use concrete words and phrases and sensory details to convey experiences and details precisely? (A)</p> <p>How do I organize an event sequence that unfolds naturally using transitional words and phrases? (A)</p> <p>How do I provide an appropriate conclusion? (A)</p>
<p>Vocabulary: word choice, precise language, varied sentence structure, revision</p>	<p>Vocabulary: language conventions, grammar</p>	<p>Vocabulary: personal narrative, poetry, multi-paragraph stories, plays, drama, narrator, character, dialogue, descriptions, concrete words, sensory details, precise, sequence, transitional words, conclusion</p>

Topic: Writing

Days: 25

Subject(s):

Grade(s):

<p>Concept: Informative/Explanatory Writing</p>	<p>Concept: Opinion/Arguments</p>	<p>Concept: Response to Literature</p>
<p>Lesson Essential Question(s): What are the characteristics of the various forms of informational/explanatory writing? (ET)</p> <p>How do I select an informational form for my purpose and audience? (A)</p> <p>How do I apply the writing process to produce an exemplary piece? (ET)</p> <p>How do I write an informative or explanatory text? (A)</p> <p>How do I identify and introduce the topic clearly? (A)</p> <p>How do I develop the topic with facts, definitions, concrete details, quotations, and other information and details related to the topic? (A)</p> <p>When and how do I include illustrations and multimedia? (A)</p> <p>How do I group information in paragraphs and sections? (A)</p> <p>What words and phrases do I use to link related information? (A)</p> <p>How do I write a logical concluding statement or section? (A)</p> <p>How can I add formatting to aid my reader's comprehension? (A)</p>	<p>Lesson Essential Question(s): How do effective writers clearly state and support their opinion or position on a given topic? (A)</p> <p>How do I apply the writing process to produce an exemplary piece? (ET)</p> <p>How do I introduce my topic for my intended audience and state an opinion on it? (A)</p> <p>How do I provide reasons that are supported by facts and details? (ET)</p> <p>How do I group my ideas together into an organizational structure that supports my purpose? (A)</p> <p>How do I link my ideas together within categories of information? (ET)</p> <p>How do I provide an appropriate concluding statement? (A)</p>	<p>Lesson Essential Question(s): How do I draw evidence from literary texts to support my analysis and reflection? (A)</p> <p>How do I draw evidence from informational texts to support analysis, reflection and research? (A)</p> <p>How do I introduce the text for my intended audience and state my topic? (A)</p> <p>How do I create an organizational structure to logically group related ideas to support my purpose? (A)</p> <p>How do I develop my analysis using a variety of evidence from texts to support my claims, opinions, and inferences? (A)</p> <p>How do I use words and phrases to link categories of information? (A)</p> <p>How does precise language and domain-specific vocabulary help to explain or inform the topic? (A)</p> <p>How do I provide a concluding statement or section related to the analysis presented? (A)</p>
<p>Vocabulary: essays, descriptions, reports, procedural instructions, how-to instructions, letters, purpose, audience, writing process, concrete details, quotations, illustrations, multimedia, concluding statement, formatting</p>	<p>Vocabulary: fact and opinion, position, persuade, convince, supporting details, examples, point of view, reasons, concluding statement</p>	<p>Vocabulary:</p>