

Topic: Comprehension Skills - Nonfiction

Days: 25

Subject(s):

Grade(s):

Key Learning: Effective readers use specific skills and strategies to gain information from non-fiction texts.



Unit Essential Question(s): **How do I gain information from non-fiction texts?**

<p>Concept: Key Ideas and Details</p>	<p>Concept: Craft and Structure</p>	<p>Concept: Integration of Knowledge and Ideas</p>
<p>Lesson Essential Question(s): How do I clarify my understanding of new information and vocabulary? (ET)</p> <p>How do I determine two or more main ideas of a text and explain how they are supported by key details contained in the text? (A)</p> <p>How do I explain relationships or interactions between two or more individuals, events, ideas, or concepts based on specific information in the text? (A)</p> <p>How do I summarize text? (ET)</p> <p>How do I find evidence in the text to support what it says explicitly? (A)</p> <p>How do I find evidence in the text to support inferences? (A)</p> <p>How does inferring and drawing conclusions help me to understand information from a nonfiction text? (A)</p> <p>How do I quote accurately from a text? (A)</p>	<p>Lesson Essential Question(s): What are the text structures used in non-fiction texts? (ET)</p> <p>How do I analyze multiple accounts of the same event or topic noting important similarities and differences in the the point of view they represent? (A)</p> <p>How do I use text structure to interpret information? (A)</p> <p>How do I compare and contrast text structure in two or more texts? (ET)</p>	<p>Lesson Essential Question(s): How do I clearly and effectively demonstrate new concepts learned? (ET)</p> <p>How do I integrate information from several texts on the same topic in order to demonstrate an understanding of the topic? (ET)</p> <p>How do I draw on information from multiple print or digital sources, demonstrating my ability to locate an answer to a question quickly or solve a problem efficiently? (ET)</p> <p>How do I explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points? (A)</p> <p>How do I interpret text features and/or make connects between the text and the content of the text features? (ET)</p>
<p>Vocabulary: preview, predict, clarify, prior knowledge, self-monitor, format, features, title, label, table of contents, index, glossary, caption, boldface, graphs, italics, headings, subheadings, summarize, infer</p>	<p>Vocabulary: cause/effect, problem/solution, question/answer, compare/contrast, sequence, text structure/format, chronology, point of view</p>	<p>Vocabulary: summarizé, connections/extensions, citing evidence, fact, opinion, essential/non-essential, exaggeration</p>

Topic: Comprehension Skills-Fiction

Days: 25

Subject(s):

Grade(s):

Key Learning: Effective readers use specific skills and strategies to comprehend fiction text.



Unit Essential Question(s):

How do I use specific skills and strategies to comprehend fiction text?



<p>Concept: Key Ideas and Details</p>	<p>Concept: Craft and Structure</p>	<p>Concept: Integration of Knowledge and Ideas</p>
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<p>Lesson Essential Question(s): How do I quote accurately from a text to explain what it says explicitly? (A)</p> <p>What strategies do I use during and after reading to increase my understanding of the text? (ET)</p> <p>How do I quote accurately from a text when drawing inferences and/or making generalizations? (A)</p> <p>How do I determine the theme of a text? (A)</p> <p>How do the characters' response to challenges help me to determine theme? (A)</p> <p>How is theme determined by how speaker in a poem reflects on a topic? (A)</p> <p>How do I effectively compare and contrast two or more characters, settings or events drawing on specific details in the text? (A)</p> <p>How do I summarize a text? (A)</p>	<p>Lesson Essential Question(s): How do I use literary elements and literary devices to analyze and interpret meaning from text? (ET)</p> <p>How do I determine meaning of words and phrases as they are used in a text, including figurative language? (ET)</p> <p>How does a narrator's point of view influence how events are described? (A)</p> <p>How do I determine the author's purpose? (A)</p> <p>How is the author's purpose conveyed in the text? (ET)</p> <p>How does a series of chapters fit together to provide the overall structure of a story? (A)</p> <p>How does a series of scenes fit together to provide the overall structure of a drama? (A)</p> <p>How does a series of stanzas fit together to provide the overall structure of a poem? (A)</p>	<p>Lesson Essential Question(s): How do I analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text? (ET)</p> <p>How do I compare and contrast stories in the same genre on their approaches to similar themes and topics? (A)</p> <p>How do I analyze and interpret what a poem or play is expressing? (ET)</p> <p>How do figurative language and sound techniques help the author to express meaning? (ET)</p>
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<p>Vocabulary: self-monitoring, connections, inferencing, drawing conclusions, questioning, genre, author's purpose, text format, text structure, prior knowledge, anticipate, preview, predictions, illustrations, headings, captions to entertain, sound techniques, to persuade, to inform, visualizing, summarizing, generalization, theme, compare/contrast, main ideas, implied main ideas, supporting details, clarify, citing evidence</p>	<p>Vocabulary: literary elements: point of view, theme, plot, literary devices: figurative language, alliteration, personification, simile, metaphor, hyperbole, interpret, analyze, point of view, author's purpose,</p>	<p>Vocabulary: analyze, tone, compare and contrast, genre, sound techniques, figurative language, viewpoint</p>
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Topic: Foundational Skills-Phonics and Fluency

Days: 25

Subject(s):

Grade(s):

Key Learning: Effective learners use knowledge of words and their word parts to analyze new words.



Unit Essential Question(s):

How is analyzing words and their word parts essential to learning their meaning?

<p>Concept: Affixes and Base Words</p>	<p>Concept: Syllabication</p>	<p>Concept: Fluency</p>
<p>Lesson Essential Question(s): Why are prefixes and suffixes important to recognize and understand when reading and writing? (A)</p>	<p>Lesson Essential Question(s): How does syllabication help me to decode unknown words? (A)</p>	<p>Lesson Essential Question(s): How do I read on-level text with purpose and understanding? (ET) How do I read on-level text with accuracy? (ET) How do I read on-level text at an appropriate rate? (ET) How do I read on-level text with expression? (ET) How can context help me confirm or self-correct word recognition and understanding? (ET)</p>
<p>Vocabulary: prefixes, suffixes, affixes, root, base, structure</p>	<p>Vocabulary: syllabication, base words, root words, prefix, suffix, affix</p>	<p>Vocabulary: prosody</p>

Topic: Language

Days: 25

Subject(s):

Grade(s):

Key Learning: Learners will demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.



Unit Essential Question(s): **How do I use the conventions of standard and English grammar and usage when writing or speaking?**

<p>Concept: Verbs, Conjunctions, Prepositions, and Interjections</p>	<p>Concept: Conventions of the English Language</p>	<p>Concept: Knowledge of Language</p>
<p>Lesson Essential Question(s): How do you explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences? (A)</p> <p>How do you form and use the perfect verb tenses? (A)</p> <p>How do you use verb tense to convey various times, sequences, states, and conditions? (A)</p> <p>How do you recognize and correct inappropriate shifts in verb tense? (A)</p> <p>How do you use correlative conjunctions? (A)</p>	<p>Lesson Essential Question(s): How do you use punctuation to separate items in a series? (A)</p> <p>How do you use a comma to separate an introductory element from the rest of the sentence? (A)</p> <p>How do you use a comma to set off the words "yes" and "no", to set off a tag question from the rest of the sentence, and to indicate direct address? (A)</p> <p>How do you use underlining, quotation marks, or italics to indicate titles of works? (A)</p> <p>How do you spell grade-appropriate words correctly, consulting references as needed? (A)</p> <p>How do you produce complete sentences? (A)</p> <p>How do you recognize and correct sentence fragments and run-ons? (ET)</p> <p>How do you ensure subject-verb and pronoun-antecedent agreement? (A)</p>	<p>Lesson Essential Question(s): How do you expand, combine, and reduce sentences for meaning, reader/listener interest, and style? (A)</p> <p>How do you compare and contrast the varieties of English used in stories, dramas, or poems? (A)</p> <p>How do you use frequently confused words (to, too, two, there, their, they're) (A)</p>
<p>Vocabulary: conjunctions, prepositions, interjections, time, sequence, state, condition, verb tense</p>	<p>Vocabulary: punctuation, comma, capitalization, quotations, italics, underlining, subject-verb agreement, pronoun-antecedent agreement, fragment, run-on</p>	<p>Vocabulary: meaning, style, compare, contrast, stories, dramas, poems</p>

Topic: Speaking and Listening

Days: 25

Subject(s):

Grade(s):

Key Learning: Learners use active listening skills to acquire, evaluate, and respond in formal and informal speaking situations.



Unit Essential Question(s):

How do I use active listening and effective speaking skills to communicate?



Concept:

Comprehension and Collaboration

Concept:

Presentation of Knowledge and Ideas

Concept:

Collaborative Discussion



Lesson Essential Question(s):

What is relevant information? (ET)

How do I draw conclusions? (A)

How do I support a claim with evidence? (ET)

How do I summarize the main points in text or information presented orally, visually, or quantitatively? (A)

How do I summarize the main points a speaker makes and explain how each is supported with reasons or evidence? (A)

Lesson Essential Question(s):

What is an opinion? (ET)

How do I logically sequence ideas? (A)

How do I determine relevant facts? (A)

What are multimedia and visual displays? (A)

How does the audience determine my appropriate language usage and conventions? (A)

How do I speak clearly with adequate volume, appropriate pacing, and clear pronunciation? (ET)

Lesson Essential Question(s):

How do I engage effectively in a discussion with others? (A)

How do I build on other's ideas? (ET)

How do I express my own ideas clearly? (ET)



Vocabulary:

claim, relevant

Vocabulary:

multimedia, visual displays, relevant

Vocabulary:

Topic: Vocabulary

Days: 25

Subject(s):

Grade(s):

Key Learning: Effective learners have a variety of tools to help them understand and use new vocabulary.



Unit Essential Question(s):

What tools can I use to help me understand and use new vocabulary?



Concept:

Determining Meaning

Concept:

Figurative Language

Concept:

General Academic and Content Words



Lesson Essential Question(s):

How do I use context as a clue to the meaning of a word or phrase? (ET)

How do I use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word? (ET)

How do I consult print or digital reference materials to find the pronunciation of keywords and phrases? (ET)

How do I consult print or digital reference materials to determine or clarify the precise meaning of keywords and phrases? (ET)

Lesson Essential Question(s):

How do we interpret the meaning of personification, similes and metaphors in context? (ET)

How do we recognize common idioms, adages, and proverbs? (A)

How do we explain the meaning of common idioms, adages, and proverbs? (ET)

How do we use word relationships such as synonyms, antonyms, and homographs to determine words and text meaning? (A)

Lesson Essential Question(s):

How do we learn and use general academic words? (ET)

How do we acquire and use content specific words? (ET)

How do we use words that signal contrast, addition and other logical relationships? (ET)



Vocabulary:

affix, root, reference, clarify, context

Vocabulary:

simile, metaphor, context, idiom, adage, proverb, synonym, antonym, homograph, personification

Vocabulary:

signal words, compare/contrast, sequence, however, although, nevertheless, similarly, moreover, in addition

Topic: Writing

Days: 25

Subject(s):

Grade(s):

Key Learning: Effective writers use a variety of elements in their writing to inform, entertain, and persuade.



Unit Essential Question(s):

How does a writer use a variety of elements to improve their writing?

<p>Concept: Focus</p>	<p>Concept: Content</p>	<p>Concept: Organization</p>
<p>Lesson Essential Question(s): How is sharp focus maintained in writing? (A) How do I introduce a topic for my intended audience? (A) How do I group information to support my purpose? (A)</p>	<p>Lesson Essential Question(s): How is well-developed content incorporated in writing? (ET) How do revisions help writers to check the logic, order of ideas, and precision of their vocabulary? (ET) How do writers effectively elaborate their content? (ET)</p>	<p>Lesson Essential Question(s): How does quality organization create a better piece of writing in all modes of writing? (A) How do writers improve organization and word choice through revisions? (ET) How do I link ideas? (A)</p>
<p>Vocabulary: focus, topic, task, audience, controlling point, purpose</p>	<p>Vocabulary: elaboration, relevant</p>	<p>Vocabulary: organization, introduction, body, conclusion, logical order, sequential/chronological order, transitions, topic sentence, supporting details, concluding/summarizing sentence, main idea</p>

Topic: Writing

Days: 25

Subject(s):

Grade(s):

<p>Concept: Style</p>	<p>Concept: Conventions</p>	<p>Concept: Research</p>
<p>Lesson Essential Question(s): How do I develop a style unique to my writing voice? (ET)</p> <p>How do I use precise language to make my sentences more meaningful? (ET)</p> <p>How do I develop and maintain a consistent voice that is evident in my writing? (A)</p>	<p>Lesson Essential Question(s): How do I use the conventions of writing to improve my writing? (A)</p> <p>How does editing my writing for correct usage avoid distracting my audience? (ET)</p>	<p>Lesson Essential Question(s): How do I use several sources to build knowledge for a research project? (A)</p> <p>How do I gather and recall, and summarize or paraphrase relevant information from credible sources? (A)</p> <p>How do I provide a list of sources? (A)</p>
<p>Vocabulary: style, voice, tone, word choice, literary devices, point of view, sentence variety</p>	<p>Vocabulary: conventions, editing, grammar, punctuation, nouns, verbs, verb tenses, adverbs, adjectives, conjunctions, prepositions, interjections, simple and compound sentences, declarative sentence, interrogative sentence, exclamatory sentence, imperative sentence</p>	<p>Vocabulary: research, source, summarize, paraphrase, credible</p>

Topic: Writing

Days: 25

Subject(s):

Grade(s):

<p>Concept: Informative/Explanatory Writing</p>	<p>Concept: Opinion/Arguments</p>	<p>Concept: Narrative Writing</p>
<p>Lesson Essential Question(s): How do I organize and develop a piece of writing to best inform my audience about my topic? (A)</p> <p>How do I introduce a topic for my audience clearly that supports my purpose? (A)</p> <p>How do I develop my topic with facts, definitions, concrete details, and quotations, etc.? (A)</p> <p>When are illustrations and multimedia useful to aid comprehension of my topic? (ET)</p> <p>how do i group information in paragraphs or sections? (A)</p> <p>How do I link ideas? (A)</p> <p>How do I provide a concluding statement or section? (A)</p> <p>How do I write with an awareness of style? (A)</p> <p>How do I select the type of informational explanatory writing that best suits my purposes? (A)</p>	<p>Lesson Essential Question(s): How do I write a clear position or opinion piece that is supported with facts and convincing to an audience? (ET)</p> <p>How are sources used and cited in persuasive writing? (A)</p> <p>How do I introduce a topic for my audience, and state an opinion clearly in a way that supports my purpose? (A)</p> <p>How do I create an organizational structure that that groups my ideas to logically support my purpose? (A)</p> <p>How do I provide reasons that are supported by facts and details? (A)</p> <p>How do i draw from credible sources? (A)</p> <p>How do I use a variety of evidence? (A)</p> <p>How do I link opinions and reasons? (A)</p> <p>How do I write with an awareness of style? (A)</p>	<p>Lesson Essential Question(s): How do I select a narrative form for my purpose and audience? (A)</p> <p>How do I use the characteristics/elements of narative writing effectively in my piece? (A)</p> <p>How do I orient the reader by establishing a situation and introducing a narrator and or characters. (A)</p> <p>How do I organize a sequence that unfolds naturally to support my purpose? (A)</p> <p>How do I maintain a controlling point? (A)</p>
<p>Vocabulary: audience, purpose, facts, concrete details, quotations, conclusion, formal style, precise language, heading, relevant graphics, charts, graphs, tables, illustrations, photographs, citing sources,</p>	<p>Vocabulary: audience, opinion, credible source, evidence, position statement, convince, argument, persuade, formal style</p>	<p>Vocabulary: narrative, literary devices, literary elements, dialogue</p>

Topic: Writing

Days: 25

Subject(s):

Grade(s):

Concept:

Response to Literature



Lesson Essential Question(s):

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

How do I organize my writing for my intended audience in a way that supports my purpose? (A)

How do I develop my analysis using a variety of evidence from the text to support my claims, opinions, and inferences? (A)

What words, phrases, and clauses do I use to link ideas? (A)

How do I establish and maintain a formal style? (A)



Vocabulary:

analysis, reflection, topic, organizational structure, evidence, precise language, domain-specific vocabulary, concluding section, formal style