

Topic: Comprehension Skills - Literature

Days: 25

Subject(s):

Grade(s):

Key Learning: Successful, independent readers use a variety of reading strategies to strengthen comprehension skills.



Unit Essential Question(s):

What can a reader do before, during, and after reading to comprehend, analyze and appreciate literature?



Topic: Comprehension Skills - Literature

Days: 25

Subject(s):

Grade(s):

<p>Concept: Types of Reading Strategies</p>	<p>Concept: Literary Element - Characterization</p>	<p>Concept: Literary Element - Setting</p>
<p>Lesson Essential Question(s): What reading strategies help readers make sense of what they read? (A)</p> <p>How do I use reading strategies to improve my comprehension of text? (A)</p> <p>How does my reading rate change depending upon my purpose for reading? (A)</p> <p>How do I make connections among different versions of printed text to audio, video, or live versions of the text? (A)</p> <p>How do I compare/contrast what I "see" and "hear" with what I perceive when I listen or watch? (A)</p> <p>How does the effective reader compare/contrast texts in different forms or genres in terms of their approaches to similar themes and topics? (A)</p> <p>How do readers connect information from the text and prior knowledge to draw conclusions based on information from the text? (ET)</p> <p>Why is identifying the problem important in understanding the story? (ET)</p> <p>How does the reader identify cause and effect relationships when reading text? (A)</p> <p>How does the reader use the reading process to make strong comparisons? (ET)</p> <p>How do readers make inferences when reading? (A)</p> <p>How do readers make generalizations when reading? (A)</p> <p>How are readers able to support their inferences or generalizations with evidence from the text? (ET)</p>	<p>Lesson Essential Question(s): How does the author develop his/her characters?</p> <p>How do characters' actions, emotions, thoughts, and speech show the traits of the characters? (ET)</p> <p>How does my personal experience help me to relate to a character? (ET)</p>	<p>Lesson Essential Question(s): What is the setting of a story? (A)</p> <p>How does the author create a vivid picture for time and place? (ET)</p> <p>In what way does a setting contribute to the story? (ET)</p>
<p>Vocabulary: predict, visualize, question-clarify, connect, summarize, evaluate, self-monitor, reading rate, fluency, inference, problem/solution, generalization, fact/opinion, main idea/details, compare/contrast, sequence, cause/effect, evidence</p>	<p>Vocabulary: main character, minor character, character traits, motive, dialogue, relationships, characterization</p>	<p>Vocabulary: past, present, future, time, place</p>

Topic: Comprehension Skills - Literature

Days: 25

Subject(s):

Grade(s):

<p>Concept: Literary Element - Plot</p>	<p>Concept: Literary Element - Theme</p>	<p>Concept: Literary Element - Point of View</p>
<p>Lesson Essential Question(s): What are the elements of plot? (A)</p> <p>How do you diagram plot structure? (ET)</p> <p>How does the author develop conflict (problem)? (ET)</p> <p>How do characters respond as the plot changes? (A)</p> <p>How does the cause/effect relationship of events lead to the climax and resolution of the conflict? (ET)</p>	<p>Lesson Essential Question(s): What message or theme is the author trying to convey? (A)</p> <p>What is a summary of the message the author is trying to convey? (A)</p> <p>How does the author use the literary elements to convey the message? (ET)</p> <p>How does the author use details to convey the theme of a text? (ET)</p>	<p>Lesson Essential Question(s): How do you determine the author's purpose or point of view? (A)</p> <p>How does the author develop the point of view of the narrator/speaker in a text? (A)</p> <p>How do you determine how effective the point of view used by the author was to convey his message? (ET)</p>
<p>Vocabulary: exposition, rising action (conflict/problem), climax, falling action, resolution, flashback</p>	<p>Vocabulary: moral, life lesson, message, author's purpose, summary, theme</p>	<p>Vocabulary: first person, second person, third person, point of view, perspective</p>

<p>Concept: Author's Purpose</p>	<p>Concept: Genre</p>
<p>Lesson Essential Question(s): How do readers identify the author's intended purpose of text? (A)</p> <p>What are the author's three intended purposes for text? (A)</p>	<p>Lesson Essential Question(s): How do I analyze and interpret different types of genre? (ET)</p> <p>What are the basic characteristics of each genre? (ET)</p> <p>How does a particular sentence, chapter, scene, or stanza fit into the overall structure of a text? (ET)</p> <p>How does a particular sentence, scene, or stanza contribute to the development of the theme, setting, or plot? (ET)</p> <p>How do I compare and contrast texts in different genres in terms of their approaches to similar themes and topics? (A)</p>
<p>Vocabulary: inform, entertain, persuade</p>	<p>Vocabulary: genre, fiction, poems, historical fiction, fantasy, science fiction, drama (dialogue, customs, props)</p>

Topic: Comprehension Skills - Nonfiction

Days: 25

Subject(s):

Grade(s):

Key Learning: Successful , independent readers use a variety of reading strategies to strengthen comprehension skills.



Unit Essential Question(s): What can a reader do before, during, and after reading to comprehend, and analyze nonfiction text?

<p>Concept: Reading Strategies</p>	<p>Concept: Text Features</p>	<p>Concept: Text Structure</p>
<p>Lesson Essential Question(s): What strategies help readers make sense of what they read? (A)</p> <p>How do I use reading strategies to improve my comprehension of text? (A)</p> <p>How does my reading rate change depending on my purpose for reading? (A)</p> <p>How do I make connections between text? (A)</p> <p>How do I make connections among different versions of printed text to audio, video, or live versions of the text? (A)</p> <p>How do I compare/contrast what I "see" and "hear" with what I perceive when I listen or watch? (ET)</p> <p>How do readers connect information from the text and prior knowledge to draw conclusions based on information from the text? (ET)</p> <p>Why is identifying the problem important in understanding the story? (ET)</p> <p>How does the reader identify cause and effect relationships when reading text? (ET)</p> <p>How does the reader use the reading process to make strong connections? (ET)</p>	<p>Lesson Essential Question(s): What text features do authors use in writing? (ET)</p> <p>How do you use text features to better understand what you are reading? (A)</p>	<p>Lesson Essential Question(s): How does the author organize information in text? (ET)</p> <p>How does a particular sentence, paragraph, chapter, or section or text feature fit into the overall structure of the text and contribute to the development of ideas? (ET)</p>
<p>Vocabulary: predict, visualize, question, clarify, connect, summarize, evaluate, self-monitor, reading rate, fluency, inference, generalization, fact/opinion, main idea/details, compare/contrast, sequence, problem/solution, cause/effect</p>	<p>Vocabulary: graphics, pictures, tables, graphs, maps, drawings, headings, italics, subheadings, captions</p>	<p>Vocabulary: compare/contrast, sequence, problem/solution, question/answer, cause/effect, content specific words, text feature</p>

Topic: Comprehension Skills - Nonfiction

Days: 25

Subject(s):

Grade(s):

Concept: Meaning	Concept: Author's Purpose	Concept: Genre
<p>Lesson Essential Question(s): What evidence is in the text to support explicit and inferential analysis of the text? (A)</p> <p>What is the central idea of an informational text? (A)</p> <p>How is the central idea conveyed through details? (ET)</p> <p>How does an effective reader summarize an informational text? (A)</p> <p>How is a key individual, event, or idea introduced, illustrated, and elaborated in informational text? (A)</p> <p>How does an effective reader integrate information presented in different media or formats as well as in words to develop coherent understanding of a topic or issue? (A)</p> <p>How does an effective reader trace and evaluate the argument and specific claims in a text? (A)</p> <p>How do I compare/contrast one author's presentation with that of another? (A)</p> <p>How do readers make generalizations when reading? (A)</p> <p>How do readers support generalizations with evidence from the text? (ET)</p>	<p>Lesson Essential Question(s): How do readers identify the author's intended purpose of text? (A)</p> <p>What are the author's three intended purposes for text? (ET)</p> <p>How do you determine an author's point of view in the text? (A)</p> <p>How is the author's point of view or purpose conveyed in the text? (ET)</p>	<p>Lesson Essential Question(s): How do I analyze and interpret different types of nonfiction genre? (ET)</p> <p>What are the basic characteristics of each genre? (A)</p>
<p>Vocabulary: evidence, central idea, conclusions, problem, cause/effect, opinions, judgement, sequence</p>	<p>Vocabulary: inform (practical/how to/advertisement), entertain, persuade, bias, propaganda, convince</p>	<p>Vocabulary: genre, nonfiction, newspaper, magazine, essay, reports, directions, autobiography, brochure, biography, poems</p>

Topic: Language
 Subject(s):

Days: 25
 Grade(s):

Key Learning: Successful writers use the conventions of language to communicate effectively.



Unit Essential Question(s):
How can I consistently use the conventions of language in my writing to communicate effectively?

<p>Concept: Parts of Speech</p>	<p>Concept: Sentence Structure</p>	<p>Concept: Paragraph Structure</p>
<p>Lesson Essential Question(s): How are parts of speech used to write effectively and express ideas clearly? (A)</p>	<p>Lesson Essential Question(s): What is a complete thought? (ET) What makes an effective sentence? (ET)</p>	<p>Lesson Essential Question(s): How do I write an effective paragraph? (ET) What details and information are necessary to support my main idea? (ET) How do I adequately elaborate my ideas? (ET)</p>
<p>Vocabulary: noun, adjective, verb, adverb, pronoun (subjective, objective, possessive, intensive, vague), verb tense, subject-verb agreement, pronoun-antecedent agreement</p>	<p>Vocabulary: complete, incomplete, run-on, fragment, subject, predicate, simple subject, simple predicate, compound subject, compound predicate, subject/verb agreement, interrogative, exclamatory, declarative, imperative</p>	<p>Vocabulary: topic sentence, supporting sentences, concluding sentence, transitional words, elaboration</p>
<p>Concept: Composition/Essay Structure</p>	<p>Concept: Word Usage</p>	<p>Concept: Punctuation</p>
<p>Lesson Essential Question(s): What are the three parts of a composition/essay? (ET) How do I write an effective thesis statement? (ET) How do I engage my audience? (ET) How do I logically and smoothly progress from one idea to the next? (ET)</p>	<p>Lesson Essential Question(s): How do I use frequently confused words (e.g. to, too, two, there, their, they're) correctly? (ET) How do I ensure subject-verb agreement? (ET) How do I ensure pronoun-antecedent agreement? (ET)</p>	<p>Lesson Essential Question(s): How do I use commas, dashes, and parentheses to set off nonrestrictive/parenthetical elements? (A) How do I use punctuation to separate items in a series? (ET) How can I use punctuation for effect? (A)</p>
<p>Vocabulary: hook, introductory paragraph, thesis statement, body paragraph, conclusion, transition</p>	<p>Vocabulary: subject-verb agreement, pronoun-antecedent agreement</p>	<p>Vocabulary:</p>

Topic: Language

Days: 25

Subject(s):

Grade(s):

Topic: Poetry
 Subject(s):

Days: 25
 Grade(s):

Key Learning: Poets use figurative language and sound techniques to convey meaning.



Unit Essential Question(s): **How do poets use figurative language and sound techniques to convey and enhance meaning?**

Concept: Poetic Elements	Concept: Simile and Metaphor	Concept: Personification
Lesson Essential Question(s): How do I identify poetic elements? (A)	Lesson Essential Question(s): What is a simile (A) How do I identify a simile? (ET) What is a metaphor? (A) How do I identify a metaphor? (ET)	Lesson Essential Question(s): What is personification? (A) How do I identify personification? (ET) How does the author use personification to deepen my understanding of the poem? (ET)
Vocabulary: lines, stanza, rhyming pattern/scheme, repetition	Vocabulary: figurative language, simile, metaphor, comparison	Vocabulary: figurative language, personification, exaggeration

Concept: Alliteration	Concept: Poetic Forms
Lesson Essential Question(s): What is alliteration? (A) How do I identify alliteration? (ET) How does the author use alliteration to deepen my understanding of the poem? (ET)	Lesson Essential Question(s): How does the author use different poetic forms to convey and deepen my understanding of poetry? (A) How does the author use literary elements to convey meaning in a narrative poem (ET)
Vocabulary: figurative language, alliteration	Vocabulary: epic, haiku, ballad, sonnet, limerick, free verse, couplet, lyric poem, narrative

Topic: Speaking and Listening

Days: 25

Subject(s):

Grade(s):

Key Learning: Effective speaking and listening are valuable communication tools.



Unit Essential Question(s): **What are the traits of an effective communicator?**



Concept:

Listening to Literature

Concept:

Listening to Others

Concept:

Presenting Information



Lesson Essential Question(s):
 What are the traits of an effective listener? (ET)
 How do I identify and summarize significant events? (A)
 How do I identify and define new words and concepts? (ET)

Lesson Essential Question(s):
 How do I exhibit active listening skills? (ET)
 How do I analyze information, ideas, and opinions to determine relevancy? (ET)
 How do I summarize information that is being presented? (ET)
 How do I take notes when needed? (A)
 How do I interpret information presented in diverse media and formats? (A)

Lesson Essential Question(s):
 What are effective speaking techniques? (A)
 How do I maintain an appropriate volume while speaking? (ET)
 What is an appropriate pace for public speaking? (ET)
 How do I explain how information contributes to a topic, text, or issue under study? (ET)
 How do I present claims and findings, sequencing ideas logically, and using pertinent descriptions, facts and details to accentuate main ideas and themes? (A)
 How do I include multimedia components and visual displays in presentations to clarify information? (ET)
 How do I adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when appropriate? (A)



Vocabulary:
 predict, summarize, relate/connect

Vocabulary:
 posture, eye contact

Vocabulary:
 volume, pace, enthusiasm, monotone, tone, voice, fluency, expression, inflection, eye contact, visual aids, formal English

Topic: Speaking and Listening

Days: 25

Subject(s):

Grade(s):

Concept:

Discussion



Lesson Essential Question(s):

How do I ask probing questions? (A)

How do I appropriately participate in group discussions (A)

How do I respond with relevant information or reasons to support the opinions expressed? (ET)

How do I clarify or expand on a response when asked? (ET)

How do I engage effectively in discussions with diverse partners? (A)

How do I delineate arguments and specific claims distinguishing claims that are supported from those that are not? (A)



Vocabulary:

probing questions, debate, interview, clarify, opinion, relevant

Topic: Word Study

Days: 25

Subject(s):

Grade(s):

Key Learning: Effective readers use specific strategies to help them better understand what they read.



Unit Essential Question(s):

What do good readers do when they do not understand new words?

<p>Concept: Root Words</p>	<p>Concept: Synonym/Antonym</p>	<p>Concept: Affix</p>
<p>Lesson Essential Question(s): How do word roots help the reader understand unfamiliar words? (A)</p>	<p>Lesson Essential Question(s): How do synonyms and antonyms differ? (A)</p>	<p>Lesson Essential Question(s): How does adding an affix change the meaning of a word? (A)</p>
<p>Vocabulary: prefix, suffix, base word, plural, singular, root, affix</p>	<p>Vocabulary: antonym, synonym, opposite, similar</p>	<p>Vocabulary: affix, suffix, prefix</p>

<p>Concept: Context Clues</p>	<p>Concept: Literal/Figurative Meaning</p>	<p>Concept: Reference Materials</p>
<p>Lesson Essential Question(s): How do effective readers use the text to identify the meaning of unfamiliar words? (A)</p> <p>How does the effective reader determine the connotation of a word in text? (A)</p> <p>What do good readers do when they do not understand the text? (A)</p> <p>How does the effective reader determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings? (A)</p>	<p>Lesson Essential Question(s): How can understanding figurative language enhance literary experiences? (A)</p> <p>How do you interpret figurative language in the context of a text? (ET)</p>	<p>Lesson Essential Question(s): In what ways does the use of reference materials increase understanding of unfamiliar words? (A)</p>
<p>Vocabulary: strategies, skim, reread, scan, context, clues, questioning the text, predict, chunk, visualize, clarify, infer, example, restatement, definition, synonym, antonym</p>	<p>Vocabulary: figurative language, literal language, idiom, personification, simile, metaphor, onomatopoeia, alliteration, assonance, hyperbole</p>	<p>Vocabulary: dictionary, thesaurus, search engines, research, cite, footnote, glossary, periodical, website, internet, reliability</p>

Topic: Writing

Days: 25

Subject(s):

Grade(s):

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



Unit Essential Question(s): **How do writers convey their thoughts and inform depending on the purpose and audience for writing?**



Topic: Writing

Days: 25

Subject(s):

Grade(s):

<p>Concept: Opinions/Arguments</p>	<p>Concept: Informative/Explanatory</p>	<p>Concept: Narrative</p>
<p>Lesson Essential Question(s): How do I write arguments to support my claims? (A)</p> <p>What persuasive techniques can I use to influence my audience to believe, buy, or do something? (A)</p> <p>How do I introduce claims for my intended audience and organize the reasons and evidence clearly to support my purpose? (A)</p> <p>How do I support claims and opinions with clear reasons and relevant evidence? (A)</p> <p>How do I use words, phrases, and clauses to clarify the relationships among claims and reasons? (A)</p> <p>How do I establish and maintain a formal style? (A)</p> <p>How do I provide a concluding statement or section that follows from the argument presented? (A)</p> <p>How do I use sentences of varying lengths and complexities? (A)</p> <p>How do I develop and maintain a consistent voice? (A)</p>	<p>Lesson Essential Question(s): What are the characteristics of informative writing? (A)</p> <p>How do I write to inform? (A)</p> <p>How do I introduce a topic for my intended audience? (A)</p> <p>How do I organize ideas, concepts, and information in a way that supports my purpose? (A)</p> <p>How do I include formatting, graphics, and multimedia? (A)</p> <p>How do I develop the topic with the relevant facts, definitions, concrete details, quotations, etc.? (A)</p> <p>How do I use appropriate transitions to clarify the relationships among ideas and concepts? (A)</p> <p>How do I use precise language and domain specific vocabulary to inform about or explain the topic? (A)</p> <p>How do I establish and maintain a formal style? (A)</p> <p>How do I provide a conclusion that follows from the information or explanation presented? (A)</p> <p>How do I develop and maintain a consistent voice? (A)</p> <p>How do I use sentences of varying lengths and complexities? (A)</p>	<p>Lesson Essential Question(s): What are the characteristics of narrative writing? (A)</p> <p>How do I create vivid pictures with words? (A)</p> <p>How do I write a narrative? (A)</p> <p>How do I engage and orient the audience by establishing a context, point of view, and introducing a narrator/characters? (A)</p> <p>How do I organize an event sequence that unfolds naturally and logically? (A)</p> <p>How do I use narrative techniques? (A)</p> <p>How do I use a variety of transition words, phrases, and clauses to convey sequence? (A)</p> <p>How do I use transition words to signal shifts from one time frame or setting to another? (A)</p> <p>How do I use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events? (A)</p> <p>How do I provide a conclusion that follows from the narrated experiences or events? (A)</p> <p>How do I maintain a controlling point? (A)</p> <p>How does varying sentence length effect meaning, reader/listener interest, and style? (A)</p> <p>How do I develop and maintain a consistent voice? (A)</p>
<p>Vocabulary: position statement, opinion, editorial, bandwagon, emotional appeal, testimonial, repetition, arguments, bias, propaganda, exaggeration, portfolio, stereotype, voice, tone, precise language</p>	<p>Vocabulary: facts, reasons, examples, details, statistics, expository, explain, source, cause/effect, problem/solution, instructions, reports, "how-to", portfolio, compare/contrast, main idea, sequence, research, biography, autobiography, directions, voice, tone, precise language</p>	<p>Vocabulary: sensory, details, descriptive, dialogue, portfolio, journal, plot, character, setting, diary, point of view, voice, tone, precise language</p>

Topic: Writing

Days: 25

Subject(s):

Grade(s):

<p>Concept: Poetry</p>	<p>Concept: Research</p>	<p>Concept: Writing Process</p>
<p>Lesson Essential Question(s): How do writers express their thoughts in poetic form? (A)</p> <p>How do I write different types of poetry? (A)</p>	<p>Lesson Essential Question(s): What aspects are considered when selecting and refining a topic for research? (A)</p> <p>How do I determine what is important? (A)</p> <p>How do I take relevant notes from sources? (ET)</p> <p>How do I effectively paraphrase and summarize text? (ET)</p> <p>How do I use multiple sources? (A)</p> <p>How do I analyze sources to determine relevance? (ET)</p> <p>How do I evaluate a source for reliability and validity? (ET)</p> <p>How do I draw evidence from literary and informational texts to support analysis, reflection, and research? (ET)</p> <p>How do I effectively organize and present information from research? (A)</p> <p>How can I use other people's ideas ethically? (A)</p> <p>How do I credit sources using a structural format? (ET)</p> <p>How does media provide information to the presenter? (A)</p> <p>How do I create a multimedia display to present information? (ET)</p>	<p>Lesson Essential Question(s): What are the steps of the writing process? (A)</p> <p>How does each step of the writing process contribute to the quality of the final product? (ET)</p> <p>How do I revise a piece of writing? (ET)</p> <p>How do I edit a piece of writing? (ET)</p> <p>How does a clear focus help the reader understand a piece of writing? (A)</p> <p>How does the content explain and/or support a topic? (A)</p> <p>How do I use facts, reasons, examples, and details to thoroughly explain the topic? (ET)</p> <p>How do I logically and smoothly progress from one idea to the next? (ET)</p> <p>What are examples of ways to organize my writing? (ET)</p> <p>How do I use different types and lengths of sentences to enhance my writing</p> <p>How do I identify and correct errors in writing? (A)</p> <p>How do I use technology to produce and publish writing as well as to interact and collaborate with others? (A)</p>
<p>Vocabulary: figurative language, lines, stanzas, rhyme, narrative, portfolio, meter, metaphor, simile, personification, alliteration, assonance, hyperbole, onomatopoeia, idioms</p>	<p>Vocabulary: narrowing, topic, refine, keywords, plagiarism, paraphrase, summarize, main idea, relevant details, valid resources, primary source, secondary source, dictionary, encyclopedia, interview, database, cross-reference, bias, fact, opinion, cite, thesis statement, essential information, nonessential information, analyze, synthesize, bibliography, accurate, point of view, film, powerpoint</p>	<p>Vocabulary: focus, content, organization, style, conventions, prewrite, draft, edit, proofread, revise, publish, evaluate, sharp focus, distinct, topic, task (author's purpose), audience, point of view, facts, reasons, examples, details, statistics, sequential order, spatial order, chronological order, transitional words, word choice, tone, voice, capitalization, punctuation, spelling</p>