

Topic: Comprehension/Reading Strategies

Days: 180

Subject(s): English Language Arts

Grade(s): Knd.

Key Learning: Effective readers use before, during, and after strategies while reading to help them read and understand.



Unit Essential Question(s):
What strategies do I use to read words and understand the text?

<p>Concept:</p> <p><u>What do good readers do before they read? (A)</u></p>	<p>Concept:</p> <p>During Reading Strategies</p>	<p>Concept:</p> <p>After Reading Strategies/ Responding To Text</p>
<p>Lesson Essential Question(s):</p> <p><u>What do good readers do before they read? (A)</u></p>	<p>Lesson Essential Question(s):</p> <p><u>What do good readers do while they read? (A)</u> (A)</p>	<p>Lesson Essential Question(s):</p> <p><u>How do I know if I understood what I read? (A)</u> (A)</p>
<p>Vocabulary:</p> <p>before, preview, predict, picture walk, notice, see, prior knowledge, question, title,</p>	<p>Vocabulary:</p> <p>during, "does it look right", "does it sound right", "does it make sense", reread, picture clues, chunks, self correct, mistake, monitor, self-monitor, visualize, make connections, use fix-up strategies, track print, left-right, first sound fluency, emergent reader text, purpose, understanding,</p>	<p>Vocabulary:</p> <p>after, beginning, middle, end, retell, main characters, setting, comprehend, respond, details, first, next, last, problem/goal, solution, question, connect, summarize, compare, contrast, vocabulary, write, draw, act out (skit)</p>

Topic: Comprehension/Reading Strategies

Days: 180

Subject(s): English Language Arts

Grade(s): Knd.

Concept: Literacy Elements/Story Grammar	Concept: Reading For A Purpose	Concept: Text Features
Lesson Essential Question(s): <u>What are the different parts of a story?</u> (A) (A)	Lesson Essential Question(s): <u>How can I set a purpose for reading nonfiction?</u> (A) (A)	Lesson Essential Question(s): <u>How can you tell if a book is nonfiction?</u> (A) <u>How does understanding text features help me to explain information in text?</u> (A) (A)
Vocabulary: title, setting, characters, beginning, middle, end, events, conclusion, retell, poem, pattern book, problem, solution, time, place, outcome, make-believe, fiction, non-fiction, genre, nursery rhyme, fairy tales, story, biography, autobiography, author, illustrations, plays, readers theater	Vocabulary: directions, recipe, task, purpose, author's purpose, fact, opinion, topic, question, persuade, convince, argumentative, information	Vocabulary: contents, headings, diagrams, information, maps, captions, photographs, fact, picture, index, labels, glossary, text box, size, boldness, text style, connections, charts, compare and contrast

Topic: Concepts of Print

Days: 180

Subject(s): English Language Arts

Grade(s): Knd.

Key Learning: Readers need to understand that print has rules.



Unit Essential Question(s): **How does understanding how print is organized help me make meaning when reading?**



<p>Concept: Punctuation</p>	<p>Concept: Print Represents spoken language</p>	<p>Concept: Parts of a Book</p>
<p>Lesson Essential Question(s): How do punctuation marks help me when I read a book? (A)</p>	<p>Lesson Essential Question(s): How do I match a spoken word with a written word? (A)</p>	<p>Lesson Essential Question(s): What are the parts of a book? (A)</p>
<p>Vocabulary: period, question mark, exclamation point, comma, quotation marks, ellipse(...), more to come,</p>	<p>Vocabulary: one-to-one matching, word, space, left-to-right, return sweep, top to bottom, point, track, print, text, emergent readers</p>	<p>Vocabulary: front, back, cover, page, print, picture/ illustration, title, title page, author, illustrator, spine, dedication</p>

<p>Concept: Directionality</p>	<p>Concept: Letters, Words, and Sentences</p>
<p>Lesson Essential Question(s): How is print organized in text? (A)</p>	<p>Lesson Essential Question(s): What is the difference between letters, words, and sentences? (A)</p>
<p>Vocabulary: left, right, top, bottom, return sweep, size, boldness, text style</p>	<p>Vocabulary: letter, word, sentence, capital/uppercase, lower case, space</p>

Topic: Phonics

Days: 180

Subject(s): English Language Arts

Grade(s): Knd.

Key Learning: Learning letters and sounds is an important component of reading, writing and spelling. Readers need to develop automaticity of letter naming and reading high frequency words.



Unit Essential Question(s): **How can learning the letters and their sounds make me a better reader and writer? How does understanding the relationship between letters and sounds help me read and write?**



<p>Concept: Letter naming, letter sounds, letter formation</p>	<p>Concept: Word Work</p>	<p>Concept: High Frequency Words</p>
<p>Lesson Essential Question(s): <u>What is the name of this letter?</u> (A) <u>What sound(s) does this letter make?</u> (A) <u>How do you write this letter?</u> (A) (A)</p>	<p>Lesson Essential Question(s): <u>How will working with words help me develop my reading and writing vocabulary?</u> (A) <u>How can I use spelling patterns to read new words?</u> (A) <u>Is this letter a vowel or a consonant?</u> (A) (A)</p>	<p>Lesson Essential Question(s): <u>How will learning high frequency words make me a more fluent reader?</u> (A) <u>How will knowing high frequency words help me understand my reading and writing?</u> (A) (A)</p>
<p>Vocabulary: alphabet, consonant/vowel letter, sound, uppercase/capital, lower case, top, bottom, tail, big line, little line, big curve, little curve</p>	<p>Vocabulary: vowel, consonant, chunk, word families, sound it out, decode, letter/sound match, spelling pattern, first, middle, end, magic e, long/short vowel, silent e,</p>	<p>Vocabulary: word wall, high frequency, sight word, vocabulary, fluency,</p>

Topic: Phonological Awareness

Days: 180

Subject(s): English Language Arts

Grade(s): Knd.

Key Learning: **Phonological awareness is knowing and orally manipulating sounds and word parts.**



Unit Essential Question(s): **How can I use sounds to learn to speak, listen, read and write?**

<p>Concept: Rhyming</p>	<p>Concept: Initial and Final sounds</p>	<p>Concept: Blending</p>
<p>Lesson Essential Question(s): <u>What are rhyming words?</u> (A) <u>How will recognizing rhyming words help me learn how sounds work?</u> (A) <u>How does making rhyming words help me know how sounds work in words?</u> (A) (A)</p>	<p>Lesson Essential Question(s): <u>What is alliteration?</u> (A) <u>What sound do you hear at the beginning/end of a word?</u> (A) (A)</p>	<p>Lesson Essential Question(s): <u>How do I blend sounds?</u> (A) <u>How does blending sounds help me to say a word?</u> (A)</p>
<p>Vocabulary: rhyme, rhyming, chunk, onset, rime, beginning sound, ending sound, rhythm,</p>	<p>Vocabulary: alliteration, initial/beginning, final/ending, same, different, listen, hear, sound</p>	<p>Vocabulary: blend, word, letter, sound, change, onset, rime</p>

<p>Concept: Segmenting With Automaticity</p>	<p>Concept: Phoneme Manipulation</p>
<p>Lesson Essential Question(s): <u>How do I break words into parts?</u> (A) <u>What is a syllable?</u> (A) <u>How many parts do you hear in a word?</u> (A) (A)</p>	<p>Lesson Essential Question(s): <u>How does substituting sounds change a word?</u> (A) <u>How does deleting a sound change a word?</u> (A) (A)</p>
<p>Vocabulary: syllable, word part, sound, word, change, break, stretch, onset, rime</p>	<p>Vocabulary: substituting, delete, change</p>

Topic: Speaking and Listening

Days: 180

Subject(s): English Language Arts

Grade(s): Knd.

Key Learning: **Listening and speaking are key to understanding and learning.**



Unit Essential Question(s):

Why is it important to be a good listener and speaker?

<p>Concept: Speaking Skills</p>	<p>Concept: Responding</p>	<p>Concept: Questioning</p>
<p>Lesson Essential Question(s): <u>Why do I need to speak clearly and with correct grammar?</u> (A) <u>How does discussion help me to understand what I have heard?</u> (A) <u>How does speaking help us in everyday life?</u> (A) <u>How do I take turns speaking in a discussion?</u> (A) How do I make a presentation? (A)</p>	<p>Lesson Essential Question(s): <u>How can telling things in order help others to understand?</u> (A) <u>How does repeating what I have heard help me to remember and learn more?</u> (A) (A)</p>	<p>Lesson Essential Question(s): <u>Why do we ask questions?</u> (A) <u>How do we answer questions?</u> (A) (A)</p>
<p>Vocabulary: speaker, act, volume, clear, pace, rate, speed, tone, turn taking, listening, discussion, report, tell, share, show and tell, recite, repeat, perform, explain, pretend, echo, choral, fast, slow, understand, collaboration conversation, peers, topic, text, presentation, details, nouns, verbs, plurals, adjectives, interrogatives, verb tense, preposition, complete sentences, expand</p>	<p>Vocabulary: retell, first, next, last, setting, where, when, characters, problem, goal, solution, order, experience, story, rephrase, repeat, respond, share, tell, sequence, beginning, middle, end, details, before, after, while, then, during,</p>	<p>Vocabulary: question, learn, ask, wonder, answer, complete, speak, reply, conversations, discussions, collaboration, clarification,</p>

<p>Concept: Listening for a Purpose</p>
<p>Lesson Essential Question(s): <u>How does listening to directions help me know what to do?</u> (A) <u>How do I listen for information and details?</u> (A) <u>How do I listen to learn?</u> (A) <u>Why is it important for me to listen when others are talking?</u> (A) (A)</p>
<p>Vocabulary: listen, directions, question, answer, repeat, retell, quiet, focus, think, visualize,</p>

Topic: Speaking and Listening

Subject(s): English Language Arts

Days: 180

Grade(s): Knd.

Topic: Vocabulary

Days: 180

Subject(s): English Language Arts

Grade(s): Knd.

Key Learning: Knowing words help us understand oral and written language. Knowing strategies to learn new words will help to build a bigger vocabulary.



Unit Essential Question(s): **Why is it important to learn new words? How do I increase my reading, writing, speaking and listening vocabulary?**

<p>Concept: Concept Vocabulary</p>	<p>Concept: Receptive Vocabulary</p>	<p>Concept: Expressive Vocabulary</p>
<p>Lesson Essential Question(s): <u>Why is it important to learn words? (color words, number words, opposites/antonyms, synonyms, environmental print, etc.)</u>(A) (A)</p>	<p>Lesson Essential Question(s): <u>How does thinking about what I know help me to learn what words mean? (A)How does thinking about what I see in pictures help me to learn what words mean? (A)How does listening to conversations and read-alouds help me to learn what words mean? (A) (A)</u></p>	<p>Lesson Essential Question(s): <u>How does thinking about what I know help me to learn what words mean? (A)How does looking at a picture of a word help me to understand what the word means? (A)How does using new words in speaking and writing help to learn what words mean? (A) (A)</u></p>
<p>Vocabulary: antonym/opposite, synonym/same/alike, vocabulary specific to concept or lesson content, word walls, country, language, categories,different, groups, multiple-meaning, sort, describing, pantomime, modeling, drama,</p>	<p>Vocabulary: listen, read, word wall, background knowledge/ schema/prior knowledge, picture, vocabulary, word, same/similar/alike, different, definition,visualize</p>	<p>Vocabulary: speak, write, word, word wall, picture, background knowledge/schema/prior knowledge,definition, meaning, describe, understand, prefixes, suffixes, inflections, affixes,</p>

<p>Concept: Literary Devices</p>
<p>Lesson Essential Question(s): Can I identify literary devices in stories? (A)</p>
<p>Vocabulary: rhyme, repetition, alliteration, onomatopoeia, personification, rhythm, patterns, dialog, plays, readers theater, drama,</p>

Topic: Writing/Quality of Writing

Days: 180

Subject(s): English Language Arts

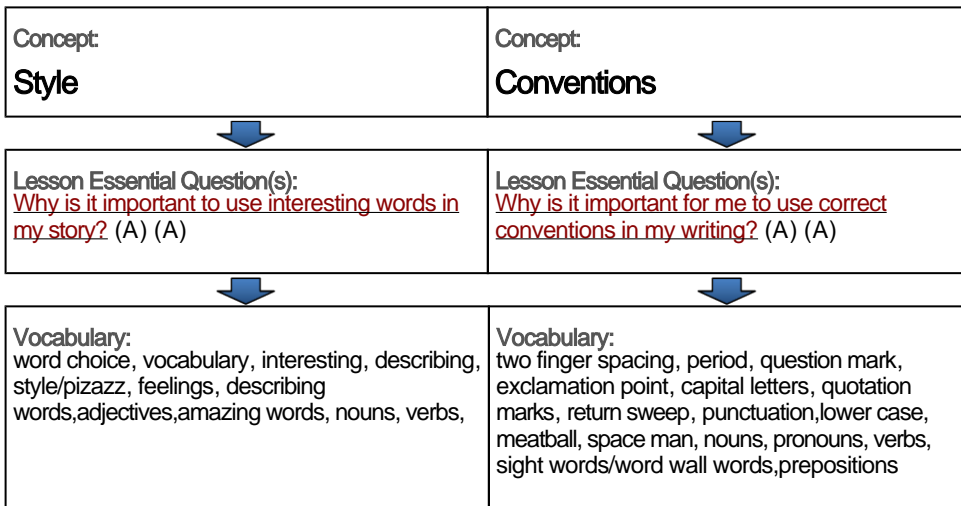
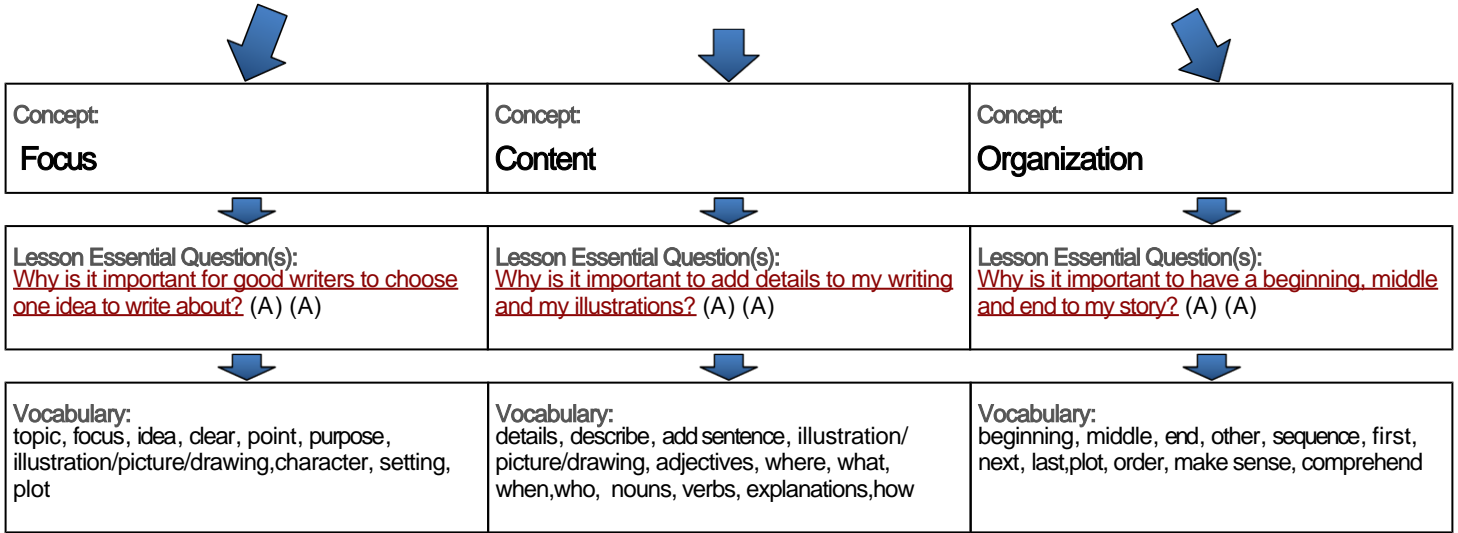
Grade(s): Knd.

Key Learning: Good writers focus on the topic, organize their ideas in a logical sequence, think about their word choice and use correct writing conventions.



Unit Essential Question(s):

How do I improve the quality of my writing?



Topic: Writing/Types of Writing

Days: 150

Subject(s): English Language Arts

Grade(s): Knd.

Key Learning: **Writers write for different purposes.**



Unit Essential Question(s):

How can I write different ways for different purposes?



Concept:

Narrative Writing

Concept:

Informative/Explanatory Writing

Concept:

Opinion/Fact/Argument



Lesson Essential Question(s):

How do writers write about their own lives or experiences? (A) (A)

Lesson Essential Question(s):

What do I need to know to write descriptions or directions?
 How do I write a title?
 Where can I look to find information on a topic?
 How do I use information to answer a question?
 (A)

Lesson Essential Question(s):

How do writers write/express their opinion on a topic or book? (A)



Vocabulary:

self, story, beginning, middle, end, purpose, topic, idea, first, next, last, experiences, narrative, events, reaction

Vocabulary:

descriptions, facts, directions, lists, letters, information, fact, true, detail, real, main idea, "how to", dictionaries, Internet, nonfiction, reference books, interviews, explanations, recipe, thank you's, labels, computers, collaboration, digital tools, question, experiences, search,

Vocabulary:

opinion, title, fact, support, details, preference, topic,

Topic: Writing/Writing PProcess

Days: 180

Subject(s): English Language Arts

Grade(s): Knd.

Key Learning: To convey meaning through writing, students use the process of prewriting, drafting/writing, and revising to gather ideas and information, to write a series of related sentences, and to demonstrate the conventions of writing.



Unit Essential Question(s): **How do I become a writer?**

<p>Concept: Prewriting</p>	<p>Concept: Write/Draft</p>	<p>Concept: Revise/Edit</p>
<p>Lesson Essential Question(s): <u>How will creating a detailed picture help me become a better writer? (A)</u> <u>Why is it helpful for me to talk about what I am going to write about? (A) (A)</u></p>	<p>Lesson Essential Question(s): <u>How do I use words to write my thoughts or ideas? (A) (A)</u></p>	<p>Lesson Essential Question(s): <u>How do I revise/edit my writing? (A)</u> <u>How do I write so others can read my writing? (A) (A)</u></p>
<p>Vocabulary: brainstorm, graphic organizers, think, talk, ideas, pictures, list, detail, color, create, mental picture, oral language, visualizing,</p>	<p>Vocabulary: detail, topic, idea, describing words, beginning, middle, end, print, match, illustration/picture, letters, words, spaces, "say it slowly", first sound, last sound, middle sound, word wall, one to one correspondence, matching oral words to written words, magic lines, lines,</p>	<p>Vocabulary: revise, edit, improve, change, punctuation, capital letters, spelling, spacing, author, illustration, share, reread, fix, mistake, error, carrots, editing marks, suggestions, comments, author chair, illustrator, feedback, critique, collaboration, publish, peers</p>

<p>Concept: Publish and Share</p>
<p>Lesson Essential Question(s): <u>How do I share my writing? (A) (A)</u></p>
<p>Vocabulary: share, author's chair, publish, rewrite, display, show, feedback, voice level, performance voice, suggestions, comments,</p>