

# Trimester 2 Reading

Content Area: **English Language Arts**  
Course(s): **English Language Arts 1**  
Time Period: **Trimester 2**  
Length: **16 weeks**  
Status: **Published**

## Unit Overview

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### Essential Questions

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Whole Group Novel-*Charlotte's Web*

1. What are the different elements of the story? plot, setting, conflict, resolution, etc.
2. What is the genre of this novel?
3. What character traits do the main characters exhibit?
4. How can I relate to the characters and/or story?

#### Guided Reading

1. What strategies can I use if I do not understand a word in the text?
2. What strategies can I use to help sound out a word in the text?
3. What is the main idea of the text?
4. How can I use the text features to help with reading the text?

Whole Group Novel-*Ramona and Beezus*

1. What are the different elements of the story? plot, setting, conflict, resolution, etc.
2. What is the genre of this novel?
3. What character traits do the main characters exhibit?
4. How can I relate to the characters and/or story?
5. What characters and story elements are similar from *Henry Huggins* and *Ramona and Beezus*?

## Content

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### Whole Group Novel

Read and discuss the novel *Charlotte's Web* by E. B. White

Read and discuss the novel *Ramona and Beezus* by Beverly Clearly

Compare and contrast *Ramona and Beezus* and *Henry Huggins* by Beverly Clearly

### Guided Reading

Select nonfiction books based on reading levels.

Comprehension skills to work on

- Text to Text
- Text to Self
- Text to World
- Inferencing
- Questioning
- Visualizing
- Determining the main idea

## Skills

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- Recognize elements of a story
- Recognize character traits
- Recognize different genres
- Identify main idea
- Make connections to text
- Make inferences
- Determine the meaning of unfamiliar words
- Read for meaning
- Read/listen to novel and discuss
- Reread for understanding
- Identify text features
- Use table of contents, glossary
- Refer back to reading to answer questions
- Compare and contrast novels by the same author

## Assessments

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## Whole Group Novel

1. Completed packet
2. Chapter quizzes
3. Completed project
4. Teacher observations
5. Student participation
6. Working with partners

## Guided Reading

1. Completed packets
2. Group participation
3. Oral reading-tone, mood, intonation, fluency
4. Reading with partners
5. Utilization of time wisely

## **Lessons/Learning Scenarios**

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### Whole Group Novel-*Charlotte's Web*

1. Introduce novel
2. Make predictions using cover and chapter titles
3. Introduce packet and expectations for completing packet
4. Identify genre
5. Identify story elements: plot, setting, conflict, resolution, etc
6. Discuss character traits and identify main character(s)
7. Discuss connections to self, text, world
8. Identify and discuss main idea

## Guided Reading

1. Introduce book
2. Introduce packet and expectations for completing packet
3. Set purpose for reading for group
4. Make inferences
5. Discuss connections to self, text, world
6. Identify and use strategies to help understand and sound out unfamiliar words
7. Identify the main idea
8. Utilize text features to help during reading

#### Whole Group Novel-*Ramona and Beezus*

1. Introduce novel
2. Make predictions using cover and chapter titles
3. Introduce packet and expectations for completing packet
4. Identify genre
5. Identify story elements: plot, setting, conflict, resolution, etc
6. Discuss character traits and identify main character(s)
7. Discuss connections to self, text, world
8. Identify and discuss main idea
9. Compare and contrast *Ramona and Beezus* and *Henry Huggins*

## Standards

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CCSS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
CCSS.ELA-Literacy.RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
CCSS.ELA-Literacy.RF.3.3.b	Decode words with common Latin suffixes.
CCSS.ELA-Literacy.RF.3.3.c	Decode multisyllable words.

CCSS.ELA-Literacy.RF.3.3.d	Read grade-appropriate irregularly spelled words.
CCSS.ELA-Literacy.RF.3.4.a	Read grade-level text with purpose and understanding.
CCSS.ELA-Literacy.RF.3.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-Literacy.RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CCSS.ELA-Literacy.RI.3.6	Distinguish their own point of view from that of the author of a text.
CCSS.ELA-Literacy.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CCSS.ELA-Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
CCSS.ELA-Literacy.SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS.ELA-Literacy.SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
CCSS.ELA-Literacy.SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Resources

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### Whole Group Novel

1. *Charlotte's Web* by E. B. White
2. *Ramona and Beezus* by Beverly Cleary

### 3. Packets

#### Guided Reading

##### 1. Leveled books

##### 2. Packet