# Trimester 1 Reading

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

## Unit Overview

## Essential Questions

Whole Group Novel

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?

## Content

Wholw Group Novel

Read and discuss the novel *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

- 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 meaing
- Read/listen to novel and discuss
- Reread for understanding
- Identify text features
- Use table of contents, glossary
- Refer back to reading to answer questions

## Assessments

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

Whole Group Novel

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

## Standards

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| LA.3.CCSS.ELA-Literacy.CCRA.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| CCSS.ELA-Literacy.L.3.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| CCSS.ELA-Literacy.L.3.4.a | Use sentence-level context as a clue to the meaning of a word or phrase. |
| CCSS.ELA-Literacy.L.3.4.b | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). |
| CCSS.ELA-Literacy.L.3.4.c | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). |
| CCSS.ELA-Literacy.L.3.4.d | Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. |
| 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.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.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| 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.3.3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| 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.3.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| 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. |

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| CCSS.ELA-Literacy.SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| 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

Whole Group Novel

1. *Henry Huggins* by Beverly Clearly

2. Packet

Guided Reading

1. Leveled books

2. Packet