

First Trimester

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **12 weeks**
Status: **Published**

Unit Overview

Essential Questions

Independant Reading-Reader's Workshop

- How do I choose a "Just Right" book to read independantly?
- How do I determine the character's conflict in the story?
- How does the setting affect the plot?
- What are the most important elements of the plot?
- Why do readers need to pay attention to a writer's choice of words?
- How do readers construct meaning from text?

Word Work/Spelling/Vocabulary

- How do I figure out a word I do not know?
- What are context clues?
- What are homonyms and homophones?
- How do suffixes and prefixes change word meanings?
- How do you form plural word forms?
- What is the difference between a synonym and antonym?
- How and why would you use a thesaurus?
- How do etymologies help with understanding and spelling words?
- How do you identify spelling patterns?

Writing

- What is a personal narrative?
- What is a small moment?
- How can a mentor text assist students with writing strategies?
- How do good writers express themselves?
- How do figurative language and vivid details add to the writing product?
- How does process shape the writer's product?
- How do writers develop a well written product?
- Why does a writer choose a particular form of writing?

Literature Study

- How do characters' actions and words demonstrate their character traits?
- How does this author's use of figurative language enrich the story?

Content

Independant Reading-Reader's Workshop

- Choose a "Just Right" book to read independantly.
- Determine the character's conflict in the story.
- See how setting affects the plot.
- Determin most important elements of the plot.
- Readers will pay attention to a writer's choice of words.
- Stop think and jot while reading.

Shared Reading

Identify purpose of text

comprehension strategies (predicting, generate questions, sequencing, prior knowledge, inference, conclusions and mental pictures)

recognize features of Narrative text/Literary Elements (theme, headings, subheading, diagrams, charts, captions, graphs, table of contents, index, glossary, characters, setting sequence (problem/resolution)

Word Work/Spelling

- application of lessons in Vocabulary for Success activity book and on line

Writing

- set writing goals
- writing a personal narrative
- defining a small moment
- staying in the moment
- adding details and figurative lanaguage
- study mentor texts to borrow strategies
- use checklists for student assessment
- revise and edit own work
- publish persoanl narratives

Skills

Shared Reading

- Identify purpose of text
- comprehension strategies
- recognize features of Narrative Text/Literary Elements
- Infer specific meanings in the context of reading passages
- Identify specific word meanings in the contextualize reading passages
- make inferences
- recognize characterization
- explain setting
- interpret idiomatic expressions

Word Work/Spelling

- Improve visual skills for word recognition
- Improve spelling skills
- build proofreading skills
- identify suffixes and prefixes
- distinguish between homonyms and homophones
- use spelling patterns
- capitalization
- contraction
- phonics
- Etymologies
- usage
- conjunctions
- Onomatopoeia

Writing

- read mentor text
- choosing a narrative topic
- write short and long on personal narrative topics
- write a personal narrative about Stokes
- identify and use figurative language and descriptive
- revise using strategies from mentor texts
- edit own work using checklist
- publish own work

Assessments

Shared Reading

- assess using passages with unknown and/or multiple meaning words
- assess through class direction
- assess through class discussion

- assess by having students explain the literal interpretation and the idiomatic meaning through dramatic presentation

Lessons/Learning Scenarios

Shared Reading

Text to Text, Text to World, Text to Self

Literary Elements

- Infer word meanings through an understanding the passage's context, purpose, audience and specifics such as historical context
- Teacher read aloud with attention to author's intent, views and beliefs
- Demonstration of understanding of an author's point of view through multimedia projects and activities
- Integration of the study of an author's point of view within the historical perspective
- Writing Assignments that allow students to share their points of view
- Explicit instruction is needed on idiomatic expressions, particularly for student whose first language other than English. It is helpful to make connections for students between the literal and non-literal interpretation of language
- classroom instruction around a central theme that crosses content areas (social studies, science, math, etc.)
- Examination for theme whenever relevant
- Reading passages connected to the themem upon which the units/lessons are planned

Higher Order Questioning

Ask:

- What does the author mean?
- What words support that meaning?
- What meaning is not explicitly stated?
- How does this passage relate to something you know about or have hear about?
- How does tha knowledge lead you to infer from the author's writing?

Ask:

- How does the setting directly afftect the story's outcome?
- How critical to the story were the supporting characters?
- How would you analyze the plot?
- How is the mood relelvant tot he reader and to the story?

Standards

Resources
