

Course: English Language Arts	Athens Area School District
Topic/ Unit: Main Idea and Details: Nonfiction	Days: 15(In conjunction with attached Main Idea - Fiction)

Key Learning: All reading passages have a main idea.

Unit Essential Question: How can I determine the main idea of a passage?

Common Core Standards: RL 3.1, RL 3.10, RI 3.2, RI 3.4, RI 3.10, RF 3.3, RF 3.4, W 3.2, W 3.4, 3.5, 3.6, W 3.10, SL 3.2, SL 3.3, L 3.1, L 3.2, L 3.3, L 3.4, L 3.5, L 3.6

Concept #1: Comprehension Strategy:	Concept #2: Word Work, Spelling, Daily Word Routines	Concept #3: Writing (Narrative)
<p>Lesson Essential Question(s): In determining the main idea, what adjustments do I need to make for nonfiction vs. fiction?</p> <p>What are the main ideas and supporting details of passages and the whole text?</p> <ul style="list-style-type: none"> • Compile and categorize details during reading to identify the main idea of the text • Use standard headings to identify the main idea of a passage • After identifying the main idea, record details that support it • Determine an implied main idea and key details that support them • With support, relate important ideas in the text to each other and to ideas in other texts. • Use main ideas and details to support answers to questions about the text or topic. 	<p>Lesson Essential Question(s): How did I connect letters and sounds to spell words?</p> <ul style="list-style-type: none"> • Spell short and long vowel words with common patterns • Spell one syllable words with three letter clusters • Spell one syllable words with silent letters kn and wr. • Spell one syllable words with other vowel patterns: ow & ou • Spell words with other vowel patterns: au, aw, al, o <p>How did I use strategies to figure out difficult words?</p> <ul style="list-style-type: none"> • Use roots and affixes to decode unknown words: mis-, -er, -or, -le, -y, -ful, -ous, -in, im- • Use the VCV cutting patterns to read multisyllabic short vowel words • Decode multisyllabic words with three-letter clusters 	<p>Lesson Essential Question(s): How are the processes of writing a well-organized, informative paragraph and determining the main idea of an information selection alike? Different?</p> <p>How is informational writing different from narrative writing?</p> <p>How can I organize my informational writing?</p> <p>How can I use language effectively to write a quality sample?</p>



<p>How did I use my knowledge of genre to form expectations about this text?</p> <p>Why did the author write this selection?</p>	<ul style="list-style-type: none"> • Decode words with silent letters: kn and wr • Decode multisyllabic words with other vowel patterns: ow &ou • Decode multisyllabic words with other vowel patterns: au, aw, al, o 	
<p>Vocabulary: Main idea, supporting details, generalize, mostly about, main purpose, topic, theme, irrelevant or nonessential</p>	<p>Vocabulary: Syllables, synonyms, antonyms, compound words, multiple meaning words, prefixes: mis, suffixes: -er and -or</p>	<p>Vocabulary: Composition, prewrite, brainstorm, draft, revising, editing, research, plagiarism</p>

<p>Concept #4 Vocabulary</p>	<p>Concept #5 Fluency</p>	<p>Concept#6 Listening and Speaking</p>
<p>Lesson Essential Question(s): What vocabulary is new to me, and how do I use it?</p> <ul style="list-style-type: none"> • Identify and clarify meanings of unknown words • Clarify the meanings of words using context: synonyms • Clarify the meanings of unknown words using context: examples and non-examples • Use reference materials to check meaning as appropriate. 	<p>Lesson Essential Question(s): How did I monitor and adjust my reading fluency to maintain comprehension?</p> <ul style="list-style-type: none"> • With support, use multiple sources of information to support fluent reading • Demonstrate awareness of a full range of punctuation and signals to read with appropriate phrasing and intonation <p>How do I read fluently to process text?</p> <ul style="list-style-type: none"> • Read many words automatically, concentrating on the meaning of the text not word solving • Use context to confirm or self correct word recognition and understanding, rereading as necessary. <p>How do the inferences I made about the characters, setting and plot affect the expressions of my reading?</p>	<p>Lesson Essential Question(s): How can I improve the quality of my conversations with others?</p> <ul style="list-style-type: none"> • Explain ideas, opinions, and feelings with reasons and evidence in light of the discussion • With support, negotiate issues without support <p>What does this speaker think is important?</p> <ul style="list-style-type: none"> • Ask and answer questions for clarification and to gather more information about the topic. <p>How do I give a presentation?</p> <ul style="list-style-type: none"> • Speak clearly with confidence and enthusiasm • Stand with good posture • Use conventional grammar and word usage



	<ul style="list-style-type: none"> • Read dialogue with phrasing and expression that reflects understanding of characters' traits and actions • Use fix-up strategies 	Vary intonation, stress and rate for emphasis
Vocabulary: Examples/ non-examples, synonyms, antonyms, prefixes, suffixes	Vocabulary: Rate, monitor, dialogue, phrasing, intonation	Vocabulary: Posture

Common UNIT Assessment: *In this space describe the common assessment, resources to be utilized, and skills being assessed. (Grades 2-5 need to include at least one cold read). Please Attach all Materials (readings, questions, answer key or rubric) **NOTE: common assessments will be used for data collection for PLC's and Intervention groups.***

Common UNIT Writing Assessment: *Describe in this space the specific type of writing and rubric. Attach all materials.*



Course: English Language Arts	Athens Area School District
Topic/ Unit: Main Idea and Details: Fiction	Days: 15

Key Learning: All reading passages have a main idea.

Unit Essential Question: How can I determine the main idea of a passage?

Common Core Standards: RL 3.1, RL 3.10, RI 3.2, RI 3.4, RI 3.10, RF 3.3, RF 3.4, W 3.2, W 3.4, 3.5, 3.6, W 3.10, SL 3.2, SL 3.3, L 3.1, L 3.2, L 3.3, L 3.4, L 3.5, L 3.6

Concept #1: Comprehension Strategy:	Concept #2: Word Work, Spelling, Daily Word Routines	Concept #3: Writing (Narrative)
<p>Lesson Essential Question(s): What strategies can I use to find the main idea?</p> <p>How can I tell the difference between the main idea and supporting details?</p> <p>How are main ideas like topic sentences? How are they different?</p> <p>How can understanding main idea help me to organize the information I have read?</p> <p>How can understanding the main idea help me to filter out irrelevant or unnecessary information?</p> <p>How did I use my knowledge of genre to form expectations about this text?</p> <p>Why did the author write this selection?</p>	<p>Lesson Essential Question(s): How did I connect letters and sounds to spell words?</p> <ul style="list-style-type: none"> • Spell short and long vowel words with common patterns • Spell one syllable words with three letter clusters • Spell one syllable words with silent letters kn and wr. • Spell one syllable words with other vowel patterns: ow & ou • Spell words with other vowel patterns: au, aw, al, o <p>How did I use strategies to figure out difficult words?</p> <ul style="list-style-type: none"> • Use roots and affixes to decode unknown words: mis-, -er, -or • Use the VCV cutting patterns to read multisyllabic short vowel words • Decode multisyllabic words with three-letter clusters • Decode words with silent letters: kn and wr 	<p>Lesson Essential Question(s): How is informational writing different from narrative writing?</p> <p>How can I organize my informational writing?</p> <p>How can I use language effective to write a quality sample?</p>



	<ul style="list-style-type: none"> Decode multisyllabic words with other vowel patterns: ow & ou Decode multisyllabic words with other vowel patterns: au, aw, al, o 	
Vocabulary: Main idea, supporting details, generalize, mostly about, main purpose, topic, theme, irrelevant or nonessential	Vocabulary: Syllables, synonyms, antonyms, compound words, multiple meaning words, prefixes: mis, suffixes: -er and -or	Vocabulary: Composition, prewrite, brainstorm, draft, revising, editing, research, plagiarism

Concept #4 Vocabulary	Concept #5 Fluency	Concept#6 Listening and Speaking
<p>Lesson Essential Question(s): What vocabulary is new to me, and how do I use it?</p> <ul style="list-style-type: none"> Identify and clarify meanings of unknown words Clarify the meanings of words using context: synonyms Clarify the meanings of unknown words using context: examples and non-examples Use reference materials to check meaning as appropriate. <p>How can I distinguish between literal and nonliteral meanings of words and phrases.</p> <p>How can I use context clues to determine the meaning of a simile?</p>	<p>Lesson Essential Question(s): How did I monitor and adjust my reading fluency to maintain comprehension?</p> <ul style="list-style-type: none"> With support, use multiple sources of information to support fluent reading Demonstrate awareness of a full range of punctuation and signals to read with appropriate phrasing and intonation <p>How do I read fluently to process text?</p> <ul style="list-style-type: none"> Read many words automatically, concentrating on the meaning of the text not word solving Use context to confirm or self correct word recognition and understanding, rereading as necessary. 	<p>Lesson Essential Question(s): How can I improve the quality of my conversations with others?</p> <ul style="list-style-type: none"> Explain ideas, opinions, and feelings with reasons and evidence in light of the discussion With support, negotiate issues without support <p>What does this speaker think is important?</p> <ul style="list-style-type: none"> Ask and answer questions for clarification and to gather more information about the topic. <p>How do I give a presentation?</p> <ul style="list-style-type: none"> Speak clearly with confidence and enthusiasm Stand with good posture Use conventional grammar and word usage <p>Vary intonation, stress and rate for emphasis</p>



	<p>How do the inferences I made about the characters, setting and plot affect the expressions of my reading?</p> <ul style="list-style-type: none"> • Read dialogue with phrasing and expression that reflects understanding of characters' traits and actions • Use fix-up strategies 	
<p>Vocabulary: Examples/ non-examples, synonyms, antonyms, prefixes, suffixes</p>	<p>Vocabulary: Rate, monitor, dialogue, phrasing, intonation</p>	<p>Vocabulary: Posture</p>

Common UNIT Assessment: *In this space describe the common assessment, resources to be utilized, and skills being assessed. (Grades 2-5 need to include at least one cold read). Please Attach all Materials (readings, questions, answer key or rubric) **NOTE: common assessments will be used for data collection for PLC's and Intervention groups.***

