

	September				October				November				December				January				February				March				April				May				June									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42				
September/Week 1 - October/Week 5																																														
Unit 1: Building the Reading Life – The First 20 Days of the																																														
October/Week 6 - December/Week 13																																														
Unit 2: The Voice of the Past Talks to Us (through setting, plot and point of view)																																														
December/Week 14 - January/Week 21																																														
Unit 3: Whimsical Characters and their Enchanted Adventures (and the messages they communicate)																																														
February/Week 22 - March/Week 29																																														
Unit 4: Animals are Characters too! - How animals and their traits are personified in literature, text and film (Informational Text)																																														
April/Week 30 - May/Week 37																																														
Unit 5: What Makes a Hero – Role Models in Society, Biographical or Fictional and or comic book hero																																														
May/Week 38 - June/Week 42																																														
Unit 6: Close Encounters of the Literary Kind – A Closer look at story elements and structure in multiple genres																																														

Duration: September/Week 1 - October/Week 5	
UNIT NAME: Unit 1: Building the Reading Life – The First 20 Days of the	
Big Ideas/Essential Questions	Concepts/Skills
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What do I do when I do not understand what I read? (CCR.R.1) • What strategies do we use to understand what I read? • What does reading this text have to do with me? (CCR.R.2) • How do we determine central idea or theme of a text? • How do characters in a story respond to major events and challenges? (CCR.R.3) • What makes words powerful? (CCR.R.4) • What makes one book different from another? (CCR.R.5) • How does text structure shape meaning? Is it effective? Was the author effective? • How do efficient readers find and utilize text features? How would you evaluate or analyze its effectiveness? • What types of books do you tend to read? • Of the books you've read, which are your favorites? • What genres do you tend to shy away from? • How can you describe your reading volume and reading rate? 	<p>Concepts:</p> <ul style="list-style-type: none"> • Questioning the text before, during and after reading • Relationships between illustrations and the story/text • Text types and structures • Character traits/attributes • Relationship or interaction of text elements • Central message, theme, lesson and moral in the text • Comparing and contrast text and specific aspects of text • Point of view of author, narrator and characters <p>Skills:</p> <ul style="list-style-type: none"> • Asking and answering text-based question, with or without prompting explicitly • Analyze the relationships between illustrations and story/text to describe (K-1), Explain (2), Use information (3), Interpret information (4) synthesize to solve a problem (5)

- Which books have changed you some way? What about these books changed you? What was their message?
- What are your reading strengths? Challenges?

Big Ideas

- Being able to read determines your future
- Practice makes permanent
- Readers show respect for other readers by not interrupting the teacher and using whisper voices (inside voice, 6-inch voice)
- Readers read from left to right and from top to bottom
- Readers share with partners in a variety of ways
- Readers share books with partners to grow their reading lives; sitting hip to hip with a book in the middle
- Readers are thinkers
- Reader's notebook is a powerful tool that can help organize your thinking
- Determining central ideas and themes of a text deepens our understanding of the text
- Readers can reread a book to find something they didn't notice or think about
- Readers focus on words at first, but when they reread that can focus on pictures
- Readers, like writers, make movies as we read
- Readers respond to reading with writing (coding/annotation with stickies)
- Readers are curious about words and try to always understand what words and phrases mean
- Reading logs and journals help us learn what kind of reader we are.
- Partnerships and reading clubs helps reader build insight into their reading experiences
- People should be better for having read a book
- Practice makes permanent
- Being able to read determines your future
- We can build ideas through conversations Rereading the text helps to make us good readers

- Analyze similarities and differences of text types and structures to recognize (K), Explain (1), describe (2), refer to text parts (3), explain major differences (4-5)
- Analyze characters to identify (K), describe elements (1), describe character interaction (2) describe motivation an contributions to text (3), describe depth of with explicit detail (4), compare and contrast two or more with explicit detail (5)
- Evaluate text(s) for relationships pr interactions between events, ideas, concepts, and individuals to describe (K-3), explain (4-5) using information from the text
- Determine point of view in order to identify (K-1), acknowledge differences of (2), distinguish personal POV from characters (3), compare and contrast, describe narrators POV

Plans:

Duration: October/Week 6 - December/Week 13

UNIT NAME: Unit 2: The Voice of the Past Talks to Us (through setting, plot and point of view)

Big Ideas/Essential Questions

Concepts/Skills

<p>Big Ideas:</p> <ul style="list-style-type: none"> • Dilemmas (problems) are age-old – problems of the past exist today • Characters have difference points of view, therefore they deal with problems differently • Authors and illustrators interpret/deal with historical events/issues differently • Learning from the past can impact your future <p>Essential Questions:</p> <ul style="list-style-type: none"> • What life lessons can we learn from the past (fiction/nonfiction)? 	<p>Concepts:</p> <ul style="list-style-type: none"> • Figurative language (simile and metaphor) • Setting impact the events represented within literature • First and third person point of view • Text structure (chronology, comparison, cause/effect, problem solution) • First hand and secondhand account of an event/topic <p>Skills:</p> <ul style="list-style-type: none"> • Compare and contrast first and third person narratives • Analyze story settings for similarities and differences • Describe how the author’s use of setting affects a story • Collect (track) information by taking notes on a topic studies over time (e.g. water cycle, erosion) • Discuss how having factual knowledge of a topic (e.g. impact of weather on land) can increase appreciation of literature about the topic • Find similarities and differences in story settings, and note how the author’s use of setting affects a story. • Identify similes and metaphors in texts read. • • Describe differences and key points of a firsthand and secondhand accounts based on the information provided •
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Plans:

Duration: December/Week 14 - January/Week 21	
UNIT NAME: Unit 3: Whimsical Characters and their Enchanted Adventures (and the messages they communicate)	
Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> • Humor, rhyme and their whimsical characters can teach valuable lessons • Details guide me to understand the meaning of a text 	<p>Concepts:</p> <p>Literary Devices:</p> <ul style="list-style-type: none"> • Personification • Symbolism

<ul style="list-style-type: none"> • Story elements help me to identify similarities and differences in literature <p>Essential Questions:</p> <ul style="list-style-type: none"> • What is real and how do you know? • What makes a character “whimsical”? • How do I figure out the meaning of a text? • How do I prepare for group discussion? 	<p>Key Ideas and Details:</p> <ul style="list-style-type: none"> • Character analysis to determine point of view, depth of character, setting or event in a story • Infer from explicit text-based details (G.3) • Story theme, central Idea, message (G. 3) <p>Craft and Structure</p> <ul style="list-style-type: none"> • Differences in structural elements of text and genres i.e. poems, drama and prose • Word meaning that is specific to characters • First and third person point of view <p>Language:</p> <ul style="list-style-type: none"> • Word parts; relationships to other words (roots/affixes) <p>Skills:</p> <ul style="list-style-type: none"> • Compare and Contrast points of view of a variety of stories (between first and third person). Analyze who is telling the story and determine if it is first or third person POV by using the text • Explain differences between poetry and drama (stanzas vs. acts or scenes, characters, setting) • Explain what the text explicitly states and draw text-based inferences • Determine theme of a story to support summarization of text • Prepare to meet in partnerships or groups to discuss books, ideas and other story/text elements; using research to support discussion • Apply known relationships of words, understanding of the root and affixes to solve or clarify unknown words.
<p>Plans:</p>	

Duration: February/Week 22 - March/Week 29

UNIT NAME: Unit 4: Animals are Characters too! - How animals and their traits are personified in literature, text and film (Informational Text)

Big Ideas/Essential Questions

Concepts/Skills

Big Ideas:

- Animal qualities can be used to describe human behavior as a technique for speaking and writing figuratively
- Character animals in fiction can have exaggerated humanlike qualities
- Spoken language can be represented in print
- Relationships between character, topic, sequence of events and or plot guide our comprehension and writing

Essential Questions:

- Which animal (in the animal kingdom) describes you? Why?
- How do we portray animals in writing? Film?
- How is the portrayal of animals similar or different between fiction and nonfiction?
- How do authors give readers clues to identify character traits?

Concepts:

Craft and Structure

- Differences in structural elements across text and genres i.e. poems, drama and prose

Key Ideas and Details

- Main idea (G.K – Main Topic, G. 3 MI)

Writing

- Narrative writing including events, technique and descriptive detail in sequence (G.1)

Speaking and Listening

- Figurative Language (Personification, metaphor, simile, word relationships)

Language

- Categorization of words by key attributes

Foundational Skills

Skills:

- Discuss and interpret poetic techniques and forms such as rhyme scheme and limericks.
- Compare the structures of poems and their use of poetic devices.
- Find similarities and differences in how animal characters are personified in fiction.
- Collaborate with classmates in order to publish a story.
- Read informational texts about a topic (e.g., animals) and compare the factual information with fictional portrayals.
- Compare print and film versions of stories (e.g., *The Black Stallion*).
- Explain major differences among poetry, drama, and prose.
- Explain key details that support the main idea through summarizing the text

	<ul style="list-style-type: none"> • Construct (shape) a journal response into an informative/explanatory essay; use several well-constructed paragraphs. • Dissect words to interpret their meaning or what they are really trying to say (figurative language) • Define words by category and their attributes (duck is a <i>bird</i>, Jeep is an automobile/transportation, lemonade is a drink/beverage) • •
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Plans:

Duration: April/Week 30 - May/Week 37

UNIT NAME: Unit 5: What Makes a Hero – Role Models in Society, Biographical or Fictional and or comic book hero

Big Ideas/Essential Questions	Concepts/Skills
<p>Big Ideas:</p> <ul style="list-style-type: none"> • Characters are heroes and their story is an adventure that communicates a message. • Many heroes can be found in history • Heroes live among us; Personal heroes can be found in our own family or hometown; we can learn a great deal from them • Heroes are not born, they are people who re shaped by the experiences in their lives • Heroes respond to issues (racial, ethnic, religious) and demonstrate courage and resilience. • Main character heroes rise above their own negative traits or weaknesses to overcome personal challenges <p>Essential Questions:</p> <ul style="list-style-type: none"> • Do you have a hero? • Can a kid be a hero? • Can adults have heroes? • What are the qualities of a hero? • What historical figures do you consider to be heroes? 	<p>Concepts:</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Character analysis (characteristics of heroism) • Topic and supporting details in a text <p>Craft and Structure</p> <ul style="list-style-type: none"> • Different structural elements across genres (verse, rhythm, characters, settings, dialogue,) <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Questioning the speaker as a follow up to a presentation of information or ideas <p>Language</p> <ul style="list-style-type: none"> • Conventions of standard English grammar and rules for punctuations and capitalization (G. K – caps G.1 – punctuation) <p>Writing</p> <ul style="list-style-type: none"> * Research through investigation <p>Skills:</p>

<ul style="list-style-type: none"> • Why should role models/heroes for young children have good qualities? What makes a hero? <ul style="list-style-type: none"> * Where can I look for information about a person’s life? How can I find out about heroes of Yesterday? Today? Tomorrow? * Who do people of today consider their heroes? * Why should we honor heroes? • How can we share the lives of Heroes with others? 	<ul style="list-style-type: none"> • Examine the ideas of the heroes journey in text and film (Nemo in Finding Nemo) • Analyze news report, current events/informational text) and how they report on "ordinary" or “everyday” heroes. Compare and contrast a variety of reports • Create text based questions to clarify or follow up on information presented by teacher or peers for discussion • Use standards for proper grammar when writing and speaking (pronouns, adjectives, prepositions) • Use standard rules for capitalization and punctuation • Conduct research building on knowledge in order to report on a topic using relevant facts, key details and description <p>Integrate information and details from multiple texts in writing and speaking</p>
<p>Plans:</p>	

<p>Duration: May/Week 38 - June/Week 42</p>	
<p>UNIT NAME: Unit 6: Close Encounters of the Literary Kind – A Closer look at story elements and structure in multiple genres</p>	
<p>Big Ideas/Essential Questions</p>	<p>Concepts/Skills</p>
<p>Big ideas:</p> <ul style="list-style-type: none"> • Nonfiction offers readers the opportunity to extend, refine, and revise their knowledge. • Nonfiction poses special demands that requires experience over time • Readers extract information from both text and graphics and must integrate the two • Watching the sequence of events helps us understand what is happening • To understand fiction, readers must suspend reality and enter the story and gather important information about the characters, setting, plot, events (in fantasy we enter an imagined world • The setting is all important in historical fictionIf readers follow the plot points and character traits, they can “see” the story <p>Essential Questions:</p>	<p>Concepts:</p> <ul style="list-style-type: none"> • Close reading for analysis of text • Story elements and relationship to specific details of the text • Expectations for reading each type of text structure (major differences between text types and structure) • Figurative language (through analysis of author’s choice/use) <p>Skills:</p> <ul style="list-style-type: none"> • Reading closely to analyze the text for structure (parts in comparison to the whole) • Explain major differences between text types and structures using a text feature analysis tool (chart) • Use key details and descriptions to engage in conversations with partnerships, groups or class

- Why do you think your personal experiences help you understand the text (story)?
- Why should readers pay attention to vocabulary in a text/story?
- What decisions do you make when reading a story (events to sort through, details to hold onto and store into memory)?

Specific to the analysis of a single text (focus EQ):

How does (this) sentence connect with the other sentences in the text?

- How does (this) sentence relate to the organizing idea of this text as a whole?
- What does the title tell me about this book?
- What is the main idea in the book? (You should be able to figure this out from skimming the introduction, preface, and first chapter.)
- What are the parts of the whole, and how does the book deal with those parts? (Again, this may be found in an overview in the introduction, preface, first chapter, and/or table of contents.)
- What is the most important idea in this paragraph?
- How do the ideas in (this) paragraph relate to the ideas in previous paragraphs?
- How are the important ideas in the text connected?

- Explain figurative language used in various text (metaphor, simile) using specific details from the text (the impact of, message conveyed)

Plans: