3-ELA Reading MLS

English Language Arts

Grade(s) 3rd, Duration 1 Year, 1 Credit
Required Course

Course Description

Students will use reading skills to read fluently with meaning and purpose. They will apply comprehension and vocabulary strategies to a variety of fiction and nonfiction texts.

Scope And Sequence

Timeframe	Unit	Instructional Topics
6 Week(s)	Building a Reading LIfe (Unit 1)	1. Bend I: Making a Reading Life 2. Bend II: Understanding the Story 3. Bend III: Tackling More Challenging Texts
4 Week(s)	Mystery: Foundation Skills in Disguise (Unit 5)	1. Bend I: Understanding the Mystery 2. Bend II: Raising the Level of Mystery Reading 3. Bend III Reading Mysteries Can Help You Read Any Kind of Fiction
6 Week(s)	Reading to Learn (Unit 2)	1. Informational Text Features (Teach this before Bend I) 2. Bend I Determining the Importance of Expository Texts 3. Bend II: Lifting the Level of Thinking about Expository Texts 4. Bend III: Synthesizing and Growing Ideas in Narrative Nonfiction
8 Week(s)	Character Studies (Unit 3)	1. Bend I: Getting to know a Character as a Friend 2. Bend II: Following a Character's Journey 3. Bend III Comparing and Contrasting Characters Across Books 4. Drama Bend (Do After Bend III) 5. Because of Winn Dixie (Read Aloud) 6. Dyamonde Daniel (Read Aloud)
5 Week(s)	Research Clubs (Unit 4)	1. Bend I: Researching a Topic 2. Bend II: A second cycle of research 3. Bend III: Synthesizing, Comparing, and Contrasting
3 Week(s)	Forms of Poetry	1. Forms of Poetry
2 Week(s)	Media Literacy	1. Media Literacy
34 Week(s)	Word Study	1. Reading Foundational Skills 2. Spelling 3. Vocabulary

Course Instructional Resources/Textbook

Lucy Calkins Units of Reading

Course Details

Unit: Building a Reading LIfe (Unit 1)

Duration: 6 Week(s)

Unit Description

Students will read fluently and comprehend fiction texts.

Enduring Understandings/Essential Learner Outcomes

During this unit students will begin building a powerful reading life. They will do this by reading books as if they are gold, finding just right books, and setting goals. Students will understand a fiction story. They will check for comprehension, understand context clues, make predictions, and retell stories. Students will tackle more complex text and make sense of figurative language.

Academic Vocabulary

stamina-the ability to something (read) for a period of time
fiction- a story that invented, made up, or imagined
character-who is in a story
setting- where and when a story takes place
plot- the events or storyline of a fiction text
problem- also known as conflict; some kind of struggle
solution- how the problem in the story is solved
envision- to visualize and make a mental picture in your mind
prediction- to think what is going to happen next and give text evidence
summary: using a few words or sentences to give the most important information about something
character traits: a word or words that describe a person
synonyms- words that have the similiar or the same meaning
antonyms- words that have the oposite meaning
literal- means what the definition says it means
figurative language- refers to words, and groups of words, that exaggerate or change the usual meanings of the words
author's craft- the way in which the writer has written the story
theme- a lesson that is learned

text evidence- place(s) in the text that support your claim

Assessment

Students will take a summative assessment over the concepts taught.

Topic: Bend I: Making a Reading Life | **Duration:** 7 Day(s)

Description

Students will begin to build a powerful reading life by choosing just right books and reading books as if they are gold. They will begin setting goals and tracking their progress.

Academic Vocabulary (What terms will students need to know?)

stamina-the ability to something (read) for a period of time

Definition of Mastery

Students will take a formative assessment over skills taught.

Learning Targets

I can read grade appropriate text.

I can follow classroom listening rules.

I can ask appropriate questions.

I can come to class discussions prepared.

I can respond appropriately in discussions.

I can express my opinion in discussions.

I can make a mental image of the story while reading a fiction text.

I can read independently and produce evidence reading.

Topic: Bend II: Understanding the Story | **Duration:** 12 Day(s)

Description

Students will understand a fiction text by using comprehension strategies.

Academic Vocabulary (What terms will students need to know?)

stamina-the ability to something (read) for a period of time
fiction- a story that invented, made up, or imagined
character-who is in a story
setting- where and when a story takes place
plot- the events or storyline of a fiction text
problem- also known as conflict; some kind of struggle
solution- how the problem in the story is solved
envision- to visualize and make a mental picture in your mind
prediction- to think what is going to happen next and give text evidence
summary: using a few words or sentences to give the most important information about something
character traits: a word or words that describe a person
text evidence- place(s) in the text that support your claim

Definition of Mastery

Students will take a formative assessment over skills taught.

Learning Targets

I can come to class discussions prepared.

I can read grade appropriate text.

I can ask appropriate questions.

I can express my opinion in discussions.

I can follow classroom listening rules.

I can respond appropriately in discussions.

I can be an active listener.

I can stop and think about what I read to see if I understand what I have read.

I can draw conclusions and support my conclusion with textual evidence.

I can summarize a story and determine the theme.

I can sequence events in a story and explain how events impact other events.

I can explain story elements.

I can identify parts of the text that help create a mental image.

I can describe the character traits of a character.

I can determine the theme of the story and identify supporting details.

I can make predictions using text evidence.

I can make predictions using text evidence.

I can choose words and phrases effectively when speaking.

| Topic: Bend III: Tackling More Challenging Texts | Duration: 11 Day(s) |

Description

Students will understand more challenging texts by using context clues, making sense of figurative language, and asking and answering questions.

Academic Vocabulary (What terms will students need to know?)

stamina-the ability to something (read) for a period of time
fiction- a story that invented, made up, or imagined
character-who is in a story
setting- where and when a story takes place
plot- the events or storyline of a fiction text
problem- also known as conflict; some kind of struggle
solution- how the problem in the story is solved
envision- to visualize and make a mental picture in your mind
prediction- to think what is going to happen next and give text evidence
summary: using a few words or sentences to give the most important information about something
character traits: a word or words that describe a person
synonyms- words that have the similar or the same meaning
antonyms- words that have the opposite meaning
literal- means what the definition says it means
figurative language- refers to words, and groups of words, that exaggerate or change the usual meanings of the words
author's craft- the way in which the writer has written the story
theme- a lesson that is learned
text evidence- place(s) in the text that support your claim

Definition of Mastery

Students will take a formative assessment over skills taught.

Learning Targets

I can draw conclusions and support my conclusion with textual evidence.

I can read grade appropriate text.

I can stop and think about what I read to see if I understand what I have read.

I can describe the character traits of a character.

I can determine the theme of the story and identify supporting details.

I can identify parts of the text that help create a mental image.

I can sequence events in a story and explain how events impact other events.

I can summarize a story and determine the theme.

I can figure out meanings of phrases in context

I can determine the theme.

I can understand metaphors produce imagery.

I can use alliteration.

I can use context clues to figure out the meaning of a word.

I can explain author's purpose.

I can decode words that have double final consonants.

I can decode words by using spelling patterns.

I can read irregularly spelled high frequency words.

I can identify and use similes.

Unit: Mystery: Foundation Skills in Disguise (Unit 5)

Duration: 4 Week(s)

Unit Description

Students will continue to orient themselves with reading fiction during this unit. Students will learn to envision and make predictions during this unit.

Enduring Understandings/Essential Learner Outcomes

The students will be able to read and understand the genre of mystery.

Academic Vocabulary

mystery
suspects
clues
opportunities
motives
character
plot
predictions

Assessment

Students will take a summative assessment over skills that were taught.

Topic: Bend I: Understanding the Mystery

Duration: 8 Day(s)

Description

Students will be reading mystery books. They will be working in mystery partnerships. Students will read their mysteries keeping track of clues, wondering about suspects, noting points of confusion and discussing their thinking with their partners. Students will also work on fluency, monitoring for understanding, retelling envision and predicting.

Academic Vocabulary (What terms will students need to know?)

Mystery:
Suspect:
Clue:
Motive:

Definition of Mastery

Students will be able to read, take notes, and discuss their mystery books. Students will take a formative assessment.

Learning Targets

I can come to class discussions prepared.

I can make predictions using text evidence.

I can read grade appropriate text.

I can be an active listener.

I can stop and think about what I read to see if I understand what I have read.

I can describe how characters interact and how characters change throughout a text.

I can describe the character traits of a character.

I can explain story elements.

I can listen to others when they are speaking.

I can read fluently and accurately.

I can use context clues to figure out the meaning of a word.

I can summarize a story and determine the theme.

Topic: Bend II: Raising the Level of Mystery Reading

Duration: 6 Day(s)

Description

Students will be able to identify patterns and common characteristics of mysteries. Students will raise the level of partner talk. Students will be able to identify red herring's (the things that throw readers and detectives off the right track), find hidden clues by slowing down and reading

closely.

Academic Vocabulary (What terms will students need to know?)
red herring
hidden clues

Definition of Mastery
Students will take formative assessment.

Topic: Bend III Reading Mysteries Can Help You Read Any Kind of Fiction	**Duration:** 3 Day(s)

Description
In this bend students will learn that reading mysteries can help you read any kind of fiction by applying the work they have done with mysteries to all kinds of fictions. They will learn to solve mysteries that relate to character and plot and use clues to drive predictions.

Academic Vocabulary (What terms will students need to know?)
mystery
prediction
envision

Learning Targets
I can make predictions using text evidence.

I can summarize a text from beginning to end. I can explain how certain events impact other events to happen.

Unit: Reading to Learn (Unit 2)

Duration: 6 Week(s)

Unit Description
Students will be able to determine the importance of informational texts. They will be able to ask and answer questions about informational texts. They will be able to synthesize and grow ideas in narrative nonfiction.

Enduring Understandings/Essential Learner Outcomes
During this unit students will read and understand expository texts. Students will be able to ask and answer questions about expository texts. They will be able to synthesize information and grow ideas about narrative nonfiction.

Academic Vocabulary
Expository Text-
Nonfiction-
Narrative Nonfiction-
Biography-
Summarize-
Opinion-
Hybrid-
Synthesize-
Main Idea-
Details-
nonfiction text features-
table of contents-
index-
title-
heading-
subheading-
caption-
photograph-
illustration-
diagram-
map-
key words-
bold print-
Glossary-
chart-
graph-
bullets-
sidebars-
timelines-

Assessment
Students will take a summative assessment over skills that were taught.

Topic: Informational Text Features (Teach this before Bend I)	**Duration:** 4 Day(s)

Description

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Students will be able to identify and understand nonfiction text features Students will be able to identify the title, heading, subheading, photographs, captions, table of contents, index, diagrams, and maps. Students will be able to make and verify predictions using nonfiction text features.

Academic Vocabulary (What terms will students need to know?)
nonfiction text features-
table of contents-
index-
title-
heading-
subheading-
caption-
photograph-
diagram-
map-
glossary-
chart-
graph-
bullets-
sidebars-
timelines-

Definition of Mastery
Students will take a formative assessment.

Learning Targets
I can use informational text features to find information.

I can use informational text features to make and check predictions.

I can read and understand a set of multi-step directions.

Topic: Bend I Determining the Importance of Expository Texts	**Duration:** 7 Day(s)

Description
In this bend students will be exposed to expository/nonfiction text and the structures of expository/nonfiction text. They will determine the main idea and supporting details of a nonfiction/expository text.

Academic Vocabulary (What terms will students need to know?)
Nonfiction
Expository
Nonfiction text structures-
Main Idea
Details

Definition of Mastery
Students will take a formative assessment.

Learning Targets
I can identify the main idea and and supporting details.

I can use informational text features to find information.

I can use informational text features to make and check predictions.

I can come to a partner discussion prepared and speak clearly about the topic being discussed.

I can listen to others when they are speaking.

I can read texts with fluency and expression with the purpose of understanding the text.

I can come to class discussions prepared.

I can make predictions using text evidence.

I can make predictions using text evidence.

I can ask appropriate questions.

I can be an active listener.

I can express my opinion in discussions.

I can respond appropriately in discussions.

I can use context clues to figure out the meaning of a word.

| **Topic:** Bend II: Lifting the Level of Thinking about Expository Texts | **Duration:** 7 Day(s) |

Description

Students will be able to ask and answer questions about expository/nonfiction text. They will be able to have conversations about expository/nonfiction text. They will be able to distinguish their own opinion from that of the author.

Academic Vocabulary (What terms will students need to know?)

Expository Texts
Opinion
Conversation

Definition of Mastery

Students will take a formative assessment.

Learning Targets

I can come to class discussions prepared.

I can make predictions using text evidence.

I can ask appropriate questions.

I can come to a partner discussion prepared and speak clearly about the topic being discussed.

I can express my opinion in discussions.

I can identify the main idea and and supporting details.

I can listen to others when they are speaking.

I can read texts with fluency and expression with the purpose of understanding the text.

I can respond appropriately in discussions.

I can use context clues to figure out the meaning of a word.

I can use informational text features to find information.

I can separate my point of view from that of the author.

I can identify a fact and an opinion.

| **Topic:** Bend III: Synthesizing and Growing Ideas in Narrative Nonfiction | **Duration:** 10 Day(s) |

Description

Students will be able to read and understand narrative nonfiction, biographies, and a hybrid of nonfiction. They will be able to seek underlying ideas in narrative nonfiction. Students will be able to summarize narrative nonfiction and biographies. Students will be able to tackle hard words that complicate meaning.

Academic Vocabulary (What terms will students need to know?)

Narrative Nonfiction-
Biographies-
Hybrid-
Summarize-

Definition of Mastery

Students will take a formative assessment.

Learning Targets

I can understand the difference between a biography and an autobiography.

I can use the text to find information and make predictions.

I can come to class discussions prepared.

I can make predictions using text evidence.

I can ask appropriate questions.

I can be an active listener.

I can come to a partner discussion prepared and speak clearly about the topic being discussed.

I can express my opinion in discussions.

I can identify a fact and an opinion.

I can identify the main idea and and supporting details.

I can listen to others when they are speaking.

I can listen to others when they are speaking.

I can read texts with fluency and expression with the purpose of understanding the text.

I can respond appropriately in discussions.

I can use context clues to figure out the meaning of a word.

I can separate my point of view from that of the author.

I can use informational text features to find information.

I can use informational text features to make and check predictions.

I can identify forms of poetry.

I can use context clues to help me understand the meaning of words.

Unit: Character Studies (Unit 3)

Duration: 8 Week(s)

Unit Description

Students will learn about characters in the unit. They will learn how to find character traits. They will compare and contrast characters across books. Students will make text to text and text to world connections.

Enduring Understandings/Essential Learner Outcomes

Students will be able to identify character traits of main and secondary characters. Students will be able to determine the theme of the story. They will be able to compare and contrast characters in the same book and across books. Students will be able to explain cause and effect in stories. They will be able to determine who is telling the story and tell whether they agree or disagree with their point of view.

Academic Vocabulary

character traits-
character interaction-
character change-
story mountain-
text to text connection-
text to world connection-
compare-
contrast-
secondary character-
sidekick-
theme-
cause
effect
story elements

Assessment

Students will take a summative assessment over skills that were taught.

Topic: Bend I: Getting to know a Character as a Friend

Duration: 11 Day(s)

Description

Students will get to know a character just as they would a friend. Students will determine character traits. They will find patterns of their characters to help them grown ideas. They will use these theories to make predictions.

Academic Vocabulary (What terms will students need to know?)

character traits-
predictions-
growing ideas-

Definition of Mastery

Students will take a formative assessment.

Learning Targets

I can provide a character trait for a character with evidence to support the trait.

I can make predictions and support my prediction with evidence from the text.

I can determine the point of view of a text.

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Topic: Bend II: Following a Character's Journey	**Duration:** 15 Day(s)

Description

Students will follow a character though a story. Students will be able to tell the importance of illustrations. Students will able to tell how a character changes through the story and how a secondary character impacts the story. Students will be able to explain cause and effect through story elements.

Academic Vocabulary (What terms will students need to know?)

character interaction-
character change-
story mountain-
sidekick-

Definition of Mastery

Students will take a formative assessment.

Learning Targets

I can summarize a text from beginning to end. I can explain how certain events impact other events to happen.

I can describe how characters interact and how characters change throughout a text.

I can state the theme of a text in my own words and give evidence to support the theme I have chosen.

I can explain how a text's illustration add to what is being said by the words in a text.

I can explain and understand cause and effect relationships.

I can explain the relationship between problems and solutions.

Topic: Bend III Comparing and Contrasting Characters Across Books	**Duration:** 4 Day(s)

Description

Students will be able to compare and contrast characters from multiple books. Students will also compare and contrast the lessons that characters learn. Students will make text to text connections and text to world connections.

Academic Vocabulary (What terms will students need to know?)

compare
contrast
theme
cause
effect
story elements

Definition of Mastery

Students will take a formative assessment.

Learning Targets

I can compare and contrast ideas and information in two or more texts.

I can understand and describe cause and effect relationships in a text.

I can compare and contrast story elements in two or more fictions texts.

Topic: Drama Bend (Do After Bend III)	**Duration:** 5 Day(s)

Description

Students will be learn and understand the story elements of drama.

Academic Vocabulary (What terms will students need to know?)

drama
story elements

Definition of Mastery

Students will take a formative assessment.

Learning Targets

I can explain story elements in in dramas.

Topic: Because of Winn Dixie (Read Aloud)	**Duration:** 13 Day(s)

Description

Students will actively listen and participate in the read aloud "Because of Winn Dixie".

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Topic: Dyamonde Daniel (Read Aloud)

Duration: 8 Day(s)

Description
Students will listen to a read aloud. They will make connections among texts, ask and answer questions, make predictions, and determine the theme of the text.

Unit: Research Clubs (Unit 4)

Duration: 5 Week(s)

Unit Description
Students will learn how to research a topic. Students will learn how to synthesize, compare and contrast information. Students will learn about different text structures.

Enduring Understandings/Essential Learner Outcomes
Students will participate in a research club. They will learn different text structures and how to research a topic.

Academic Vocabulary
nonfiction-
research-
cross-text synthesis-
compare-
contrast-
cause-
effect-

Assessment
Students will take a summative assessment over skills that were taught.

Topic: Bend I: Researching a Topic

Duration: 7 Day(s)

Description
Students will learn how to research a topic. Students will use the language of experts, grow ideas from informational texts, and ask questions.

Academic Vocabulary (What terms will students need to know?)
research-
nonfiction-
cross-text synthesis-

Definition of Mastery
Students will work with their research clubs to research a topic.

Learning Targets
I can use context clues to figure out the meanings of unknown words.

I can use tools to help me read and understand unknown words.

I can use multiple texts on the same topic to find information for my research.

I can identify the main idea and supporting details in a text.

I can speak clearly when using vocabulary related to my topic to teach others.

Topic: Bend II: A second cycle of research

Duration: 8 Day(s)

Description
Students will do a second research topic with their research club. Students will read with volume and fluency. Students will notice text structures and use them to organize their learning. Students can use compare and contrast and cause and effect in their reading and research.

Definition of Mastery
Students will take a summative assessment.

Learning Targets
I can read fluently and accurately.

I can identify text structures and nonfiction text features of a web page.

I can identify and understand text structures.

I can understand and explain the author's purpose.

Topic: Bend III: Synthesizing, Comparing, and Contrasting

Duration: 7 Day(s)

Description
Students will look for patterns in their research. Students will compare and contrast research, ask questions to grow big ideas, and develop theories.

Academic Vocabulary (What terms will students need to know?)

compare-
contrast-
nonfiction text structures-
nonfiction text features-

Learning Targets

I can compare and contrast ideas and information from two or more nonfiction texts.

I can ask and answer questions about nonfiction texts. I can support my answers with textual evidence.

I can use use and understand vocabulary specific to my topic.

I can compare and contrast ideas and concepts.

I can present information appropriately.

Unit: Forms of Poetry

Duration: 3 Week(s)

Unit Description

Students will be able to identify and understand different forms of poetry. Students will learn about figurative language. They will be able to distinguish literal from nonliteral language.

Enduring Understandings/Essential Learner Outcomes

Students will understand the basic forms of poetry.

Academic Vocabulary

Poetry
Stanza
Line
Rhyme
Rhythm
Repetition
Simile
Metaphor
Personification
Onomatopoeia
Imagery
Acrostic
Autobiography
I am Poem
Cinquain
Diamante
Color Poem
Limerick
Haiku
Ode
Free Verse

Assessment

Students will take a summative assessment over skills that were taught.

Topic: Forms of Poetry

Duration: 16 Day(s)

Description

Students will learn and understand the different forms of poetry.

Academic Vocabulary (What terms will students need to know?)

Poetry
Stanza
Rhyme
Repetition
Rhythm
Simile
Metaphor
Onomatopoeia
Personification
Imagery
Acrostic
Autobiography
I am Poem
Cinquain

Diamante
Color Poem
Limerick
Haiku
Ode
Free Verse

Learning Targets

I can identify basic forms of poetry.

I can find and use examples of alliteration.

I can understand the literal and non-literal meanings of words and phrases.

I can explain and use figurative language.

Unit: Media Literacy

Duration: 2 Week(s)

Unit Description

Students will learn understand media as a form of communication.

Enduring Understandings/Essential Learner Outcomes

Students will be able to understand how media is used to communicate with others.

Academic Vocabulary

media literacy
digital

Assessment

Students will take a summative assessment over skills that were taught.

Topic: Media Literacy

Duration: 10 Day(s)

Description

Students will learn how media is used to communicate information. Students will understand how different methods are used to influence the message in media.They will be able to compare and contrast the conventions of digital media. Students will be able to make connections between the text and experiences in the world.

Academic Vocabulary (What terms will students need to know?)

media literacy

Learning Targets

I can understand how different genres of media are used to communicate information.

I can understand how different methods used in media can influence the message.

I can make connections between the text and experiences in the world.

I can compare and contrast digital media.

I can follow multi-step directions.

I can speak clearly at an appropriate pace when presenting information to others.

I can give a presentation using a variety of media.

Unit: Word Study

Duration: 34 Week(s)

Unit Description

Students will develop an understanding of the way words work. Students will use and understand vocabulary and spelling patterns.

Enduring Understandings/Essential Learner Outcomes

Students will be able to use spelling patterns in their reading and writing. Students will have an understanding of vocabulary.

Academic Vocabulary

Vocabulary
Spelling
prefix
suffix
homophone
homograph
decode
fluency
compound words

double consonants
resources
alphabetical
rate
expression

Topic: Reading Foundational Skills   **Duration:** 34 Week(s)

Description
Students will build a foundation for reading through spelling and vocabulary.

Academic Vocabulary (What terms will students need to know?)
fluency
rate
expression
accuracy
decode

Learning Targets
I can read a text with appropriate rate, accuracy and expression for the purpose of understanding the text.

I can read irregularly spelled words.

I can figure out known and unknown words by using spelling patterns.

I can use the meanings of homophones to understand a text.

I can read words that have a final double consonant when an ending is added.

I can read words with more than one syllable by using my knowledge of spelling patterns.

I can use the meaning of prefixes and suffixes while reading.

Topic: Spelling   **Duration:** 34 Week(s)

Description
I can use my knowledge of spelling patterns.

Academic Vocabulary (What terms will students need to know?)
compound words
double consonants
resources
alphabetical

Learning Targets
I can use spelling patterns to spell compound words.

I can spell words with double consonants.

I can use resources to check and correct my spelling.

I can put words in alphabetical order.

I can change the "y" to an "i" and add "es" when spelling plural words that end in y.

Topic: Vocabulary   **Duration:** 34 Week(s)

Description
Students will learn, understand, and use vocabulary concepts in their reading and writing.

Academic Vocabulary (What terms will students need to know?)
prefix
suffix
root word

Learning Targets
I can use the meaning of prefixes and suffixes and how they change the meaning of a root word as I read to help me understand the text.

I can use context clues to determine the meaning of words in a text.

I can use and understand homophones and homographs.

I can determine the meanings of words by knowing difference between literal and non-literal language as I read.

I can determine the meaning of a new word when an affix is added to a root word.

I can use a dictionary or a glossary to help me figure out the definition of a word, the number of syllables in a word or how to pronounce a word.

I can develop an understanding of vocabulary by discussing analogies.

Activities (Lesson Plans)

Building a Reading LIfe (Unit 1)

Bend I: Making a Reading Life

Session 1: Building a Reading Life
Students will set themselves up so their reading can be fantastic. Readers begin building their reading lives.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 1 day 2: Volume & Stamina
Students will look at how many pages they are reading in a given amount of time.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 2: Reading books as they are gold
Students will choose to read books as if they are curmudgeons or as if they are gold.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 3: Finding Just Right Books
Readers will ask themselves "Is this book right for me?"
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 4: Setting Goals and Tracking Progress
Students will set reading goals and track their progress toward that goal.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 5:Setting Up Systems to Find & Share Books
Students will discover systems that can help others find really great books.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 6: Reading Partners
Students will read and talk about books with another person.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Bend II: Understanding the Story

Story Elements
Students will be able to identify parts of a story. They will be able to summarize the sequence of events and explain how past events impact future events.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Answering Right There Questions (formative)
Readers will identify answers to questions by referring back to the text.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 7: Readers Check for Comprhenesion
Students will give themselves a comprehension check to monitor their comprehension.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Envisioning
Students will envision a text, make a mental image, while they are reading it.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 8: Follow text clues as you read
Students will learn to use the signals from text clues as they read.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 9: Prediction
Students will make predictions using text evidence to support their prediction.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 10-Making Higher Level Predictions
Students will make predictions and provide text evidence to support their prediction.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 11: Retelling Stories
Students will retell fiction stories.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 12: Partner Reading
Readers discuss their reading with partners to lift the level of their conversation.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Summarizing- Day 1
Students will write a brief summary that includes important events, sequence words, character traits, character motivations, and theme.
Author: Allison Barnhart   Shared: Yes   Type: Educator Submitted

Summarizing Day 2-
Students will write a summary that incorporates a retell, character traits, and the lesson characters learned.
Author: Allison Barnhart   Shared: Yes   Type: Educator Submitted

Summarizing Day 3
Students will review how to write a summary. They will take a formative over writing a summary.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Bend III: Tackling More Challenging Texts

Session 13: Tackling Complex Texts takes Grit
Students will learn that it often takes grit to be a better reader.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 14: Figuring out Hard Words
Students will be able to decode difficult words.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 14 Day 2: Using Context Clues
Students will learn how to use synonyms and antonyms to help them figure out what tricky words mean.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 15: Using Textual Clues (formative)
Students will use context clues to figure out unknown words.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Similes
Students will be able to identify and understand similes.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Metaphors
Students will be able to identify and understand metaphors.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Idioms
Students will be able to distinguish literal language from nonliteral language. They will be able to determine the meaning of idioms.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 16:Figurative Language (Formative)
Students will be able to use context clues to figure out what the figurative language in their fiction texts really means.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 17: Talking Back to the Text
• Students will ask questions as they read a fiction text.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 18: Raising the level of questions
Students will consider the author's purpose
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Post Assessment
Students will take a Unit 1 Assessment.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Mystery: Foundation Skills in Disguise (Unit 5)

Bend I: Understanding the Mystery

Session I: Whodunit? Drawing on what we know
Students will learn that with mysteries they first ask, "What's the mystery here?" and then asks, "Who is the crime solver?"
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 2:Mystery Readers Try to Solve the Mystery
Students will try to solve the mystery before the crime solver does. Mystery readers pay close attention to story details that might be clues and then use those clues to solve the mystery.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 3: Mystery Readers Predict
   Students will learn to predictor or think forward to figure out who did the crime. They will consider suspects, opportunities, and motives.
   Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Prediction Formative
   Students will be able to make predictions and give evidence to support their predictions.
   Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 4: Readers Need Strategies
   Students will learn that when they get to tricky parts of books or start new books that feel tricky, they take action and use strategies to deal with the problem.
   Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 5: Thoughtful Writing and Talking
   Students will ask what would writing look like about their reading.
   Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 6:Mystery readers collaborate with partner
   Students will learn that just like great detectives often depend on a partner to solve the crime, great readers of mysteries alo depend on a partner to discuss ideas and solve mysteries.
   Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 7:Holding on when a book is long & tricky
   Students will learn how to tackle long books, they use strategies to remember what they've already read, to hold onto the story as they read on.
   Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Bend I Summative
   Students will be able to answer questions, identify character traits, and making predictions.
   Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Bend II: Raising the Level of Mystery Reading

Session 8: Patterns and Common Characteristcs
   Students will be able to investigate the questions, "What's the same across all mysteries? How do mystery books go?"
   Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 9: Reading on, knowing how mysteries go
   Students will figure out how a book is apt to go. Students will learn that when reading mysteries readers know to look for suspects, crime solvers, clues and other things specific to mysteries.
   Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 10: Raising the level of partner talk
   Students will be able to offer positive support and specific strategies to their reading partner.
   Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 11: The Red Herring
   Students will be able to identify the red herring in a mystery.
   Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 12: Finding Hidden Clues
   Students will learn to go back and think about hidden clues that they may have missed along the way.
   Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 13: Mind-Work
   Students will learn that a text will signal you when to slow down and when to read closely and when to speed quickly through pages.
   Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Bend III Reading Mysteries Can Help You Read Any Kind of Fiction

Session 15: Relate to all Fiction
   Students will learn that readers think about what happened already in the story and about the characters. Based on the clues that they find, reader make predictions.
   Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 16: Solve Mystery Characters and Plot
   Students will learn that they can use the skills they have used in reading mysteries to other kinds of fictions as well.
   Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 17: Using Clues to Drive Predictions
   Students will learn that expert fiction readers try to understand characters by figuring out who they are and why they act the way they do.
   Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

3-ELA Reading MLS

English Language Arts

Reading to Learn (Unit 2)

Informational Text Features (Teach this before Bend I)

Day 1 Nonfiction Text Features
Students will be able to identify the title, index, table of contents, and glossary. They will be able to use these text features to find information.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 2 Nonfiction Text Features
Students will be able to identify and locate nonfiction text features. Students will be able to use captions, comparisons, photographs, labels, maps, graphs, close-ups, diagrams, cutaways, and types of print.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 3 Nonfiction Text Features
Students can identify and locate nonfiction text features. Students will know why nonfiction text features are useful.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 4: Formative on Nonfiction Text Features
Students will take a formative on nonfiction text features.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Bend I Determining the Importance of Expository Texts

Session 1: Previewing Nonfiction
Students will prepare to read nonfiction by previewing it, identifying the parts, and thinking about how the book seems like it will go.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 2: Structure in Nonfiction Text
Students will learn how to use boxes and bullets when reading nonfiction texts.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 3: Grasping Main Ideas in Nonfiction Texts
Students will determine the main idea in nonfiction tets.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 4: Becoming Experts and Teaching Others
Students will learn that readers teach others what they've learned from their nonfiction texts, paying close attention to hte main idea and supporting details.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 5 Tackling Complexity
Students will draft and revise their main idea.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 6: Getting Better Require Clear Goals
Students will analyze their own reading skills, reflecting on what they do well and what they could improve upon. To grow, readers come up with clear goals as well as plans for achieving those goals.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 6 Day 2: Cross Text Synthesis
Students can read two different texts on the same topic and combine that information together.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Bend II: Lifting the Level of Thinking about Expository Texts

Session 7: Reading for Significance
Students will read nonfiction to learn, monitoring for significance, and working to find something of interest in the text.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 8: Reading Differently due to Conversation
Students will be discussing a text, they gather their thoughts and prepare as they read.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Fact and Opinion Day 1
Students will be able to determine what is fact and what is opinion.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Fact and Opinion Day 2 (Formative)
I can determine what is fact and what is opinion.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 9: Distinguishing Own Opinion from Author
Students will separate their perspective on a topic from the perspective of the texts they are reading. The author of a text may have a point of view that is different from the reader's point of view.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 9: Day 2 Share (formative)
Students will use prompts to study and discuss perspective.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 10: Student Talk (do during read aloud)
Students will read and think about narrative nonfiction texts.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Bend III: Synthesizing and Growing Ideas in Narrative Nonfiction

Differences between Autobiography and Biography
Students will learn the difference between a biography and an autobiography.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 11: Using Text Structure for Meaning
Students will learn that readers use different ways of reading for different text structures. They begin by identifying the type of structure a nonfiction text follows, and use this information to help them organize their understanding of the text.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 12: Summarizing Narrative Nonfiction
Readers will recognize the important details that contribute to the overarching storyline and learn how to synthesize secondary details and storylines into the larger story.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 13:Tackling Hard words
Students will self-monitor, striking a balance between reading fluently and stopping to regain meaning when encountering unfamiliar vocabulary.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 14: Reading Biographies Differently
Students will learn that readers of narrative nonfiction read with different lenses. One of those lenses is to understand the story, and another lens is to learn information.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 15: Seeking Ideas in True Stories
Students will use what they know about understanding fictional characters when they are reading narrative nonfiction.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 16: Narrative Nonfiction Lenses
Students will use what they know about understanding fictional characters when they are reading narrative nonfiction.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Bio Poems
I can read and understand bio poems.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 17 Identifying a hybrid nonfiction
Students will identify hybrid nonfiction an use authors signals to shift between using narrative and expository strategies.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Main Ideas and Supporting Details Lesson Review
I can identify the main idea and supporting details of a nonfiction text.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Unit 2 Assessment
Students will take the Unit 2 Post Assessment.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Character Studies (Unit 3)

Bend I: Getting to know a Character as a Friend

(1) Session 1: Notice how a character talks & acts
Students will get to know the main character in their book the same way that they would get to know a new friend, noticing how the character talks and acts.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

(2) Session 2:"What is My Character Like?"
Students will study their observations to think "What kind of person is this?
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

(3) Session 3: Noticing Patterns:Growing Theories
Students will notice patterns in a characters actions and feelings, and they use those patterns to develop a theory about the character.

Author: Melinda Heuser	Shared: Yes	Type: Educator Submitted

(4)Session 4: Growing Bigger Theories: Asking why?
Students will dig deeper asking "Why might hte character be this way? and then to think. "My bigger idea about the character is that...."

Author: Melinda Heuser	Shared: Yes	Type: Educator Submitted

(5) Identify Character Traits through Poetry
Students will be able to determine character traits of characters in poems.

Author: Melinda Heuser	Shared: Yes	Type: Educator Submitted

(6) Review character traits and formative
Students will be able to provide a character trait and evidence to support that trait.

Author: Melinda Heuser	Shared: Yes	Type: Educator Submitted

(7) Prediction (do before Session 5)
Students will infer and draw conclusions to make predictions about what will happen. They will be able to provide evidence from the text to support their prediction.

Author: Melinda Heuser	Shared: Yes	Type: Educator Submitted

(8) Session 5: Using Theories to Predict (form)
Students can use the knowledge of their character to make predictions.

Author: Melinda Heuser	Shared: Yes	Type: Educator Submitted

(9) Point of View Day 1
Students will understand how to figure out who is telling the story.

Author: Melinda Heuser	Shared: Yes	Type: Educator Submitted

(10) Point of View Day 2 (formative)
Students will be able to understand who is telling the story.

Author: Melinda Heuser	Shared: Yes	Type: Educator Submitted

Summative Bend I
Students will complete an assessment over character traits, predictions, and point of view.

Author: Melinda Heuser	Shared: Yes	Type: Educator Submitted

Bend II: Following a Character's Journey

1: Session 7 Stories are shaped like mountains
Students will learn that characters move across a story in predictable ways. They will understand how characters fit into the shape of the story.

Author: Melinda Heuser	Shared: Yes	Type: Educator Submitted

2: Session 8: Characters face and react to trouble
Students will learn how to identify the problem/conflict in the story. They will take note of how a character's faces or reacts to that problem/conflict.

Author: Melinda Heuser	Shared: Yes	Type: Educator Submitted

3:Session 9: The roles secondary character's play
Students will learn that readers pay close attention to the roles that secondary characters in a story play in the main character's journey. Readers ask themselves, "Why did the author put this guy into this story?"

Author: Melinda Heuser	Shared: Yes	Type: Educator Submitted

4: Character Change & interaction Formative
Formative on how characters interact and how they change

Author: Melinda Heuser	Shared: Yes	Type: Educator Submitted

5:Session 10:Noticing the roles illustrations play
Students will investigate and answer the questions, "Why might authors include illustrations?" and "What do pictures contribute or add to stories?"

Author: Melinda Heuser	Shared: Yes	Type: Educator Submitted

6:Session 11: Readers Pay Attention to the Climax
Students will notice how a character reacts, the choices he makes, that set him in a new direction, and they will reflect on the significance of this moment to his journey.

Author: Melinda Heuser	Shared: Yes	Type: Educator Submitted

7: Session 12:Character Resolves Big Trouble
Students will notice how characters draw on traits and internal resources they have had all along to resolve their problems.

Author: Melinda Heuser	Shared: Yes	Type: Educator Submitted

8: Cause and Effect Day 1
Student will learn and understand cause and effect relationships
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

9: Cause and Effect Day 2 (formative)
Students will understand cause and effect relationships.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

10: Summarizing Story Elements (Formative)
Students will summarize and sequence the events/plot and explain past events impact on future events
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

11: Session 13: Readers Learn Lessons (Theme)
You will teach students that as a story nears the end and a character resolves her problems, characters and readers, learn a lesson.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

12: Theme Day 2
Students will learn how to determine the theme of a story.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

13: Theme Day 3: Using Poetry
Students will use poems to determine theme.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

14:Session 14: Looking Back and Analyzing A. Craft
Expert readers think about how all parts fit together to make the whole story Readers examine how the parts of a story go together, noticing what particular parts do, as well as how parts connect.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

15: Summative Bend II
Students will take an assessment on
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Bend III Comparing and Contrasting Characters Across Books

Session 15 Comparing Characters
Students will be able to compare and contrast characters from two different texts.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 16 Compare Characters Problems
Students will be able to compare and contrast character problems and reactions to these problems from two different texts.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 17: Readers Ask Questions
Students will be able to ask questions like "What makes you say that?"
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Session 18: Comparing and Contrasting Themes
Students will be able to compare and contrast lessons that characters in different texts learn.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Drama Bend (Do After Bend III)

Day 1: Introducing Dramas
The students will be introduced to dramas.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 2: Elements of Drama
Students will be introduced to and understand the elements of drama.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 3: Analyzing Elements of a Drama
Students will study a drama and identify the parts of a drama.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 4:Comparing a book with drama
Students will study a drama and identify the parts of a drama.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 5: Performing Dramas
Students will learn about the elements of drama .
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Because of Winn Dixie (Read Aloud)

3-ELA Reading MLS

English Language Arts

Grade(s) 3rd, Duration 1 Year, 1 Credit
Required Course

Chapter 1-2 before Session 1
  Students will listen attentively to Because of Winn Dixie Read Aloud.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Chapter 3-4 before Session 2
  Students will listen attentively to Because of Winn Dixie Read Aloud.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Chapters 5-7 before Session 3
  Students will listen attentively to Because of Winn Dixie Read Aloud.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Chapter 8 before Session 4
  Students will listen attentively to Because of Winn Dixie Read Aloud.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Chapter 9 before Session 5
  Students will listen attentively to Because of Winn Dixie Read Aloud.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Chapters 10-12 before Session 6
  Students will listen attentively to Because of Winn Dixie Read Aloud.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Chapters 13-15 before Session 7
  Students will listen and participate in the read aloud of Because of Winn Dixie.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Chapters 16-17 before Session 8
  Students will listen and participate in the read aloud of Because of Winn Dixie.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Chapters 18-19 before Session 9
  Students will listen and participate in the read aloud of Because of Winn Dixie.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Chapters 20-21 before Session 10
  Students will listen and participate in the read aloud of Because of Winn Dixie.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Chapters 22-23 before Session 11
  Students will listen and participate in the read aloud of Because of Winn Dixie.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Chapter 24- 25 before Session 12
  Students will listen and participate in the read aloud of Because of Winn Dixie.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Chapter 26 before Session 13
  Students will listen and participate in the read aloud of Because of Winn Dixie.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Symbolism Lesson
  Students will learn about symbolism
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Dyamonde Daniel (Read Aloud)

Chapters 1-2 Before Session 15
  Students will listen to the story Dyamonde Daniel: Make Way for Dyamonde Daniel.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Chapters 3-4 before Session 16
  Students will listen to the story Dyamonde Daniel: Make Way for Dyamonde Daniel.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Chapters 5-6 before Session 17
  Students will listen to the story Dyamonde Daniel: Make Way for Dyamonde Daniel.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Chapters 7-8 before Session 18
  Students will listen to the story Dyamonde Daniel: Make Way for Dyamonde Daniel.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Research Clubs (Unit 4)

3-ELA Reading MLS

English Language Arts

Bend I: Researching a Topic

Day1: Session 1: Revving Up for Research
  Students will learn that researchers look over their resources and organize them. They will learn to skim table and contents and illustrations to find main subtopics.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 2: Session 2: Cross-Text Synthesis
  Students will learn that researchers dig into a topic. They will identify subtopics within it, and as they read more about the subtopics, they synthesize the information the way experts do.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 3: Session 3: Using the Lingo of Experts
  Students will learn that readers read more about a subject, they learn and use that subject's technical vocabulary.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 4: Session 4: Zeal Matters
  Students will learn that strong readers pitch in with their group research and work with enthusiasm and commitment.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 5: Session 5: Growing Ideas about Nonfiction
  Students will learn to pay attention to the traits, motivations, and struggles of their nonfiction subject.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 6: Session 6: Researchers ask Questions
  Students will learn that researchers analyze the information that they collect, asking, and asnwering the all-important questions.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 7:Bend I Summative: Main Idea, Details Summary
  Students will read an article and be able to determine main ideas and details. They will write a summary of the article they read.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Bend II: A second cycle of research

Day 1: Session 8: Reading with volume and fluency
  Students will begin a second research topic. Students will work on reading a high amount of material fluently.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 2: Session 9: Boxes/Bullets & Sequential Text
  Students will understand and recognize the text structures of boxes and bullets and sequential order.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 3: Session 10: Compare and Contrast
  Students will recognize and understand when authors use a compare and contrast text structure in their nonfiction texts.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 4: Session 11: Cause and Effect Text Structure
  Students will recognize when authors use a cause and effect structure in their nonfiction texts.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 5: Problem/Solution Text Structure
  Students will recognize and understand when authors use a problem and solution text structure in their nonfiction texts.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 6: Transition Words for Text Structures & Web
  Students will learn to identify and understand how to identify text structures by finding key transition words. Students will research online to identify text structures on web pages.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 7: Session 12: Reading Closely, Thinking Deep
  Students will read closely to understand why the author's purpose.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Review Text Structures: Formative
  I can identify and understand different nonfiction text structures.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Bend III: Synthesizing, Comparing, and Contrasting

Day 1: Session 13 Seeing Patterns
  STudents will develop expertise about a topic by thinking about patterns and relationships.
  Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 2: Session 14 Asking Questions
Students will be able to understand similarities and differences between things,ask questions and form theories about their subject.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 3: Session 15 Pursing Questions
Students will think about the research process and ask questions.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 4: Session 16 Evidence Based Theories
Students will study all the evidence they have gathered to come up with new evidence based theories.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 5: Session 17: Adding to Theories
Students will create new evidence-based theories.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 6: Session 18 Apply Knowledge
Students will learn to solve real word problems, researchers must consider ways they might solve the problem.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Compare & Contrast Assessment on Same Topic
I can compare and contrast two nonfiction texts on the sae topic.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Forms of Poetry

Forms of Poetry

Day 1:Rhyme, Repetition, Rhythm, Stanza
Students will be introduced to what poetry is. They will be introduced to rhyme, repetition, rhythm, and stanza.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 2: Alliteration, Simile
Students will learn and understand what alliteration is. Students will learn and understand similes.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 3: Metaphor, Personification
Students will be able to understand and explain metaphors. Students will understand personification.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 4: Idiom,, Onomatopoeia
Students will understand figurative language through idioms and onomatopoeia.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 5: Hyperbole, Imagery
Students will understand hyperboles and imagery. They will determine literal from nonliteral language.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 6: Acrostic Poems
Students will read, understand and create acrostic poems.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 7: Autobiography Poems
Students will read, understand, and create autobiography poems.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 8: "I am" Poems
I can read, understand and create "I am poems"
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 9: Cinquain Poetry
I can read, understand, and create cinquain poetry.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 10: Color Poems
Students will be able to read, understand, and create color poems.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 11: Diamante Poem
Students will read, understand, and create diamante poems.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 12: Limerick
Students will be able to read, understand, and create limericks.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 13 Haiku
Students will read, understand, and create haikus.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 14: Ode
I can read, understand, and create an ode.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 15: Rhyming Poetry
I can read, understand, and create rhyming poetry.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Day 16: Poetry with alliteration and rhyme
I can read, understand, and create poems with rhyme and alliteration.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Media Literacy

Media Literacy

What is Media Literacy and purpose? (1Day)
Students will learn what media and media literacy are. They will be able to identify the forms of media that are used to communicate information.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

What's the purpose of media? (1 Day)
Students will be able to identify if a form of media is trying to inform, persuade, or entertain them. They will be able to explain how they know this.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Slogans & Phrases/ Ways to Persuade (1-2 Days)
Students will learn different ways that media can persuade us.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Analyzing Ads Using Ways to Persuade (1 day)
Students will analyze advertisements thinking about the different ways the advertisement can persuade you.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Advertisements (2-3 Days)
Students will learn about using advertisements to persuade. Students will create a new cereal and make an advertisement for it.
Author: Melinda Heuser   Shared: Yes   Type: Educator Submitted

Learning Targets

I can come to class discussions prepared.

I can determine the theme.

I can figure out meanings of phrases in context

I can draw conclusions and support my conclusion with textual evidence.

I can make predictions using text evidence.

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I can read grade appropriate text.

I can stop and think about what I read to see if I understand what I have read.

I can ask and answer questions about nonfiction texts. I can support my answers with textual evidence.

I can ask appropriate questions.

I can be an active listener.

I can change the "y" to an "i" and add "es" when spelling plural words that end in y.

I can choose words and phrases effectively when speaking.

I can come to a partner discussion prepared and speak clearly about the topic being discussed.

I can compare and contrast digital media.

3-ELA Reading MLS

English Language Arts

I can compare and contrast ideas and concepts.

I can compare and contrast ideas and information from two or more nonfiction texts.

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I can compare and contrast ideas and information in two or more texts.

I can compare and contrast story elements in two or more fictions texts.

I can decode words by using spelling patterns.

I can decode words that have double final consonants.

I can describe how characters interact and how characters change throughout a text.

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I can describe the character traits of a character.

I can determine the meaning of a new word when an affix is added to a root word.

I can determine the meanings of words by knowing difference between literal and non-literal language as I read.

I can determine the point of view of a text.

I can determine the theme of the story and identify supporting details.

I can develop an understanding of vocabulary by discussing analogies.

I can explain and understand cause and effect relationships.

I can explain and use figurative language.

I can explain author's purpose.

I can explain how a text's illustration add to what is being said by the words in a text.

I can explain story elements in in dramas.

I can explain story elements.

I can explain the relationship between problems and solutions.

I can express my opinion in discussions.

I can figure out known and unknown words by using spelling patterns.

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I can find and use examples of alliteration.

I can follow classroom listening rules.

I can follow multi-step directions.

I can give a presentation using a variety of media.

I can identify a fact and an opinion.

I can identify and understand text structures.

I can identify and use similes.

I can identify basic forms of poetry.

I can identify forms of poetry.

I can identify parts of the text that help create a mental image.

3-ELA Reading MLS

English Language Arts

I can identify text structures and nonfiction text features of a web page.

I can identify the main idea and and supporting details.

I can identify the main idea and supporting details in a text.

I can listen to others when they are speaking.

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I can make a mental image of the story while reading a fiction text.

I can make connections between the text and experiences in the world.

I can make predictions and support my prediction with evidence from the text.

I can present information appropriately.

I can provide a character trait for a character with evidence to support the trait.

I can put words in alphabetical order.

I can read a text with appropriate rate, accuracy and expression for the purpose of understanding the text.

I can read and understand a set of multi-step directions.

I can read fluently and accurately.

I can read independently and produce evidence reading.

I can read irregularly spelled high frequency words.

I can read irregularly spelled words.

I can read texts with fluency and expression with the purpose of understanding the text.

I can read words that have a final double consonant when an ending is added.

I can read words with more than one syllable by using my knowledge of spelling patterns.

I can respond appropriately in discussions.

I can separate my point of view from that of the author.

I can sequence events in a story and explain how events impact other events.

I can speak clearly at an appropriate pace when presenting information to others.

I can speak clearly when using vocabulary related to my topic to teach others.

I can spell words with double consonants.

I can state the theme of a text in my own words and give evidence to support the theme I have chosen.

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I can summarize a story and determine the theme.

I can summarize a text from beginning to end. I can explain how certain events impact other events to happen.

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I can summarize a text from beginning to end. I can explain how certain events impact other events to happen.

I can understand and describe cause and effect relationships in a text.

I can understand and explain the author's purpose.

I can understand how different genres of media are used to communicate information.

I can understand how different methods used in media can influence the message.

I can understand metaphors produce imagery.

I can understand the difference between a biography and an autobiography.

I can understand the literal and non-literal meanings of words and phrases.

I can use a dictionary or a glossary to help me figure out the definition of a word, the number of syllables in a word or how to pronounce a word.

I can use alliteration.

I can use and understand homophones and homographs.

I can use context clues to figure out the meanings of unknown words.

I can use context clues to determine the meaning of words in a text.

I can use context clues to figure out the meaning of a word.

I can use context clues to help me understand the meaning of words.

I can use informational text features to find information.

I can use informational text features to make and check predictions.

I can use multiple texts on the same topic to find information for my research.

I can use resources to check and correct my spelling.

I can use spelling patterns to spell compound words.

I can use the meaning of prefixes and suffixes and how they change the meaning of a root word as I read to help me understand the text.

I can use the meaning of prefixes and suffixes while reading.

I can use the meanings of homophones to understand a text.

I can use the text to find information and make predictions.

I can use tools to help me read and understand unknown words.

I can use use and understand vocabulary specific to my topic.