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

Key Learning: All reading passages have a main idea.

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

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

Concept #1: Comprehension Strategy:	Concept #2: Word Work, Spelling, Daily Word Routines	Concept #3: Writing (Narrative)
Lesson Essential Question(s): In determining the main idea, what adjustments do I need to make for nonfiction vs. fiction? What are the main ideas and supporting details of passages and the whole text? • Compile and categorize details during reading to identify the main idea of the text • Use standard headings to identify the main idea of a passage • After identifying the main idea, record details that support it • Determine an implied main idea and key details that support them • With support, relate important ideas in the text to each other and to ideas in other texts. • Use main ideas and details to support answers to questions about the text or topic.	Lesson Essential Question(s): How did I connect letters and sounds to spell words? • Spell short and long vowel words with common patterns • Spell one syllable words with three letter clusters • Spell one syllable words with silent letters kn and wr. • Spell one syllable words with other vowel patterns: ow & ou • Spell words with other vowel patterns: au, aw, al, o How did I use strategies to figure out difficult words? • Use roots and affixes to decode unknown words: mis-, -er, -or, -le, -y, -ful, -ous, -in, im- • Use the VCV cutting patterns to read multisyllabic short vowel words • Decode multisyllabic words with three-letter clusters	Lesson Essential Question(s): How are the processes of writing a well-organized, informative paragraph and determining the main idea of an information selection alike? Different? How is informational writing different from narrative writing? How can I organize my informational writing? How can I use language effectively to write a quality sample?

How did I use my knowledge of genre to form expectations about this text? Why did the author write this selection?	• Decode words with silent letters: kn and wr • Decode multisyllabic words with other vowel patterns: ow &ou • Decode multisyllabic words with other vowel patterns: au, aw, al, o	
Vocabulary: Main idea, supporting details, generalize, mostly about, main purpose, topic, theme, irrelevant or nonessential	Vocabulary: Syllables, synonyms, antonyms, compound words, multiple meaning words, prefixes: mis, suffixes: -er and -or	Vocabulary: Composition, prewrite, brainstorm, draft, revising, editing, research, plagiarism

Concept #4 Vocabulary	Concept #5 Fluency	Concept#6 Listening and Speaking
Lesson Essential Question(s): What vocabulary is new to me, and how do I use it? • Identify and clarify meanings of unknown words • Clarify the meanings of words using context: synonyms • Clarify the meanings of unknown words using context: examples and non-examples • Use reference materials to check meaning as appropriate.	Lesson Essential Question(s): How did I monitor and adjust my reading fluency to maintain comprehension? • With support, use multiple sources of information to support fluent reading • Demonstrate awareness of a full range of punctuation and signals to read with appropriate phrasing and intonation How do I read fluently to process text? • Read many words automatically, concentrating on the meaning of the text not word solving • Use context to confirm or self correct word recognition and understanding, rereading as necessary. How do the inferences I made about the characters, setting and plot affect the expressions of my reading?	Lesson Essential Question(s): How can I improve the quality of my conversations with others? • Explain ideas, opinions, and feelings with reasons and evidence in light of the discussion • With support, negotiate issues without support What does this speaker think is important? • Ask and answer questions for clarification and to gather more information about the topic. How do I give a presentation? • Speak clearly with confidence and enthusiasm • Stand with good posture • Use conventional grammar and word usage

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	• Read dialogue with phrasing and expression that reflects understanding of characters' traits and actions • Use fix-up strategies	Vary intonation, stress and rate for emphasis
Vocabulary: Examples/ non-examples, synonyms, antonyms, prefixes, suffixes	Vocabulary: Rate, monitor, dialogue, phrasing, intonation	Vocabulary: Posture

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

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

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

Key Learning: All reading passages have a main idea.

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

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

Concept #1: Comprehension Strategy:	Concept #2: Word Work, Spelling, Daily Word Routines	Concept #3: Writing (Narrative)
Lesson Essential Question(s): What strategies can I use to find the main idea? How can I tell the difference between the main idea and supporting details? How are main ideas like topic sentences? How are they different? How can understanding main idea help me to organize the information I have read? How can understanding the main idea help me to filter out irrelevant or unnecessary information? How did I use my knowledge of genre to form expectations about this text? Why did the author write this selection?	Lesson Essential Question(s): How did I connect letters and sounds to spell words? • Spell short and long vowel words with common patterns • Spell one syllable words with three letter clusters • Spell one syllable words with silent letters kn and wr. • Spell one syllable words with other vowel patterns: ow & ou • Spell words with other vowel patterns: au, aw, al, o How did I use strategies to figure out difficult words? • Use roots and affixes to decode unknown words: mis-, -er, -or • Use the VCV cutting patterns to read multisyllabic short vowel words • Decode multisyllabic words with three-letter clusters • Decode words with silent letters: kn and wr	Lesson Essential Question(s): How is informational writing different from narrative writing? How can I organize my informational writing? How can I use language effective to write a quality sample?

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	• Decode multisyllabic words with other vowel patterns: ow &ou • Decode multisyllabic words with other vowel patterns: au, aw, al, o	
Vocabulary: Main idea, supporting details, generalize, mostly about, main purpose, topic, theme, irrelevant or nonessential	Vocabulary: Syllables, synonyms, antonyms, compound words, multiple meaning words, prefixes: mis, suffixes: -er and -or	Vocabulary: Composition, prewrite, brainstorm, draft, revising, editing, research, plagiarism

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Lesson Essential Question(s): What vocabulary is new to me, and how do I use it? • Identify and clarify meanings of unknown words • Clarify the meanings of words using context: synonyms • Clarify the meanings of unknown words using context: examples and non-examples • Use reference materials to check meaning as appropriate. How can I distinguish between literal and nonliteral meanings of words and phrases. How can I use context clues to determine the meaning of a simile?	Lesson Essential Question(s): How did I monitor and adjust my reading fluency to maintain comprehension? • With support, use multiple sources of information to support fluent reading • Demonstrate awareness of a full range of punctuation and signals to read with appropriate phrasing and intonation How do I read fluently to process text? • Read many words automatically, concentrating on the meaning of the text not word solving • Use context to confirm or self correct word recognition and understanding, rereading as necessary.	Lesson Essential Question(s): How can I improve the quality of my conversations with others? • Explain ideas, opinions, and feelings with reasons and evidence in light of the discussion • With support, negotiate issues without support What does this speaker think is important? • Ask and answer questions for clarification and to gather more information about the topic. How do I give a presentation? • Speak clearly with confidence and enthusiasm • Stand with good posture • Use conventional grammar and word usage Vary intonation, stress and rate for emphasis

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	How do the inferences I made about the characters, setting and plot affect the expressions of my reading? • Read dialogue with phrasing and expression that reflects understanding of characters' traits and actions • Use fix-up strategies	
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