

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

Key Learning: All reading passages have a main idea.

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

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

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



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

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



	<ul style="list-style-type: none"> <li>• Read dialogue with phrasing and expression that reflects understanding of characters' traits and actions</li> <li>• Use fix-up strategies</li> </ul>	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.*



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

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



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