

Teaching Unit: ***Introduction to Reading Strategies***
Essential Understandings

There are many ways to discuss literature.

Individuals respond to literature in a variety of ways based on prior knowledge, interests, and past experiences.

Asking questions before, during, and after reading establishes a purpose for reading.

Readers form opinions while reading that can be defended based on understanding of the reading.

Summarizing the key points of representative passages is critical to understanding the whole text.

Short stories allow students to use mentor texts to learn the fundamental elements of literature.

Reading related non-fiction texts can help readers make connections to and draw conclusions about fiction texts.

Sub Topic: ***Developing effective strategies for***

Knowledge and Skills

Introduce reading strategies using short stories and picture books to practice each strategy.

Pre-reading strategies: brainstorm and categorize, predict with support, skim and preview, pose questions, preteach vocabulary, activate prior knowledge, visualize.

During reading strategies: Make connections (text-to-self, text-to-text, text-to-the world, predict with support/confirm or adjust predictions, pose questions, visualize, retell and then summarize, monitor for understanding, reread, use context clues to find the meaning of unknown words or concepts, make inferences

Post-reading strategies: Skim, reread, pose questions, visualize, evaluate and adjust predictions, reflect on reading through writing, drawing or speaking, make inferences to compare/contrast, identify cause and effect, identify them

Read and discuss short stories and/or picture books using pre-reading, during reading and post-reading strategies to explore the different ways people respond to literature. Practice strategies in small group and whole group settings.

After each strategy is described and practiced, students read a whole class instructional text to use each reading strategy to build comprehension, fluency and vocabulary.

Teaching Unit: *Living History Unit: Reading and Writing Living History*

Essential Understandings

Interviewing skills are a valuable tool for gaining first hand, primary source information

Each person has a collection of stories that have passed on from generation to generation within their families. Many of these personal stories become historical fiction novels we read today.

We can learn a great deal about world and American history by reading historical fiction literature.

Historical fiction can be used to learn about significant people and events in history.

Authors develop settings to reflect historical accuracy.

Peer conferencing allows continual improvement of writing skills given positive feedback and suggestions.

A topic sentence lets the reader know what the writing piece will be about. All supporting details need to explain the topic sentence.

Sub Topic: *Preserving stories from the past*

Knowledge and Skills

The plots, characters, and setting in historical fiction often come from real people and events in history.

Primary resources, such as interviews and newspaper accounts are valuable sources for developing historical fiction.

The plots of historical fiction novels often parallel with events that have taken place in history.

Narrative historical fiction texts are used to convey complex ideas, observations, events, or reflections.

Teaching Unit: *Iditarod literature*

Essential Understandings

Literature reflects the lifestyles of unique cultures: Native Alaskan, Indian

Literature reflects significant historical events and time periods

Authors use a variety of literary devices: simile, metaphor, personification, alliteration, allusion, flashback, foreshadowing, mood, symbols, etc. to engage the reader.

Readers can use informational texts such as spreadsheets and databases to draw conclusions, make inferences, or develop opinions.

Sub Topic: *developing literary devices*

Knowledge and Skills

Thematic novels can be used to learn about history, culture, and social groups.

Figurative language is used to engage readers and build descriptive language.

Settings, conflicts and characters can be developed using figurative language and literary devices.

There are 4 basic conflicts found in literary texts: man vs. man, man vs. society, man vs. nature, man vs. himself

Developing factual background information allows the reader to better understand the setting, conflicts, and characters of a fiction novel.

Vocabulary and language are often specific to a place, culture, or society. Understanding these vocabularies allows the reader to better understand the story.

Teaching Unit: **Poetry**

Essential Understandings

Students can create a variety of poetry styles using literature, poetry by authors, and literary devices

Poetry can be used to communicate ideas, tell stories and convey an author's point of view, feelings and perceptions of the world around him.

Students can write poetry using figurative language - with the understanding that anything can be a poem; all you have to do is "write short lines."

Sub Topic: **Figurative Language and the**

Knowledge and Skills

Reading and understanding poetry is different from reading and understanding narrative texts.

Poetry develops imagery, ideas, and concepts, but do not always tell a story. Narrative texts have characters, setting, plots, conflicts, and tell a story.

Narrative text can be used to "Find" poetry in an author's words. Main ideas, thoughts, and descriptions can be pulled from narrative text to create poetry.

Parallel poetry is creating a new poetry from a published poem, replicating the rhythm, rhyme, beats, structure and structure.

Simile and metaphor are used to compare characteristics of a noun to describe an person, place or thing

Personification gives human qualities to nonliving or nonhuman things.

Dictionaries, thesauruses and other sourcebooks can be used to write poetry about words.

Alliteration and assonance are repeated letter sounds used to create rhythm and imagery in poetry

Allusions are references in literature to fairytales, folk tales,nursery rhymes, people, places, and events in historyetc.

Literary devices/figurative language can be used to create original poetry.

Teaching Unit: ***Contemporary literature/fiction***

Essential Understandings

Main characters are the people/animals that the story is about.

Subordinate characters support or effect the main character throughout the story.

Conflicts are problems characters face in a story

Conflicts can be internal or external. Internal conflicts are problems a character faces within her/himself. External conflicts are caused by outside forces: other people, groups of people, forces of nature.

The conflicts characters face in literature are similar to conflicts we face each day. The way characters behave and resolve their conflicts is often similar to the way we solve our own conflicts.

Teaching Unit: ***Children's picture book***

Essential Understandings

Writing for a specific audience requires specific styles of writing.

Vocabulary, story plot and characters need to be appropriate for designated audience

Short stories need to have a beginning, middle, and end.

Sub Topic: ***picture book connection***

Knowledge and Skills

The main character in a fiction novel is the person/animal the story is about. This character has a conflict to solve.

Conflicts are major problems to be solved by characters in the novel. They can be internal(Man vs. himself), or external (Man vs. Man, Man vs. Society, Man vs. Nature)

The plot of literary text is the series of significant events that the characters face in order to solve the conflict

Sub Topic: ***contemporary fiction connection***

Knowledge and Skills

Children's picture books have the main elements of a short story: character, setting, conflict, plot, theme, but often rely on pictures to support the text.

Children's picture books have a discernable beginning, middle, and end.

Illustrations in a children's picture book supports the text for students with limited reading proficiency.

The beginning of short stories introduce characters and setting. The middle introduces conflicts and sequence of events. The end is the resolution of the conflict and has a satisfying conclusion.

Teaching Unit: ***Vocabulary Development***

Essential Understandings

There are unknown words in our daily reading that impact our understanding.

We can use a variety of strategies to learn unknown words.

Dictionaries and thesauruses are used to learn new words

Context clues can be used to learn word meanings

Understanding Latin and Greek roots, prefixes and suffixes help build word meaning

Sub Topic: ***Strategies to learn unknown***

Knowledge and Skills

Good readers use a variety strategies to learn unfamiliar words in text.

Context clues found within a sentence can be used to predict word meanings.

Dictionaries can be used to find word meanings that match context meanings: understanding that many words have a variety of word meanings based on context clues.

A thesaurus can be used to identify words that have similar meanings and contrasting meanings to the unknown word. Synonyms help us connect unfamiliar words to words we already know

Create visual representations of the word meaning.

Connecting unfamiliar words to prior knowledge and experiences allows readers to make sense of unfamiliar words

Teaching Unit: ***Independent Reading***

Essential Understandings

Students need to build reading fluency, comprehension and a lifelong interest in reading in order to be successful in all academic areas in school.

Quantity matters. Students who read 30 - 50 different texts per year are able to maintain their achievement levels each year, while students who do not read lose ground.

Sub Topic:

Knowledge and Skills

Students need to know how to select books that are appropriate for independent reading.

Students need to know how to write an annotation of a book instead of retelling the story.

Students need to write regular book annotations/reviews to a wide audience of their peers to share their reading experiences.

Teaching Unit: ***Traits of Good Writing***

Essential Understandings

Conventions are a writer's tools to keep a story flowing smoothly. Conventions include spelling, punctuation, capitalization, grammar, paragraphs, and using appropriate titles.

Sub Topic: ***Conventions Trait***

Knowledge and Skills

Use correct spelling.
Use correct capitalization.
Use correct punctuation.
Use proper grammar.
Use effective paragraphs.
Use appropriate titles.
Avoid needless repetition, overuse of words.
Maintain correct word usage-e.g., "that" and "which."
Use active verbs instead of "to be" verbs.
Use descriptive nouns rather than adjectives.
Make sure it passes the read aloud test.
Make every word and sentence necessary with nothing extra.

Teaching Unit: ***Traits of Good Writing***

Essential Understandings

Sub Topic: ***Presentation***

Knowledge and Skills

Visual Elements:
Select a presentation format.
Include illustrations that catch the reader's attention.
Incorporate visual aids, such as photos, drawings, charts, and graphs.
Express your own ideas and reflections.
Auditory Elements:
Tell about personal experiences and/or knowledge of the topic.
Ask and respond to questions.
Have a clear main point when speaking to others.
Read your writing to others.
Make eye contact while giving oral presentations (include content appropriate to the audience, use notes or other memory aids, summarize main points).

Teaching Unit: ***Traits of Good Writing***

Essential Understandings

The word choice trait helps writers choose precise words that fulfill a specific purpose. Effective word choice means using words that help the reader understand what the author is writing.

Sub Topic: ***Word Choice***

Knowledge and Skills

Choose words that give strong visual imagery.
Use words that are accurate and precise.
Use action verbs that give the writing energy.
Use words that sound natural.
Listen to how the words sound.
Create pictures with words.

Teaching Unit: ***Traits of Good Writing***

Essential Understandings

Sub Topic: ***Fluency Trait***

Knowledge and Skills

Use varied sentence length and structure.
develop a natural rhythm and flow.
Use a process of thinking (e.g.,ask the question, “what if...?”)
Use different word patterns.
Play with language.
Use clear sentences that make sense.
Develop ideas that begin purposefully and connect to one another.
Use words that match the mood.
Don't use extra words.
A written work should pass the read-aloud test.

Teaching Unit: ***Traits of Good Writing***

Essential Understandings

Sub Topic: ***Voice Trait***

Knowledge and Skills

Make a piece sound like a particular person wrote it.
Allow personality to come through in the writing.
Use natural Rhythm.
Hook your reader; call attention to the writing.
Convey honesty and self-knowledge.
Write to your reader.
Bring your topic to life.
Give your writing personality, and let the reader sense the real person behind the words.

Teaching Unit: ***Traits of Good Writing***

Essential Understandings

The trait of organization gives the reader a clear path through written work. The writer guides the reader through the story with a clear direction and logical sequence of events. Transitions tie ideas together, and there is appropriate pacing throughout the writing; it flows smoothly. A writer should grab the reader's attention and provide a satisfying ending that makes them think.

Sub Topic: ***Organization Trait***

Knowledge and Skills

Include These Characteristics of Organization:

- * a path leading the reader to the main point
- * a clear direction and purpose
- * an attention-getting introduction
- a conclusion that makes the reader think
- * a logical order and sequencing of details
- * appropriate pacing
- * transitions that tie ideas together
- * links back to the main idea

Teaching Unit: ***Response to Literature***

Essential Understandings

As people read fiction texts, they have a variety of reactions and experiences related to the text. Readers make connections from the text to their personal lives, other texts, and to the world around them.

Sharing personal reading experiences helps students build comprehension and higher order thinking skills.

Sub Topic: ***summarizing fiction literature***

Knowledge and Skills

A response to literature discusses what is of value in a piece of writing. It might summarize the plot of an exciting story, explain why a poem is beautiful, or show disappointment in a piece. Responses may include book reviews, letters to an author, or comparisons of works.

When we respond to literature, we tell the reader “what the book was like.”

Discussing literature brings us closer to other readers and helps us to understand the author's message.

Responding to literature allows us to share our experience with a good book and encourage others to read it.

Students should be able to summarize a story by highlighting the main points and the major characters.

Teaching Unit: ***Traits of Good Writing***

Essential Understandings

The ideas-and-content trait helps students gather and organize ideas efficiently and use relevant details that add to the whole.

Effective writing comes from preparation, organization, and use of ideas.

Sub Topic: ***Ideas and Content***

Knowledge and Skills

Various sports can be related to the characteristics found in effective writing.

Use a variety of prewriting strategies (outlines, uses published pieces as writing models, constructs critical standards, brainstorm, builds background knowledge).

Use descriptive language that clarifies and enhances ideas (tone, mood, figurative language).

Students gather and use information for research purposes.

Students organize information and ideas from multiple sources in systematic ways (timelines, outlines, notes, graphic representations).

Student writes narrative accounts-establishes a situation, plot, persona, point of view, setting, and conflict.

Students understand that every element of writing should add something to the whole.

Teaching Unit: ***Grammar***

Essential Understandings

The ability to become an effective communicator requires correct grammar, spelling, mechanics and usage.

Sub Topic:

Knowledge and Skills

How to use correct mechanics in written work:

Capitalization rules

Punctuation rules: end punctuation, commas, quotation marks

Subject-verb agreement

Simple, compound and complex sentences

Sentence fragments

Appositives

Direct address
