

Standards:

- Make connection between text and schemas
- Determine the meaning of words and phrases as they are used in a text
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences

Core Standards:

Know: Students will know

- Metacognition
- Schema
- Inferring
- Questioning
- Visualization

Skills: Currently working on...

- **Summarizing – important details vs interesting details**
- **Main Idea and detail**
- **Finding Evidence**
- **Context Clues**
- **Character Analysis**
- Sequencing
- **Prediction**
- **Conflict**
- Cause and Effect
- Compare and Contrast
- **Authors Purpose**
- Theme
- Cause and Effect
- **Point of View**
- **Interpretation**
- Questioning
- Visualization
- **Making Connections**
- **Inference**

Essential Question:

- How do the components of reading actively help us to become strong readers and thinkers?
- How do our schemas help us understand what we read?
- Why do we need to be metacognitive?
- How does schema help us to infer?

Understand:

Students will understand that:

- **The strategies and techniques used when actively reading help build strong reading comprehension.**
- **Using our own schema and evidence from the text help build strong reading comprehension.**

Performance Task/Assessment

- Active Reading Log
- Guided Groups
- Group Discussion
- Writing
- Spelling/Vocabulary

Other Evidence

- Independent Reading
- Observation/ Conferences

Daily Do: What will the students do daily?

Sept. 4-7

Monday: Labor Day

Tuesday:

* Classroom Management

Wednesday

* Teach Metacognition using the Reading Salad and the bk Don't Laugh at Me

Thursday

* Practice Schema using the Reading Salad and the bk Frog Medicine

* Teach Interesting vs Important Information using nonfiction text (Whole Class)

Friday

* Teach Schema

* Teach Summarization with Interesting vs Important

* Practice Interesting vs Important and Summarizing in small groups

Homework: On Your Own - Interesting vs Important and Summarizing

Sept. 19-21

Wednesday

* **(Whole Group Instruction)** – Teach Inference

- Inference Thinking Stems

- Garbage Bag activity – Students will make inferences based on evidence and their own schemas to tell me about my neighbors.

-Refer to Poster in the back

Teach

* Introduce Summarization using Fiction Text 5-7 Key words, Evaluating, and Review Connections

* Introduce Spelling list and task

* **Guided Group:** Practice Metacognition, Schema, and Inference using the Reading Salad

Tasks:

- Spelling
- Vocabulary
- Active Reading

* **Writing**

- Personal Narrative (teacher models)

- Senses sheet

Thursday:

* **(Whole Class Instruction)** – Reteach Inference

- Bring in objects for students to make inferences on

* **Guided Group:** Practice Metacognition, Schema, and Inference using the Reading Salad

Tasks:

- Spelling
- Vocabulary
- Active Reading

Sept 24-28

Monday

- Introduce Vocabulary for the week (pass out graphic organizer)
- Students will pair up and work part of the graphic organizer
- Discuss meaning of words

- Pass out spelling sheet – pretest

Writing:

- Senses organizer – teacher models

Tuesday

- Individual Tasks: vocabulary, spelling, senses organizer

- Guided Groups: Thinking about our thinking/Summaries/Active Reading

Writing:

- Model a Personal Narrative

Wednesday

- Individual Tasks: vocabulary, spelling, senses organizer
- Guided Groups: Thinking about our thinking/Summaries/Active Reading

Writing

- Personal Narratives

Thursday – Vocabulary Due!

- Individual Tasks: vocabulary, spelling, senses organizer
- Guided Groups: Thinking about our thinking/Summaries/Active Reading

Writing

- Personal Narratives

Friday – Spelling Due!

- Spelling/Vocab Test
- Guided Groups: Thinking about our thinking/Summaries/Active Reading

Writing

- Personal Narratives

Oct. 1-5

Monday

- Teach Authors point of view – 1st person, 2nd person, 3rd person (limited, objective, omniscient)
- Students will take create foldable with information

Spelling

- Introduce homophones and tasks

Vocabulary

- Introduce prefixes im, in, ir, un and tasks

Writing

- Conference with teacher on personal narratives

Tuesday

- Small groups – small group activity on authors point of view
- Individual Tasks - Spelling/Vocabulary/Final Writing

Wednesday

- Small groups – small group activity on authors point of view
- Individual Tasks - Spelling/Vocabulary/Final Writing

Thursday

- Small groups – small group activity on authors point of view
- Individual Tasks - Spelling/Vocabulary/Final Writing

Homework: Test

Friday

- Small groups – small group activity on authors point of view
- Individual Tasks - Spelling/Vocabulary/Final Writing

Oct. 8-12

Monday

- Review Narrations from practice sheet – 1st person, 2nd person, 3rd person (limited, objective, omniscient)

Homework: 2nd practice sheet

Spelling

- Introduce prefixes

Tasks:

Cursive

Definitions

Sentences

Short story with using 5 words

Tuesday

- Individual Tasks - Spelling

Writing: Small groups: Review double entry journal - evaluating

Wednesday

- Teach: Internal/External conflicts, Man vs Man, Self, Society
- In small groups students will try to find 1 example of each type of conflict
- discussion

Spelling

-Individual Tasks - Spelling

Thursday

- Small groups – Students will work on trying to find the conflicts in the story Harvesting Hope: The Story of Cesar Chavez

Spelling

Individual Tasks - Spelling

Homework: Test

Friday

- Small groups – small group activity on finding conflict

Spelling

- Test

October 15-19

Monday:

- Pretest spelling
- Teach 4 types of conflict: 1) Foldable 2) Generate examples
- Active Reading or Finish Conferencing for Crash writing activity

Tuesday-Thursday:

Stations

- 1) Novel Study – Crash Activity
- 2) Spelling
- 3) Vocabulary
- 4) Writing – group work
- 5) Comprehension
- 6) Guided Reading Group w/ Teacher

Friday:

- Spelling test
- Discuss At Home Conflict Assessment Activity
- Novel Study

October 22- 26

Monday

Teach

- Spelling – pretest
- Simile/Metaphor
- Final writing for Novel Study

Tuesday-Thursday

- Writing Station – choices – essential question
- Novel Study Activity Station – simile/metaphor
- Spelling Station - homophones
- Vocabulary Station – context clues
- Active Reading Station (group work) - comprehension
- Guided Reading Station - conflict

Friday

- Spelling test
- Dissect a quote in groups

October 29-November 2

Monday

- Teach Hyperboles – PowerPoint and worksheet
- Teach Extended Response format using sample nonfiction text
- Introduce novel, Becoming Naomi Leon, Pre-assessment
- Read Chapters 1-2

Tuesday

Stations

- **Writing:** Extended Response (Killer Story)
- **Context Clues:** (Killer Story)
- **Active Writing:** Hyperbole Story
- **Novel Study:** Read chapters 3-4 and work on Bookmark
- **Guided Reading:** Looking at Nonfiction Text features
- **Spelling:** Sentences

Friday

- Finish hyperbole stories
- Spelling test
- Read Encounter and discuss point of view