

# EXAMPLE

## Unit 5

TEK: 5.10 D- Describe how the authors use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

Essential Questions:

Read this sentence. By using the words \_\_ the author-

Read the following sentence. The author uses the figurative expression “\_\_\_\_\_” to emphasize that the

In line \_\_ & \_\_ why does the poet use the words \_\_\_\_\_ & \_\_\_\_\_

The poet’s use of sensory language in line \_\_ is intended to help the reader-

Vocabulary:

Intend

Imagery

Figurative expression

Sensory Language

Reveal

Description

Expresses

Prior Knowledge:

Sensory Language

Figurative Language

Rhyme Scheme

Baseball Diamond

Learning Objectives:

We will interpret the uses of figurative language....

We will examine a poem...

We will infer why the author used...

We will defend why the author used certain figurative language...

Misconceptions:

# Unit 1

**TEK:** 5.9Di

Central idea with supporting evidence

**Essential Questions:**

In paragraph \_\_\_\_\_ the details support the central idea.

What are paragraphs \_\_\_\_ and \_\_\_\_ mostly about?

According to the selection how do.....

Which sentence best expresses the central idea of .....

The details in paragraph — support the main idea that .....

**Vocabulary:**

main idea

central idea

details

selection

support

evidence

expresses

**Prior Knowledge:**

what the difference is between informational and fiction is-the purpose

author's support their central idea with supporting details

reading is thinking with mental images

**Learning Objectives:**

We will identify details in central ideas

We will visualize a text.

We will examine texts looking for details that support central ideas.

We will justify our answers.

**Misconceptions:**

not knowing the central idea

confusing details with central idea

# Unit 2

TEK: 5.8 C analyze plot elements including rising action, climax, falling action, and resolution.  
Fiction and poetry

Essential Questions:

- Paragraph \_\_\_ is important to the plot because \_\_\_\_?
- How does the author use literary elements to develop the story?
- What are rising events that lead to the climax of the story?
- What are the falling action elements that lead to the resolution?
- Which sentence from the story best describes the main conflict?
- How does \_\_\_\_\_ in paragraph \_\_\_ advance the plot?

Vocabulary:

plot  
Rising action  
Climax  
Falling action  
resolution  
conflict  
Literary elements  
advance

Prior Knowledge:

setting  
Characters  
conflict /resolution  
What is a plot?  
Character traits

Learning Objectives:

- \*Understand plot and identify plot elements
- \*Examine how one element impacts another (connection)
- \*Question parts and how it affects the plot
- \*Create a different part of the plot.

# Unit 3

TEK: 5.10 A- Explains the author's purpose and message within a text.

## Essential Questions:

What is the most likely reason the author includes \_\_\_?

What is the author's primary purpose for writing \_\_\_?

Why did the author organize \_\_\_\_\_?

What is the main reason the author introduces the selection with the information in paragraph \_\_\_?

What is the most likely reason the author includes the information in paragraph \_\_\_\_\_?

The author wrote this selection most likely to \_\_\_

## Vocabulary:

Primary

Main

Organize

Selection

Purpose

main /central

Evidence

Reason

Message

## Prior Knowledge:

Authors write for a reason

Write with a purpose

Main

Organizing

Informational text features

Fiction-Theme

Non-fiction- Message

## Learning Objectives:

Understand that authors write for many reasons.

Examine a text for author's purpose

Compare different text to look for the author's purpose and message

Defend/justify why the author

## Misconceptions:

Only PIE

# Unit 4

TEK: 5.8B- The student is expected to analyze the relationships of and conflicts among the characters.

## Essential Questions:

- Which event in the story motivates \_\_\_\_\_?
- How does the \_\_\_\_\_ react \_\_\_\_\_ in paragraph?
- Which sentence from the story best shows \_\_\_\_\_ and \_\_\_\_\_ conflict?
- This sentence indicates the \_\_\_\_\_ (character does something)?
- What effect did the character's actions have on the story \_\_\_\_\_?
- Which sentence best describes \_\_\_\_\_ relationship with \_\_\_\_\_?

## Vocabulary:

Motivate  
React  
Conflict  
Indicate  
Relationship  
Effect  
address  
Action  
emphasis

## Prior Knowledge:

Understanding the character  
Understanding the plot  
How the character changes  
Character traits  
Characters influence each other

## Learning Objectives:

- \*Remember Character Traits
- \*Understand Elements of traditional literature
- \* Interpret the character and interactions
- \* Compare and contrast the characters and their actions.
- \* Inferring what the character is doing and might do to develop the plot
- \*Critique another fable
- \*Create a fable

## Misconceptions:

Not just physical traits

# Unit 5

TEK: 5.6 F- make inferences and use evidence to support understanding.

## Essential Questions:

Based on the information from \_\_\_\_\_, the reader can conclude (infer) \_\_\_\_\_ -

Which sentence from the selection shows \_\_\_\_\_

The actions in paragraph \_\_\_\_\_ and \_\_\_\_\_ support the message that \_\_\_\_\_.

Which idea from the selection is illustrated by \_\_\_\_\_

Which sentence from the selection suggests that \_\_\_\_\_

\_\_\_\_\_ actions in paragraph \_\_\_\_\_ supports the message that \_\_\_\_\_

\_\_\_\_\_ most likely because \_\_\_\_\_

## Vocabulary:

Conclude

Support

Conveys

Demonstrated

Presented

Infer

To show

## Prior Knowledge:

Some answers are not “right there”

Inference in general

Using Evidence to make an inference

Text Features

## Learning Objectives:

We will remember \_\_\_\_\_

We will interpret \_\_\_\_\_

We will visualize \_\_\_\_\_

We will investigate \_\_\_\_\_

We will justify \_\_\_\_\_ (text evidence)

We will formulate an inference mystery \_\_\_\_\_

## Misconceptions:

The author will not always tell you the answer directly

# Unit 6

TEK: 5.6 E- make connections to personal experiences, ideas in other texts, and society.

## Essential Questions:

Both selections suggest that \_\_\_ can -?

What is a difference between the selections?

How are \_\_\_\_\_ (character) in the story/poem "Title" and \_\_\_\_\_ in the story **alike/difference**?

Which statement would the author's most likely agree on?

How is the point of view different from that of the poem?

Which conclusion is best supported by both selections?

Both mainly focus on?

Which topic is addressed by the author of the story that is NOT addressed by the speaker of the poem?

## Vocabulary:

Alike

Difference

Differ

Different

Both

Conclude/conclusion

Addressed

NOT

Similar/similarity

Emphasis

Effect

Actions

## Prior Knowledge:

Poetry

Informational

Fiction

Expository

Compare and contrast

## Learning Objectives:

We will examine double passage\_\_\_\_\_

We will analyze \_\_\_\_\_

We will justify \_\_\_\_\_

## Misconceptions:

Opinion (not based on the text)

# Unit 7

TEK: 5.7C- The student is expected to use text evidence to support an appropriate response;

## Essential Questions:

Which sentence best supports the idea \_\_\_\_\_?

Which sentence from the selection shows that \_\_\_\_\_?

Which sentence from the selection explains \_\_\_\_\_?

Evaluate details to determine or explain-----

Which lines from the poem support the idea that \_\_\_\_\_?

Which sentence best reveals the \_\_\_\_\_ view of his relationship with \_\_\_\_\_?

## Vocabulary:

Text evidence

Details

Explain

Suggest

Support

Reveal

Selection

Poem

Section

Stanza

## Prior Knowledge:

Breaking apart the question

What is the question asking you to do?

Elements of poetry

Text features

Verbs in questions

## Learning Objectives:

Identify

Examine a passage

Justify

compose/ECR

## Misconceptions:

**There isn't a question in ECR**

**All choices are in the story**

**Is it relevant to the question**



