



THREADS THROUGHOUT THE YEAR

These academic skills thread throughout ALL units of study.

Through a balanced literacy approach, students will:

- **Reading:** Read, analyze, and respond to the meaning of grade level appropriate texts that meet or exceed district expectations.
- **Writing:** Write narratives and compositions that describe and explain familiar events and experiences, using standard American English.
- **Listening and Speaking:** Engage in conversations about their thinking and understanding of the ideas in texts read to, with, and by them. Logically discuss a range of topics and texts using supporting facts and details in order to communicate important ideas.
- **Word Study:** Apply their knowledge of how words and language work to make meaning of grade level appropriate texts and to communicate more effectively orally and in reading and writing.

These are essential learnings that represent bigger ideas/concepts.

Expository

Using their knowledge of grade level appropriate informational/expository and narrative texts, students will derive an understanding of how to communicate their information, ideas, and stories with increased attention to detail and substance. They gain insight into their responsibilities as readers, writers, listeners, and speakers to develop new understandings of their world and themselves.

Narrative

Using their knowledge of text elements, students seek and discuss the abstract issues in text, orally and in writing. They use their knowledge of characters, culture, and plot resolution to discuss the impact of stories. They gain insight into their responsibilities as readers, writers, listeners, and speakers to develop new understandings of their world and themselves.

These are essential questions that learners ask themselves in order to achieve the essential learnings.

Expository

- How do I use text features to understand and interpret information presented in text?
- How do I use text structures to make meaning?
- How do I integrate text features with text support to assist meaning making?
- How do I use new information to confirm or challenge my existing knowledge about a topic?
- How do I ask questions about what I am reading in order to strengthen and clarify my understanding?
- How do I compare information from multiple sources?
- How do I communicate my thinking and my conclusions about the information in text orally and in writing?
- How do I draw conclusions about the author’s intent in informational/expository text?

Narrative

- How do I analyze the elements of narrative within and among texts?
- How do I use my prior knowledge of how stories work to understand multiple perspectives and to understand the influence the author’s purpose/intention has on meaning?
- How do I use my knowledge of elements of narrative to compose, orally or in writing, a logically sequenced recounting of a personal experience or story?

This progression of units of study is purposefully organized to lead to the essential learnings.

Overview of Text Forms & Functions 1 wk	Lay the Course: <i>Navigating Text to Make Meaning</i> (Expository) 5 Wks	Reviewing Where We’ve Been And What We Know About Stories (Narrative) 5 Wks	Knowledge is Power: <i>I’ve Got the Power!</i> (Expository) 5 Wks	Characters: What Are They All About? (Narrative) 5 Wks	Culture: The Soil of Stories and Information (Narrative and Expository) 5 Wks	He Said/She Said...I Say!: <i>My Ideas and Voice Can Make a Difference</i> (Expository) 5-7 Wks	What Statement Does the Solution Make? (Narrative) 5 Wks
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Students have ongoing opportunities to read and discuss a wide variety of increasingly complex texts (independently/book clubs/literature circles).