



THREADS THROUGHOUT THE YEAR

These academic skills thread throughout ALL units of study.

Through a balanced literacy approach, students will:

- **Reading:** Read, analyze, synthesize, and evaluate grade level appropriate narrative and informational texts that meet or exceed district expectations, and communicate their thinking about the ideas in these texts.
- **Writing:** Organize their writing around a controlling idea using supporting facts and/or details in standard American English.
- **Listening and Speaking:** Discuss ideas in an organized and logical manner using supporting facts and/or details appropriately.
- **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 writing.

These are essential learnings that represent bigger ideas/concepts.

Expository

Students construct a critical understanding of a diverse range of informational/expository text. Students use their knowledge of how informational/expository texts work in order to strengthen their ability to determine and evaluate the content and author’s purpose. Students engage in academic conversations with as they read and write grade level appropriate texts. They gain insight into their responsibilities as readers, writers, listeners, and speakers.

Narrative

Using their knowledge of plot, character, and point of view, students identify issues or ideas represented in the text to build an interpretation of the text’s theme, orally and in writing. Through an examination of story commonalities (character and plot types) students derive a general understanding of why stories are told.

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 the information in text?
- How do I use text structures to assist in making meaning of informational/expository text?
- How does my understanding of how text features and text structures work together to help me make meaning of informational/expository text?
- How do I strengthen and clarify my thinking about informational/expository text?
- How do I gather information from multiple sources?
- How do I organize, support, and communicate my thinking orally and in writing?

Narrative

- How do I determine the underlying theme or author’s message?
- How do I recognize the commonalities of plot in different types of stories?
- How do I extend my understanding of characters by analyzing what they say and do and by how they are portrayed?
- How do I use my knowledge of who’s telling the story to understand multiple perspectives and the author’s intention?
- How do I use my knowledge of elements of narrative to talk and write about people, places, things, and experiences using well-chosen details?

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

Overview of Text Forms & Functions	Big Ideas are Everywhere: <i>Important Messages in Fiction & Non-Fiction</i> (Narrative/Expository)	Looking Closely, Thinking Big: <i>Focusing on Expository Text</i>	Looking Closely, Thinking Big: <i>Focusing on Narrative Text</i>	Does My Character Have Character? (Narrative)	Why Tell Stories? (Narrative)	What? So What? Now What? <i>Determining What is Relevant</i> (Expository)	Whose Story Is This? (Narrative)	Great Minds Think Alike...or Not! <i>Using Multiple Sources to Research</i> (Expository)
1 Wk	4 Wks	4 Wks	4 Wks	5 Wks	4 Wks	5 Wks	4 Wks	5 Wks

Students have ongoing opportunities to read and discuss a wide variety of increasingly complex texts (independently/book clubs/literature circles).