



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: Write for multiple purposes and audiences, communicating their ideas in a coherent and organized way, using 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 language and words work (including word origins) to make meaning of grade level appropriate texts and to communicate more effectively orally and writing.
Technology: Use technology as a tool for learning and communicating ideas.

These are essential learnings that represent bigger ideas/concepts.

Expository

Students construct understanding of grade level appropriate expository texts (e.g., informational, functional, poetry, persuasive, biography, etc.) by reading, writing and discussing a wide variety of topics and issues. They question, analyze, interpret, and support their understanding of expository text. Knowledge of text structures, features and language is used flexibly to support reading, writing, speaking, and listening. They read critically to determine accuracy and relevance of information presented across sources. Students investigate important ideas/issues as they form, revise and articulate their thinking organized around a coherent thesis statement.

Narrative

Students articulate a cohesive interpretation of texts' theme(s) (including texts that represent unfamiliar social and historical contexts), orally and in writing. They demonstrate how character (types, motives, traits, development) works in conjunction with other elements to reveal some insight about life or human nature (i.e., theme). They attempt to define their own perspective and those represented in the text.

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

Expository

- How do I integrate my knowledge of text structure, features and language to understand and interpret expository text and author's intent?
With a central question in mind, how do I gather and organize information from multiple sources, orally and in writing?
How do I determine the accuracy and relevance of information in text?
How do I evaluate new information I read and hear?
How do I present my thinking about information orally and in writing?

Narrative

- How do I enhance my understanding of imaginative and traditional literature?
How do I use my knowledge of how story elements work together to determine the author's intended meaning?
How do I analyze characters in literary text?
How do I evaluate the impact of figurative language on the meaning of literary text?
How do I respond to literature orally and in writing?
How do I present my ideas in narrative form?

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

Table with 9 columns: Overview of Text Forms & Functions, Decisions, Decisions (Expository), Motive Makes the World Go 'Round (Narrative), Taking a Critical Stance (Expository), People Are People Wherever You Go (Narrative), I'm Hearing Voices (Expository), We're Not in Kansas Anymore (Narrative), Prove Your Point! (Expository), Say What You Mean, Mean What You Say (Expository). Includes duration for each unit (e.g., 1 wk, 4 Wks, 5 Wks).

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