



THREADS THROUGHOUT THE YEAR

These academic skills thread throughout ALL units of study.

Through a balanced literacy approach, students will:

- Reading: Read, analyze, synthesize, evaluate, and critique grade level appropriate narrative and expository texts and communicate their thinking about the ideas in these texts.
• Writing, Listening and Speaking: Communicate ideas and information orally and in writing by selecting forms, structures, and language that effectively communicates intention and purpose.
• Word Study: Explain and apply 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 in writing.
• Technology: Use technology as a tool for learning and communicating ideas.

These are essential learnings that represent bigger ideas/concepts.

Expository

Understand and analyze how informational/expository texts work in order to strengthen the reader's and writer's ability to understand and evaluate the author's purpose and content.

Narrative

Students articulate a cohesive interpretation of the text's theme, orally and in writing, by evaluating how an author's choice of form, language, and literary devices influences the reader's perspective. They analyze how literacy elements, particularly characters and conflict, impact theme within and across texts.

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

Expository

- How do I evaluate of the effectiveness of text features in informational/expository text?
• How do I use text structures to understand the author's purpose?
• How I evaluate and critique informational/expository texts?
• How do I synthesize information gathered from multiple sources?
• How do I determine the accuracy and relevance of information in informational/expository texts?
• How do I justify the conclusions I make as a reader, orally and in writing?
• How do I assess and critique the author's use of evidence to support the main ideas and concepts presented in text?
• How do I support my position in persuasive compositions and oral presentations?

Narrative

- How do I use knowledge about different forms of narrative to anticipate how I might interact with text?
• How do I evaluate the meaning of archetypal patterns and symbols in literary text?
• How do I analyze the relationships between and among characters to show how they relate to the plot or theme?
• How do I use my knowledge of theme in narrative to make meaning of increasingly complex text?
• How do I evaluate the author's use of literary devices to establish tone and feeling of text?
• How do I develop a point of view in oral and written narratives and responses to literature?
• How do I use literary devices in written and oral presentations?

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

Table with 8 columns: Overview of Text Forms & Functions (1 wk), Authors—Make Your Case! (Expository) (5 Wks), Friends, Enemies and The Stories they Create (Narrative) (6 Wks), Haven't We Met Before? (Narrative) (5 Wks), Search and Research (Expository) (6 Wks), The Art of Persuasion (Expository) (5 Wks), Sending the Message, Setting the Tone (Narrative) (4 Wks), Under Investigation: Open Forum! (Expository) (5 Wks).

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