



**THREADS THROUGHOUT THE YEAR**

*These academic skills thread throughout ALL units of study.*

**Through a balanced literacy approach, students will:**

- **Reading:** Read and respond in a variety of ways to the meaning of grade level appropriate texts that meet or exceed district expectations. Identify and distinguish among different types of print material.
- **Writing:** Write about meaningful events, actions, and ideas related to diverse personal experiences.
- **Listening and Speaking:** Engage in conversations about the ideas in texts read to and with them. Engage in conversations about the meaning of events, actions, and ideas related to diverse personal experiences.
- **Word Study:** Make meaning of texts using their knowledge and awareness of book language and concepts about print. Make meaning as readers and writers using their knowledge of language, words, letters, and sounds.

*These are essential learnings that represent bigger ideas/concepts.*

**Expository**

Students recognize how grade level appropriate informational/expository texts work in order to strengthen their understanding of content and author’s intent. Throughout the year, students publish multiple written texts. They engage in substantive academic conversations and oral presentations. Students understand and value their important roles as readers, writers, listeners, and speakers to develop new understandings of their world and themselves.

**Narrative**

Using an awareness of story organization and story elements, students talk, write, and draw about abstract ideas in texts they read have had read to them.

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

**Expository**

- How do I use text features to understand information presented in text?
- How do I use text structures to make meaning of information presented in text?
- How do I relate new information to what I already know about a topic?
- How do I generate questions about and respond to information presented in text?
- How do I communicate my thinking about information presented in text orally and in writing?

**Narrative**

- How do I use my understanding of how stories work to make meaning?
- How do I use my increasing familiarity with book language to make meaning?
- How do I use my knowledge about characters, setting, and important events to make meaning?
- How do I use my knowledge of narrative text to communicate my understanding orally and in writing?

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

Overview of Text Forms & Functions	We’re Already Readers and Writers (Narrative)	Reading the World: Understanding the Information Around Us (Expository)	Noticing How Stories Work (Narrative)	Construction Zone: Tools for Building Meaning (Expository)	Knowing Our Characters (Narrative)	What’s the Big Idea? (Narrative)	What’s the Big Idea? Focusing on Expository Texts (Expository)	Operation Exploration: We’re Readers, Writers, and Researchers (Expository)
1 wk	2 wks	5 wks	4 wks	5 wks	5 wks	5 wks	5 wks	5 wks

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