



# Reading -Language Arts

## English I

### 2nd Nine Weeks



This academic overview can be used to monitor and support your child's at -home learning progress

#### Unit 3: Understanding the Author's Perspective

##### Student Learning Targets

- I can understand and appreciate the power of argumentative text to share our beliefs, passions, and experiences.
- I can make connections, inferences, use text evidence, summarize, and use resources and context to determine word meaning, and write about explicit and implicit meaning to support my interpretation of text.
- I can analyze argumentative texts for author's purpose, audience, and message within a text, to understand how writers use author's craft such as arguable claim, appeals, evidence, print and graphic features, language, and conclusions to achieve a specific purpose, using text evidence to support my thinking.
- I can synthesize new understanding by reading for the arguable claim in a text, and synthesize across multiple texts to draw conclusions about claims from multiple texts.
- I can draft, revise, and edit routinely in a digital writer's notebook and while writing my own argumentative essay, to include effective organizing structures and engaging ideas.
- I can use independent reading of my own self-selected texts to improve my reading skills.

##### Questions to Check for Unit Understanding

- How do authors use different appeals and apply unique voice to draw in their readers and make the text relatable and interesting?
- How do authors manipulate language to serve a specific purpose for the reader?

##### Key Academic Vocabulary

- Author's Purpose: author's reason or intent for writing text
- Textual evidence: selected words or phrases from text
- Message: an author's theme (underlying lesson) or controlling idea
- Appeals: Rhetorical appeals used to entice an audience's needs, values, and emotional sensibilities.
- Argumentative: genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.

#### Unit 4: Consider the Source

##### Student Learning Targets

- I can understand the multiple-facets of informational text and verbally share my connections to text and world which help me learn about fellow human beings.
- I can make connections, inferences, use text evidence, summarize, and use resources and context to determine word meaning, and write about explicit and implicit meaning to support my interpretation of text.
- I can synthesize information gathered from various texts and solidify my interpretations and connections based on evidence gathered from both texts.
- I can analyze author's craft, such as theses, evidence, examples, organizational patterns print and graphic features, and conclusions, and how they achieve a specific purpose within their text by using text evidence to support my thinking.
- I can draft, revise, and edit routinely in a digital writer's notebook and while writing my own informational essay, to include effective organizing structures and engaging ideas.
- I can continue practices of independent reading and writing in a writer's notebook to strengthen my literacy skills.

##### Questions to Check for Unit Understanding

- How can one formulate a piece of writing that clearly provides purpose and meaningful message for the reader?
- How can various texts from various authors be used to form a stronger justification of my personal interpretations?

##### Key Academic Vocabulary

- Informational text: articles, essays, non-fiction, procedural text (manuals and how-to's)
- Author's craft: choices writers to make to engage the reader
- Synthesize: to combine understanding from parts of a text to create new understanding



# Reading -Language Arts

## English II

### 2nd Nine Weeks



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#### Unit 3: Understanding Author's Perspective

##### Student Learning Targets

- I can understand and appreciate the power of argumentative text to share our beliefs, passions, and experiences.
- I can make connections, inferences, use text evidence, summarize, and use resources and context to determine word meaning, and write about explicit and implicit meaning to support my interpretation of text.
- I can analyze argumentative texts for author's purpose, audience, and message within a text, to understand how writers use author's craft such as arguable claim, appeals, evidence, print and graphic features, language, and conclusions to achieve a specific purpose, using text evidence to support my thinking.
- I can synthesize new understanding by reading for the arguable claim in a text, and synthesize across multiple texts to draw conclusions about claims from multiple texts.
- I can draft, revise, and edit routinely in a digital writer's notebook and while writing my own argumentative essay, to include effective organizing structures and engaging ideas.
- I can use independent reading of my own self-selected texts to improve my reading skills.

##### Questions to Check for Unit Understanding

- What is the difference between expository and argumentative writing?
- How would you explain to a peer what author's purpose means?

##### Key Academic Vocabulary

- Argumentative Text: A text that supports a claim about a debatable topic using evidence as support
- Textual evidence: Selected words or phrases from text
- Message: An author's theme (underlying lesson) or controlling idea
- Denotative meaning: The dictionary meaning of a word
- Connotative meaning: The emotions or what is implied rather than literal meaning

#### Unit 4: Synthesizing Meaning in Multiple Literary Texts

##### Student Learning Targets

- I can understand and appreciate the power of narrative and to share our beliefs, passions, and experiences.
- I can make connections, inferences, use text evidence and write original commentary, use resources to determine word meaning, and write about explicit and implicit meaning to support my interpretation of text.
- I can explain the connections between reading and using writing to become a better writer.
- I can analyze texts for plot, characterization, archetypes, isolated scenes, and literary devices such as irony, sarcasm, and motif to understand how writers use author's craft to achieve a specific literary purpose, using text evidence to support my thinking.
- I can analyze texts to understand the parts and choices writers make to engage the reader and communicate a theme or message to an intended audience.
- I can synthesize information in multiple texts to create a new understanding of details, tone, text structures, and author's craft..
- I can draft, revise, and edit routinely in a digital writer's notebook and while writing my own narrative.
- I can use independent reading of my own self-selected texts to improve my reading skills.

##### Questions to Check for Unit Understanding

- How do literary texts differ in communicating an author's message
- How would you use text evidence and author's commentary In your own writing?

##### Key Academic Vocabulary

- Archetype: a modal image, personage, or theme that recurs in stories and myths
- Literary device- a specific structure - such as imagery, irony, or foreshadowing that is employed by the author to produce an effect
- Synthesize: to combine elements and parts to form a coherent whole.
- Characterization: method in which an author constructs a character, such as appearance.