



Reading-Language Arts

English I

1st Nine Weeks



This academic overview can be used to monitor and support your child's at-home learning progress
Unit 1: Becoming the Author

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, 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, words, syntax, figurative language, and details 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.
- 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 authors use their own personal experiences and unique voice to write stories that are relatable and interesting to readers?
- How do authors manipulate language to serve a specific purpose for the reader?

Key Academic Vocabulary

- Narrative: a story or the structure of a story
- Textual evidence: selected words or phrases from text
- Message: an author's theme (underlying lesson) or controlling idea
- Explicit meaning: idea that is clearly stated in a text
- Implicit meaning: idea that is indirectly stated in a text and must be inferred by the readers

Unit 2: Questioning the Author

Student Learning Targets

- I can understand the power of informational text and poetry to share my world and learn about our fellow human beings.
- I can paraphrase and summarize, make inferences, use text evidence, and use context to determine word meaning to support my interpretation of text.
- I can analyze texts for evidence, examples, and print and graphic features to understand how writers use author's craft to achieve a specific purpose, using text evidence to support my thinking.
- I can draft, revise, and edit my own informational texts, sharing my expertise.
- I can synthesize new understanding by reading for the thesis in a text, and synthesize across multiple texts to draw conclusions about theses from multiple texts.
- 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

- What does a text reveal about the author?
- How do writers use author's craft to share their expertise and perspective?

Key Academic Vocabulary

- Informational text: articles, essays, non-fiction, procedural text (manuals and how-to's)
- Print and graphic features: titles, subtitles, photographs, illustrations
- Author's craft: choices writers to make to engage the reader
- Author's purpose: the reason why an author creates a text and why an author makes writing choices
- Synthesize: to combine understanding from parts of a text to create new understanding



Reading-Language Arts

English II

1st Nine Weeks



This academic overview can be used to monitor and support your child's at-home learning progress
Unit 1: Becoming the Author

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, 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, isolated scenes, words, syntax, figurative language, and details 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.
- 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 authors use their own personal experiences and unique voice to write stories that are relatable and interesting to readers?
- How do authors manipulate language to serve a specific purpose for the reader?

Key Academic Vocabulary

- Narrative: a story or the structure of a story
- Textual evidence: selected words or phrases from text
- Message: an author's theme (underlying lesson) or controlling idea
- Explicit meaning: idea that is clearly stated in a text
- Implicit meaning: idea that is indirectly stated in a text and must be inferred by the readers

Unit 2: Questioning the Author

Student Learning Targets

- I can understand the power of informational text and poetry to share my world and learn about our fellow human beings.
- I can paraphrase and summarize, make inferences, use text evidence, and use context to determine word meaning to support my interpretation of text.
- I can analyze texts for evidence, examples, and print and graphic features to understand how writers use author's craft to achieve a specific purpose, using text evidence to support my thinking.
- I can draft, revise, and edit my own informational texts, sharing my expertise.
- I can synthesize new understanding by reading for the thesis in a text, and synthesize across multiple texts to draw conclusions about theses from multiple texts.
- 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

- What does a text reveal about the author?
- How do writers use author's craft to share their expertise and perspective?

Key Academic Vocabulary

- Informational text: articles, essays, non-fiction, procedural text (manuals and how-to's)
- Print and graphic features: titles, subtitles, photographs, illustrations
- Author's craft: choices writers to make to engage the reader
- Author's purpose: the reason why an author creates a text and why an author makes writing choices
- Synthesize: to combine understanding from parts of a text to create new understanding