**Things to Know About This Document:**

* An (x) indicates during which learning/work journal period the learning goal should be taught.
* Our goal is to teach skills simultaneously at home and at school
* Even though an (x) may be located in a specific work journal period, it may be covered at other times as well. It could also mean that we do not anticipate this to be a large focus in class at this time, but a smaller component to a bigger picture
* This document does not mean that parents are restricted to these skills at this time--we encourage you to work on other skills of your choice simultaneously
* These plans may change throughout the year according to student need, so flexibility is key!

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| --- | --- | --- | --- | --- | --- | --- |
| Learning Goal: Reading Literature | WJ1 | WJ2 | WJ3 | WJ4 | WJ5 | WJ6 |
| **Key ideas and details:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | x  | x |  |  |  | x |
| **Key ideas and details:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | x | x |  |  |  | X |
| **Key Ideas and details:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text. | x | X |  |  |  | x |
| **Craft and Structure:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | x | X |  |  |  | x |
| **Craft and Structure:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | x | X |  |  |  | x |
| **Craft and Structure**: Assess how point of view or purpose shapes the content and style of a text. | x | X |  |  |  | x |
| **Integration of Knowledge and Ideas:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**Integration of Knowledge and Ideas:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | x  x | Xx |  |  |  | xx |
| **Integration of Knowledge and Ideas:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | x | x |  |  |  | x |
| **Range of Reading and Level of Text Complexity**: Read and comprehend complex literary and informational texts independently and proficiently. | x | x |  |  |  | x |
| Learning Goal: Reading Informational Text | WJ 1 | WJ2 | WJ3 | WJ4 | WJ5 | WJ6 |
| **Key Ideas and Details:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |  |  | x | x | x |  |
| **Key Ideas and Details:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |  |  | x | x | x |  |
| **Key Ideas and Details:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |  |  | x | x | x |  |
| **Craft and Structure:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |  |  | x | x | x |  |
| **Craft and Structure:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |  |  | x | x | x |  |
| **Craft and Structure:** Assess how point of view or purpose shapes the content and style of a text. |  |  | x | x | x |  |
| **Integration of Knowledge and Ideas:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |  |  | x | x | x |  |
| **Integration of Knowledge and Ideas:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |  |  | x | x | x |  |
| **Integration of Knowledge and Ideas**: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |  |  | x | x | x |  |
| **Range of Reading and Level of Text Complexity:** Read and comprehend complex literary and informational texts independently and proficiently. |  |  | x | x | x |  |
| Learning Goal: Writing | WJ1 | WJ2 | WJ3 | WJ4 | WJ5 | WJ6 |
| **Text Types and Purposes:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | x | x |  |  |  |  |
| **Text Types and Purposes:** Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |  |  | x | x | x |  |
| **Text Types and Purposes:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |  |  |  |  |  | x |
| **Production and Distribution of Writing:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | x | x | x | x | x | x |
| **Production and Distribution of Writing:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | x | x | x | x | x | x |
| **Production and Distribution of Writing:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | x | x | x | x | x | x |
| **Research to Build and Present Knowledge:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | x | x | x | x | x | x |
| **Research to Build and Present Knowledge:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | x | x | x | x | x | x |
| **Research to Build and Present Knowledge:** Draw evidence from literary or informational texts to support analysis, reflection, and research. | x | x | x | x | x | x |
| **Range of Writing:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | x | x | x | x | x | x |