**Key Learning**: Good readers use the structure and features of text to make sense of what they read.

**UEQ**: How can I use the structure and features of text to make sense of what I read?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Launch – Review text structures** |  | **Literary Text Structure** | **Informative Text Structure** | **Text Features** | **Culminating Activity** | **Review** |
| LEQ1 | How does a line or stanza contribute to the structure of a poem? | How does the sentence, paragraph, or section fit into the overall structure of an informative text? | How do I use text features to make meaning of text? |
| AP topics (skill break-down) | 1. Identify the parts or pieces of a poem2. Analyze the meaning of each part in a poem 3. Analyze how the parts contribute to the overall structure of the poem | 1. Identify the parts of an informative text2. Analyze how those parts relate to the structure 3. Analyze how the parts contribute to the overall structure of the piece | 1.Identify text features2. Analyze how the text features enhance the meaning of text |
| Possible ETs |  | Constructing support |  |
| Assignment |  |  | Students create text features for a given text |
| Vocabulary | Stanza |  | FootnoteSidebarGraphic aidsCaption |
| LEQ2 | How does a scene contribute to the structure of a drama? | How does a sentence, paragraph, or section contribute to the development of an idea? |  |  |
| AP topics (skill break-down) | 1. Identify the parts or pieces of a drama2. Analyze the meaning of each part in a drama3. Analyze how the parts contribute to the overall structure of a drama | 1. Identify the central idea of the text2. Analyze how each sentence, paragraph, or section develops and contributes to the idea |  |  |
| Possible ETs |  |  |  |  |
| Assignment |  |  |  |  |
|  | Vocabulary |  |  |  |  |  |