

Unit 1: Vocal Technique and Performance Practice

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

ESSENTIAL QUESTIONS

- How can I apply my musical literacy skills to performance practice?
- How will you perform the piece as intended by the composer?
- How do you evaluate a performance?
- How will you memorize music?
- How can I produce a healthy singing tone?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 3-5 - Visual and Performing Arts (2020) - Music

MU.3-5.1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
MU.3-5.1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
MU.3-5.1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
MU.3-5.1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
MU.3-5.1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
MU.3-5.1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.

MU.3-5.1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
MU.3-5.1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
MU.3-5.1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
MU.3-5.1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
MU.3-5.1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
MU.3-5.1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
MU.3-5.1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
MU.3-5.1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
MU.3-5.1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
MU.3-5.1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
MU.3-5.1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
MU.3-5.1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

New Jersey (NJSL) - Grades 3-5 - Visual and Performing Arts (2020) - Theater

TH.3-5.1.4.5.Cr1a	Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.
TH.3-5.1.4.5.Cr1b	Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.
TH.3-5.1.4.5.Cr2b	Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.
TH.3-5.1.4.5.Cr3a	Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.
TH.3-5.1.4.5.Cr3b	Use and adapt sounds and movements in a guided drama experience.
TH.3-5.1.4.5.Cr3c	Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.
TH.3-5.1.4.5.Pr4a	Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.
TH.3-5.1.4.5.Pr4b	Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.
TH.3-5.1.4.5.Pr5a	Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.
TH.3-5.1.4.5.Pr5b	Physically and intellectually investigate how movement and vocal choices are incorporated

	and make meaning in drama/theatre work.
TH.3-5.1.4.5.Pr6a	Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.
TH.3-5.1.4.5.Re7a	Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.
TH.3-5.1.4.5.Re8a	Develop and implement a plan to evaluate drama/theatre work.
TH.3-5.1.4.5.Re9a	Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.
TH.3-5.1.4.5.Re9b	Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
TH.3-5.1.4.5.Re9c	Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

PRE-ASSESSMENTS

- Grades from previous year's music class
- Teacher informal assessment

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)

We are learning to perform independently and in a

<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Vocal warm-ups • Choir rehearsal • Teacher demonstration
<p>Formative Assessment (drives instructional decisions)</p>	<p>Teacher directed informal assessment</p>
<p>Activities and Resources</p>	<ul style="list-style-type: none"> • Sheet Music • Piano • Classroom Instruments • CD/mp3 recordings • Chromebooks • Headphones • Ukuleles • Audience Etiquette Video • Performance Etiquette Video • Music Journal Worksheets
<p>Suggested Modifications</p>	<p>English Language Learners</p> <p>Native language support: The teacher provides native language.</p> <p>Adjusted Speech: The teacher changes speech could include facing the students, paraphrasing, speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, vis better understand and comprehend the subjects</p> <p>Front-Loading Vocabulary: The teacher front lo with a list of important vocabulary words they w the lesson being taught. Including pictures to go for the students.</p> <p>Special Education Students</p> <p>Chunking: The teacher presents information in c</p>

understand and remember. Chunking is based on easily overloaded by excessive detail. The best v meaningful units. Because students with special i effective strategy to use with them.

Checking for Understanding: It is important to for students who have accommodations. Teacher concepts being covered in a way that makes sens

Extra time: The teacher provides students with answer questions. It is important to give student

Oral Reading: The teacher will read work orally literature circles may need to be read aloud to t

Timers: The teacher will use timers as an instru students who have trouble completing tasks. Timr much time they have to complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a understand and remember. Chunking is based on easily overloaded by excessive detail. The best v meaningful units. Because students with special i effective strategy to use with them.

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide g extension/enrichment projects. Students will be apply acquired knowledge, and/or to produce son

Modify/Change Activities: Teachers will monitc

students who need to be challenged further. Additional project work is necessary for those students who are accelerated than their peers. In this way, G & T support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions are given in numbers. Give directions/instructions verbally and repeat the instructions or directions to ensure the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence. Many teachers use the 'ask 3 before me' approach. They may have to have a specific student or two to know who to ask for clarification before going on.

Alternate or Modified Assignments: Always assign alternate or modified assignments to ensure the students at risk are able to complete the assignment. You can reduce the length of the assignment or allow many students may hand something in, the at-risk student can give the information verbally. Or, it just may be that the student needs a different assignment.

Increase One to One Time: When other students are working, find out if they're on track. Spending a few minutes here and there will go a long way to help the student.

Contracts: It helps to have a working contract. The contract helps prioritize the tasks that need to be done. Write down what needs to be completed, as the student works. The goal of using contracts is to ensure the student has a happy face. The goal of using contracts is to ensure the student has a completion sign-offs.

	<p>Hands On: As much as possible, think in concrete means a child doing math may require a calculator record comprehension activities instead of writing story being read instead of reading it him/her</p> <p>Tests/Assessments: Tests can be done orally in increments by having a portion of the test in the final part the next day.</p> <p>Seating: Seat students near a helping peer or hearing or sight issues need to be close to the</p>
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MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to perform with healthy vocal techniques
Student Learning Strategies	<ul style="list-style-type: none"> • Physical warm-ups • Vocal warm-ups • Teacher demonstration
Formative Assessment (drives instructional decisions)	Teacher directed informal assessment
Activities and Resources	<ul style="list-style-type: none"> • Sheet Music • Piano • Classroom Instruments • CD/mp3 recordings • Chromebooks • Headphones • Ukuleles • Audience Etiquette Video • Performance Etiquette Video

- Music Journal Worksheets

English Language Learners

Native language support: The teacher provides native language.

Adjusted Speech: The teacher changes speech | could include facing the students, paraphrasing, speaking more slowly.

Visuals: The teacher uses graphics, pictures, vis better understand and comprehend the subjects

Front-Loading Vocabulary: The teacher front l with a list of important vocabulary words they w the lesson being taught. Including pictures to go for the students.

Special Education Students

Chunking: The teacher presents information in understand and remember. Chunking is based on easily overloaded by excessive detail. The best v meaningful units. Because students with special i effective strategy to use with them.

Checking for Understanding: It is important to students who have accommodations. Teachers w concepts being covered in a way that makes sens

Extra time: The teacher provides students with answer questions. It is important to give student

Oral Reading: The teacher will read work orally literature circles may need to be read aloud to t

Timers: The teacher will use timers as an instru students who have trouble completing tasks. Tim much time they have to complete an assignment.

Suggested Modifications

Students with 504 Plans

Chunking: The teacher presents information in a way that is easy to understand and remember. Chunking is based on the idea that students are easily overloaded by excessive detail. The best way to present information is in meaningful units. Because students with special needs have difficulty with this, an effective strategy to use with them is chunking.

Checking for Understanding: It is important to check for understanding with students who have accommodations. Teachers will check for understanding of concepts being covered in a way that makes sense to the student.

Extra time: The teacher provides students with extra time to answer questions. It is important to give students extra time to complete assignments.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide extension/enrichment projects. Students will be given opportunities to apply acquired knowledge, and/or to produce something new.

Modify/Change Activities: Teachers will monitor students who need to be challenged further. Additional project work is necessary for those students who are accelerated than their peers. In this way, G & T students receive the support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions are given in small numbers. Give directions/instructions verbally and repeat the instructions or directions to ensure the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence and self-esteem. Many teachers use the 'ask 3 before me' approach. Some teachers may have to have a specific student or two to help.

knows who to ask for clarification before going to the teacher.

Alternate or Modified Assignments: Always as a goal to ensure the students at risk are able to complete the assignment. You can reduce the length of the assignment or allow for extra time. If many students may hand something in, the teacher can provide the information verbally. Or, it just may be that the student needs a different assignment.

Increase One to One Time: When other students are working, the teacher can work with students at risk and find out if they're on track. Spending a few minutes here and there will go a long way to improve their performance.

Contracts: It helps to have a working contract. The teacher helps prioritize the tasks that need to be done. The student writes down what needs to be completed, as the teacher checks off. The student has a happy face. The goal of using contracts is to ensure completion sign-offs.

Hands On: As much as possible, think in concrete terms. A child doing math may require a calculator. Record comprehension activities instead of writing. A story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally. Break tests into increments by having a portion of the test in the final part of the day and the next day.

Seating: Seat students near a helping peer or teacher. Students with hearing or sight issues need to be close to the teacher.

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to demonstrate proper perform
Student Learning Strategies	<ul style="list-style-type: none"> • Online resources • In-class demonstrations
Formative Assessment (drives instructional decisions)	Teacher directed informal assessment
Activities and Resources	<ul style="list-style-type: none"> • Sheet Music • Piano • Classroom Instruments • CD/mp3 recordings • Chromebooks • Headphones • Ukuleles • Audience Etiquette Video • Performance Etiquette Video • Music Journal Worksheets
Suggested Modifications	<p>English Language Learners</p> <p>Native language support: The teacher provides native language.</p> <p>Adjusted Speech: The teacher changes speech could include facing the students, paraphrasing, speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, vis better understand and comprehend the subjects</p> <p>Front-Loading Vocabulary: The teacher front lc with a list of important vocabulary words they w the lesson being taught. Including pictures to go for the students.</p>

Special Education Students

Chunking: The teacher presents information in chunks to help students understand and remember. Chunking is based on breaking down information into easily understood units. It is not easily overloaded by excessive detail. The best way to use it is to present meaningful units. Because students with special needs may have difficulty with this, an effective strategy to use with them is to provide additional support.

Checking for Understanding: It is important to check for understanding for students who have accommodations. Teachers should ensure that concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with additional time to answer questions. It is important to give students the time they need to complete their work.

Oral Reading: The teacher will read work orally to students. Literature circles may need to be read aloud to students who have accommodations.

Timers: The teacher will use timers as an instructional strategy for students who have trouble completing tasks. Timers can help students know how much time they have to complete an assignment.

Students with 504 Plans

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Extra time: The teacher provides students with additional time to answer questions. It is important to give students the time they need to complete their work.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide extension/enrichment projects. Students will be given opportunities to explore topics in more depth.

apply acquired knowledge, and/or to produce something

Modify/Change Activities: Teachers will monitor students who need to be challenged further. Additional project work is necessary for those students who are accelerated than their peers. In this way, G & T support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions are given in numbers. Give directions/instructions verbally and repeat the instructions or directions to ensure the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in learning. Many teachers use the 'ask 3 before me' strategy. A student at risk may have to have a specific student so he/she knows who to ask for clarification.

Alternate or Modified Assignments: Always assign alternate or modified assignments to ensure the students at risk are able to complete the assignment. Reduce the length of the assignment or allow many students may hand something in, the at-risk student may hand something in verbally. Or, it just may be that the assignment is modified.

Increase One to One Time: When other students are working, find out if they're on track. Spending a few minutes here and there will go a long way to improve the student's performance.

Contracts: It helps to have a working contract. A contract helps prioritize the tasks that need to be done. Write down what needs to be completed, as the student works on the assignment.

	<p>happy face. The goal of using contracts is to completion sign-offs.</p> <p>Hands On: As much as possible, think in concrete means a child doing math may require a calculator record comprehension activities instead of writing story being read instead of reading it him/her</p> <p>Tests/Assessments: Tests can be done orally in increments by having a portion of the test in the final part the next day.</p> <p>Seating: Seat students near a helping peer or hearing or sight issues need to be close to the front.</p>
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MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to play the ukulele
Student Learning Strategies	<ul style="list-style-type: none"> - Ukulele Labeling Worksheet - Ukulele Songs - Peer Assessment - Small Group Centers
Formative Assessment (drives instructional decisions)	Teacher directed informal assessment
Activities and Resources	<ul style="list-style-type: none"> • Sheet Music • Piano • Classroom Instruments • CD/mp3 recordings

- Chromebooks
- Headphones
- Ukuleles
- Audience Etiquette Video
- Performance Etiquette Video
- Music Journal Worksheets

Suggested Modifications

English Language Learners

Native language support: The teacher provides native language.

Adjusted Speech: The teacher changes speech | could include facing the students, paraphrasing, speaking more slowly.

Visuals: The teacher uses graphics, pictures, vis better understand and comprehend the subjects

Front-Loading Vocabulary: The teacher front l with a list of important vocabulary words they w the lesson being taught. Including pictures to go for the students.

Special Education Students

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Oral Reading: The teacher will read work orally

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Timers: The teacher will use timers as an instru students who have trouble completing tasks. Tir much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide c extension/enrichment projects. Students will be apply acquired knowledge, and/or to produce son

Modify/Change Activities: Teachers will monitc students who need to be challenged further. Adi project work is necessary for those students wh accelerated than their peers. In this way, G & T support as special needs students.

Students at Risk of School Failure

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Alternate or Modified Assignments: Always as
to ensure the students at risk are able to complete
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many students may hand something in, the at
information verbally. Or, it just may be that
assignment.

Increase One to One Time: When other students
students at risk and find out if they're on track
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Contracts: It helps to have a working contract
helps prioritize the tasks that need to be done
write down what needs to be completed, as the
happy face. The goal of using contracts is to
completion sign-offs.

Hands On: As much as possible, think in concrete
means a child doing math may require a calculator
record comprehension activities instead of writing
story being read instead of reading it him/her
Tests/Assessments: Tests can be done orally
increments by having a portion of the test in
the final part the next day.

Seating: Seat students near a helping peer or

hearing or sight issues need to be close to the

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning how to assess performances u
Student Learning Strategies	<ul style="list-style-type: none">• Self-assessment• Peer assessment• Teacher demonstration• Video demonstration• Music Journals• Evaluative Rubrics• Class discussion
Formative Assessment (drives instructional decisions)	Teacher directed informal assessment
Activities and Resources	<ul style="list-style-type: none">• Sheet Music• Piano• Classroom Instruments• CD/mp3 recordings• Chromebooks• Headphones• Ukuleles• Audience Etiquette Video• Performance Etiquette Video• Music Journal Worksheets
Suggested Modifications	English Language Learners Native language support: The teacher provides native language.

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Students with 504 Plans

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Gifted & Talented Strategies

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Students at Risk of School Failure

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Tests/Assessments: Tests can be done orally increments by having a portion of the test in the final part the next day.

Seating: Seat students near a helping peer or hearing or sight issues need to be close to the front.

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

LA.K-12.NJSLSA.R4

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.

LA.RL.4.5

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

LA.K-12.NJSLSA.R5

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.