

ENGLISH LANGUAGE ARTS



STAGE 1: WHAT DO WE WANT STUDENTS TO BE ABLE TO DO?

THE FIVE BIG PRACTICES				
Reading Literature	Reading Informational Text	Writing	Speaking & Listening	Refining Language
By the end of the year, the students will read and comprehend literature, including stories, dramas, and poems, at their current grade-level with scaffolding as needed (RL.6-12.10).	By the end of the year, the students will read and comprehend nonfiction, informational texts at their current grade-level with scaffolding as needed (RI.6-12.10).	The students will 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 discipline-specific tasks, purposes, and audiences (W.6-12.10).	The students will adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (SL.6-12.6).	The students will acquire general, academic, and domain-specific words and phrases, and learn to implement them in their communication (L.6-12.6).

THE ESSENTIAL STANDARDS CHECKLIST FOR THE ACADEMIC YEAR	RECURRING ELA CONCEPTS
☐ I can <i>support</i> inferences (RL1, RI2, SL2, ELP1). ☐ I can <i>determine</i> themes (RL2, RI2, SL2, ELP1). ☐ I can <i>analyze</i> character development (RL3, RI3, SL1, ELP1). ☐ I can <i>determine</i> meaning (RL4, RI4, L4, L5, SL1, ELP8). ☐ I can <i>analyze</i> text structure (RL5, RI5). ☐ I can <i>analyze</i> perspectives (RL6). ☐ I can <i>evaluate</i> rhetoric (RI6). ☐ I can <i>evaluate</i> different mediums (RL7, RI7, SL2, ELP1). ☐ I can <i>trace</i> arguments (RI8, W1b, SL3, ELP6). ☐ I can <i>compare</i> texts (RL9, RI9). ☐ I can <i>conduct</i> research projects (W7, W8, W9, SL4, ELP5). ☐ I can <i>write</i> arguments (W1, L6, SL4, ELP4). ☐ I can <i>write</i> explanations (W2, SL4, ELP3). ☐ I can <i>write</i> narratives (W3, SL4, ELP3). ☐ I can <i>create</i> clarity and coherence (W4, Wc, SL4, ELP5). ☐ I can <i>strengthen</i> my writing (W5, L6, SL6, ELP7). ☐ I can <i>apply</i> the conventions of grammar (L1, L3, ELP10). ☐ I can <i>publish</i> my work with technology (W6, SL1, ELP2).	❖ Literary Toolbox for 6th Grade ❖ Literary Toolbox for 7th Grade ❖ Literary Toolbox for 8th Grade ❖ Literary Toolbox for 9th Grade ❖ Literary Toolbox for 10th Grade ❖ Literary Toolbox for 10th Grade Honors ❖ Literary Toolbox for 11th & 12th Grade GAUGING TEXT COMPLEXITY  Qualitative: Levels of meaning, structure, language conventionality and clarity, and knowledge demands. Quantitative: Readability measures and other scores of text complexity (such as Lexile). Reader & Task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed).

*Teachers: Standards cluster and overlap. [CLICK HERE](#) for a more thorough, vertically-aligned merger of standards in English Language Arts (ELA) and English Language Proficiency (ELP) in 6th through 12th grade.

STAGE 2: HOW WILL WE KNOW STUDENTS ARE ACHIEVING?

FORMATIVE ASSESSMENT IDEAS INSPIRED BY ACT ASPIRE

[Reading](#)[Writing](#)[English](#)

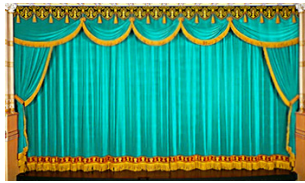
STAGE 3: WHAT DOES TEACHING AND LEARNING LOOK LIKE?

SCOPE & SEQUENCE OPTION

UNIT TITLE:	Perseverance & Courage	
CURRICULUM WRITER:	Springdale Public Schools	
ANCHOR TEXT:	<i>The Diary of Anne Frank</i>	

Suggested Timeline				Slides to Mod
Ongoing Mini-Lessons	 <u>Writing Mini-Lessons with Adapted Empowering Writers' Lessons</u> (Informational and Analytical Expository) W.7.2 a-f W.7.5 W.7.10	 <u>Language Mini Lessons</u> L.7.2 a-d L.7.6	 <u>Analytical Expository Prompts</u>	
Weeks 1-2	 <u>Diverse Media's Presentation of Perseverance</u> RI.7.2 RI.7.3 RI.7.7 SL.7.2	 <u>Introduction of the Research Project</u> W.7.7 W.7.8	 <u>Independent Reading</u> RL.7.1 RL.7.10	<u>7 - Week 10:</u> Introduction to Research Project: Perseverance
Weeks 3-5				<u>7 - Week 11:</u> Introduction to Research Project:

	 <u>Comparing/Contrasting a Visual text and a Printed Text</u> <u>"Little Boy with His Hands Up"</u> RI.7.4 RI.7.7 SL.7.1 SL.7.2	 <u>Two or More Authors - Same Topic</u> RI.7.2 RI.7.9	Perseverance <u>7 - Week 12:</u> Comparing and Contrasting Texts
	 <u>Photographs Reveal Interaction between Individuals and the Holocaust</u> RI.7.2 RI.7.3	 <u>Meaning Created by Structure (Poetry)</u> <u>"A Wagon of Shoes"</u> and other options RI.7.2 RL.7.5	<u>7 - Week 13:</u> Comparing and Contrasting Texts
	 <u>Research Project</u> W.7.7 W.7.8		<u>7 - Week 14:</u> Comparing and Contrasting Texts
Weeks 6-7	 <u>Drama Study - The Diary of Anne Frank</u>  <u>Central Ideas/Textual Evidence</u> <u>"The Girl Who Lived Forever"</u> RI.7.2		<u>7 - Week 15:</u> Drama Study: <i>The Diary of Anne Frank</i>



Introduction to Elements of Drama

RL.7.2 RL.7.5



Compare/Contrast Written Drama to Film Version

RL.7.2 RL.7.7



Literary Elements of the Drama

RL.7.2 RL.7.1 RL.7.3 RL.7.6



Influence of Events on Individuals/Simulation of the Secret Annex

RL.7.2 RI.7.3

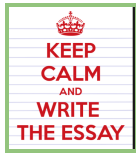


Interaction between Individuals and Events/"A Tragedy Revealed: A Heroine's Last Days"

RI.7.2 RI.7.1 RI.7.3

7 - Week 16:
Drama Study: *The Diary of Anne Frank*

7 - Week 17:
Explanatory Essay:
Perseverance

Week 8	 Finish Writing Mini-Lessons W.7.2 a-f W.7.5 W.7.10  Finish Language Mini Lessons L.7.2 a-d L.7.6  Research Project W.7.7 W.7.8	 Post DFA  Common Writing Assignment - Research and Informative/Explanatory Essay	
Week 9	 Remediation or Extension	7 - Week 18: Culmination and Reflection	
Technology Integration Language Support Pre-AP Vertical Alignment Instructional Strategies ACT Resources and Support Lessons with Embedded Empowering Writers' Strategies 			