

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). *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.	❖ 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).

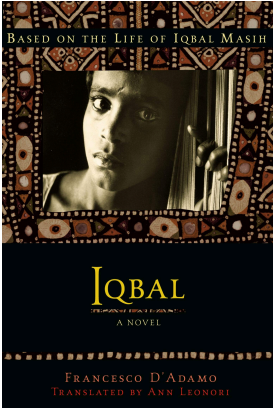
STAGE 2: HOW WILL WE KNOW STUDENTS ARE ACHIEVING?

FORMATIVE ASSESSMENT IDEAS INSPIRED BY ACT ASPIRE

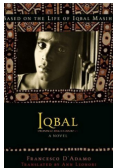
[Reading](#)[Writing](#)[English](#)

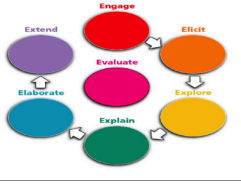
STAGE 3: WHAT DOES TEACHING AND LEARNING LOOK LIKE?

SCOPE & SEQUENCE OPTION

UNIT TITLE:	Courageous Characters	
CURRICULUM WRITER:	Springdale Public Schools	
ANCHOR TEXT:	<i>Iqbal</i> by Francesco D'Adamo	

Suggested Timeline with Resources		SLIDE DECKS TO MOD	
Ongoing Mini-Lessons	 Informational Writing Mini-Lessons with Adapted Empowering Writers' Lessons W.6.2 W.6.4 W.6.5 W.6.6 W.6.9 W.6.10 L.6.1.E	 Language Mini-Lessons L.6.1 L.6.6	6 - Week 1: Intro to Courageous Characters
Week 1	 First Days of School  Technology Expectations W.6.4 W.6.6	 Pre DFA	

Week 2	 <u>Introduction to the Unit</u> SL.6.1		 <u>Overview of Literary Terms</u> RL.6.4 L.6.5	 <u>Independent Reading</u> RL.6.1 RL.6.10	6 - Week 2: (Cont.) Intro to Courageous Characters
Week 3	 <u>Meaning and Tone with "Casablanca"</u> RL.6.1 RL 6.4 L.6.5	 <u>Introductory Activity for Iqbal</u> RI.6.1	 <u>Nonfiction and Informational Articles</u> Reading Informational Lessons  <u>Citing Evidence</u> RI.6.1 THIS MEANS . . . • Retell what happened in your own words • Include important details only • Do not include your opinion of the text <u>Central Ideas and Summary</u> RI.6.2		6 - Week 3: Introduction to Iqbal
Weeks 4 - 7	 <u>Child Labor Gallery Walk</u> (Visuals - Setting background for Iqbal) RI.2 RI.6.4 RI.6.1 RI.6.7  <u>Novel Study of Iqbal Resources</u> Reading Literature Lessons 		 Continue <u>Nonfiction and Informational Articles</u> Reading Informational Lessons  <u>Development of Key individuals, Events, and Ideas</u> RI.6.3  <u>Vocabulary</u> RI.6.4 L.6.4 L.6.5		6 - Week 4: Novel Study: Iqbal 6 - Week 5: Novel Study: Iqbal

	L.6.1 L.6.6		
Week 9	 <u>Remediation</u> or <u>Extension</u>	6 - Week 9: Culmination and Reflection	
 Technology Integration  Language Support  Instructional Strategies  ACT Resources and Support  Lessons with Embedded Empowering Writers' Strategies 			

[Citation for Images](#)