

# ABSS HS English Differentiated Academic Core

*For ALL Students, in ALL Settings*

120 minutes, 5 Days a Week			
A secondary balanced literacy core includes reading, writing, speaking/listening, and word study in which <b>all</b> students are actively engaged and accountable for their learning.			
Environment			
<b>Academic</b>		<b>Behavior</b>	
<ul style="list-style-type: none"><li>• Performance expectations are explicit</li><li>• Tasks are challenging, important, and authentic</li><li>• Students receive prompt and specific feedback</li></ul>		<ul style="list-style-type: none"><li>• Behavior expectations are explicit and modeled</li><li>• Students have opportunities to work together</li><li>• Positive student-teacher relationships are evident</li></ul>	
<b>Social/Emotional</b>		<b>Physical</b>	
<ul style="list-style-type: none"><li>• Growth mindset is taught and encouraged</li><li>• Culturally responsive</li><li>• Student voice evident</li></ul>		<ul style="list-style-type: none"><li>• Students have equitable access to resources</li><li>• Students interact with one another</li><li>• Procedural and learning expectations evident</li></ul>	
Curriculum			
<a href="#">NC Standard Course of Study</a>			
Instruction			
Elements	Purpose of each element	Instruction “How” <a href="#">ABSS Research Based Practices</a>	Resources
<b>Mini-Lesson/Read aloud</b>  <b>(Daily)</b>  <b>10%</b>	Direct instruction and modeling of how to read/comprehend selected texts based on standard(s) and/or strategies. Instruction may also cover how to write about texts and incorporate academic Tier Two vocabulary.	<ul style="list-style-type: none"><li>• Read aloud</li><li>• Modeling</li><li>• Videos, presentations, and teacher notes</li></ul>	<a href="#">ABSS Curriculum Guidance Documents</a>  <a href="#">Text Selection Guide PDF</a>

<p><b>Vocabulary and/or word study</b></p> <p><b>(Weekly)</b></p> <p><b>10%</b></p>	<p>To demystify academic vocabulary presented in the standard and to help students learn how to decode words that they may struggle with during the reading of a text.</p>	<ul style="list-style-type: none"> <li>• Word Parts</li> <li>• Context Clues</li> <li>• Signal words</li> <li>• Unpacking the standard</li> <li>• Part of speech</li> <li>• Word walls</li> </ul> <p><a href="#">Language Continuum Guide</a></p> <p><a href="#">Vocabulary Do's and Don'ts</a></p>	<p><a href="#">NCDPI Lesson Plans</a></p> <p><a href="#">ABSS Curriculum Guidance Documents</a></p>
<p><b>Close/Shared Reading</b></p> <p><b>(Weekly)</b></p> <p><b>20%</b></p>	<p>Students apply what the teacher has modeled while reading, participating in text-based discussions, monitoring their own comprehension, and responding to text-dependent questions orally or in writing.</p> <p><a href="#">ABSS Suggested Close Reading Procedures</a></p>	<ul style="list-style-type: none"> <li>• Students' attempt problem solving while reading.</li> <li>• Students spend a majority of time reading text.</li> <li>• Students figure out new words while reading for meaning.</li> <li>• Students are engaged in meaningful conversations about reading.</li> <li>• Students revisit the text to demonstrate and use a range of comprehension strategies and respond orally or in writing using evidence to text dependent questions.</li> </ul> <p><a href="#">Text Selection Guide PDF</a></p> <p><a href="#">Close Reading Close Reading Infographic</a></p> <p><a href="#">Close Reading Study Guide</a></p> <p><a href="#">NCDPI Standards-based Sentence Frames.</a></p>	<p><u>Accessible to all students:</u></p> <ul style="list-style-type: none"> <li>• A variety of leveled text</li> <li>• Reading/Writing journals</li> </ul> <p><u>Accessible to all teachers:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">ABSS Guidance Documents</a></li> <li>• <a href="#">40 Ways to Read Like a Detective Cards</a></li> </ul> <p><a href="#">Speaking and Listening standards</a> should be woven into the instructional day as students have opportunities to engage in meaningful discussion around texts and corresponding standards.</p>

<b>Small Group</b> <b>(Weekly)</b> <b>20%</b>	<p>Explicit, targeted instruction using instructional leveled text to focus on reading standards or reading skills (decoding, fluency, and comprehension development). During small groups, other students are working independently on specific standards-based tasks that involve reading and/or writing.</p>	<ul style="list-style-type: none"> <li>• Literature circles</li> <li>• Book clubs or novel study groups</li> <li>• Literacy Work Stations</li> </ul> <p><a href="#">Creating Text Sets</a></p> <p><a href="#">Text Selection Guide Simple Booklet</a> or <a href="#">Text Selection Guide PDF</a></p> <p><a href="#">NCDPI Standards-based Sentence Frames</a></p>	
<b>Independent Sustained Reading</b> <b>(Daily)</b> <b>20%</b>	<p>Independent Sustained Reading requires students to read texts within their grade level complexity band, proficiently and independently for sustained periods of time. ISR is directly tied to the RL and RI. 10 standards and focuses on growing students as readers.</p>	<p><a href="#">Independent Sustained Reading Guide</a></p>	<p><a href="#">ABSS Guidance Documents</a></p>
<b>Writing</b> <b>(Daily)</b> <b>30%</b> <p>Including direct and indirect instruction and integration into work stations or independent work</p>	<p>Focuses on the development of student writing, motivation, comprehension and differentiated and explicit instruction in general and genre-specific writing standards, strategies, and language standards.</p> <p><a href="#">Grammar Continuum</a>  <a href="#">Conventions Continuum</a></p>	<p><a href="#">Grades 9-10 Writing Guide</a>  <a href="#">Grades 11-12 Writing Guide</a></p>	<p><a href="#">ABSS Guidance Documents</a></p> <p><a href="#">NCDPI Lesson Plans</a></p>
<b>Data-Evaluation</b>			
<p>A comprehensive data and evaluation plan includes two key aspects:</p> <ol style="list-style-type: none"> <li>1) Implementation measures which examine what adults are doing to impact student learning.</li> <li>2) Student measures which determine mastery of grade level/content standards in order to identify students at risk, drive instruction, monitor progress, and evaluate learning outcomes.</li> </ol> <p><b>Formative assessment (Daily) 10%</b></p> <p><b>NC Check-ins/EOG</b></p>			

<b>ABSS Benchmarks</b> <b>CFA's</b> <a href="#">Formative Assessment Ideas</a> <a href="#">Data Trackers</a>
<a href="#">ELA Virtual Implementation Kit</a> <a href="#">2017 ELA SCOS LiveBinder</a> <a href="#">NC DPI ELA Google Site</a>

II daily elements (mini-lesson, independent reading, writing, and formative assessment) equals 70% of the class period/block. Teachers can then determine if the remaining 30% will include word/vocab study, small group reading, or close/shared reading.