

Welcome to this informational session regarding the newly released instructional support documents from the Division of Curriculum, Instruction, and Assessment. In this presentation, all newly released documents related to literacy will be reviewed. Please be sure to document questions or comments as you view the presentation. Contact information will be shared at the conclusion of this informative session.

WHAT IS NEW IN ELA FOR THE 2013-2014 SCHOOL YEAR?

Kindergarten-Fifth Grades

- Scales and Checklists
- Grade Level Curriculum Maps
- K-5 Integrated Literacy Routine
- K-5 Literacy Routine Support Manual

In order to best support literacy instruction and the implementation of the Common Core State Standards throughout St. Lucie County new documents have been developed for all literacy courses.

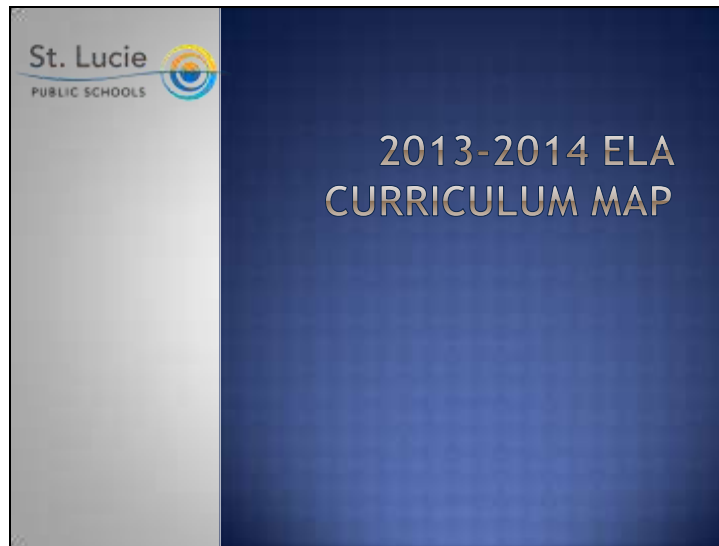
In Kindergarten through Grade 5 there are a number of new documents. To begin, Scales have been revised based on the feedback received from teachers, administrators, and students. In all grades, scales have been created for the strands of Reading Literature, Reading Informational Text, and Writing. In grades 3-12 there is also a Research scale.

In addition to scales in grades K-5, checklists have been created for all grades for the strands of Reading Foundational Skills, Language, and Speaking and Listening.

In order to ensure that teachers are provided with a planning document aligned to the updated scales and checklists, revisions have been made to the ELA Curriculum Map. This document has been updated to align with the ELA CCSS at all grade levels.

In grades K-5 a revised literacy routine has been provided in order to meet the intent of the Common Core State Standards. The routine embraces the integrated model of literacy outlined by the CCSS, PARCC, and Just Read Florida! This routine will be used for all K-5 classes. For additional information on the K-5 Integrated Literacy Routine please see the supporting power point.

Finally, the support manual for the K-5 Literacy Routine has been updated to provide all stakeholders throughout the district with the support needed to ensure a successful transition.



The English Language Arts Curriculum Map is a tool for organizing what students should know and be able to do in literacy each year. Each document lists the main concepts and skills for each grade level of the Common Core State Standards for English Language Arts. As you can imagine, a two-dimensional map cannot capture the rich, multi-dimensional curriculum we teach. In fact, the ELA Common Core State Standards themselves define what is most essential, they do not describe all that can or should be taught. Nonetheless, the documents serve as a tool that can guide teachers to plan and pace instructional experiences in order to ensure a guaranteed and viable curriculum for all students.

It is important to note that the K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than end of high school. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understanding mastered in preceding grades.

This end of year expectation is why the transition was made from a traditional scope and sequence (where standards were selected for a period of time or quarter) to a curriculum map. The curriculum map outlines the expectation for teaching and learning each quarter in English Language Arts. We will take a close look at the organization of the curriculum map in the following slides.

English Language Arts 4th Grade Curriculum Map



Purpose of the Curriculum Map

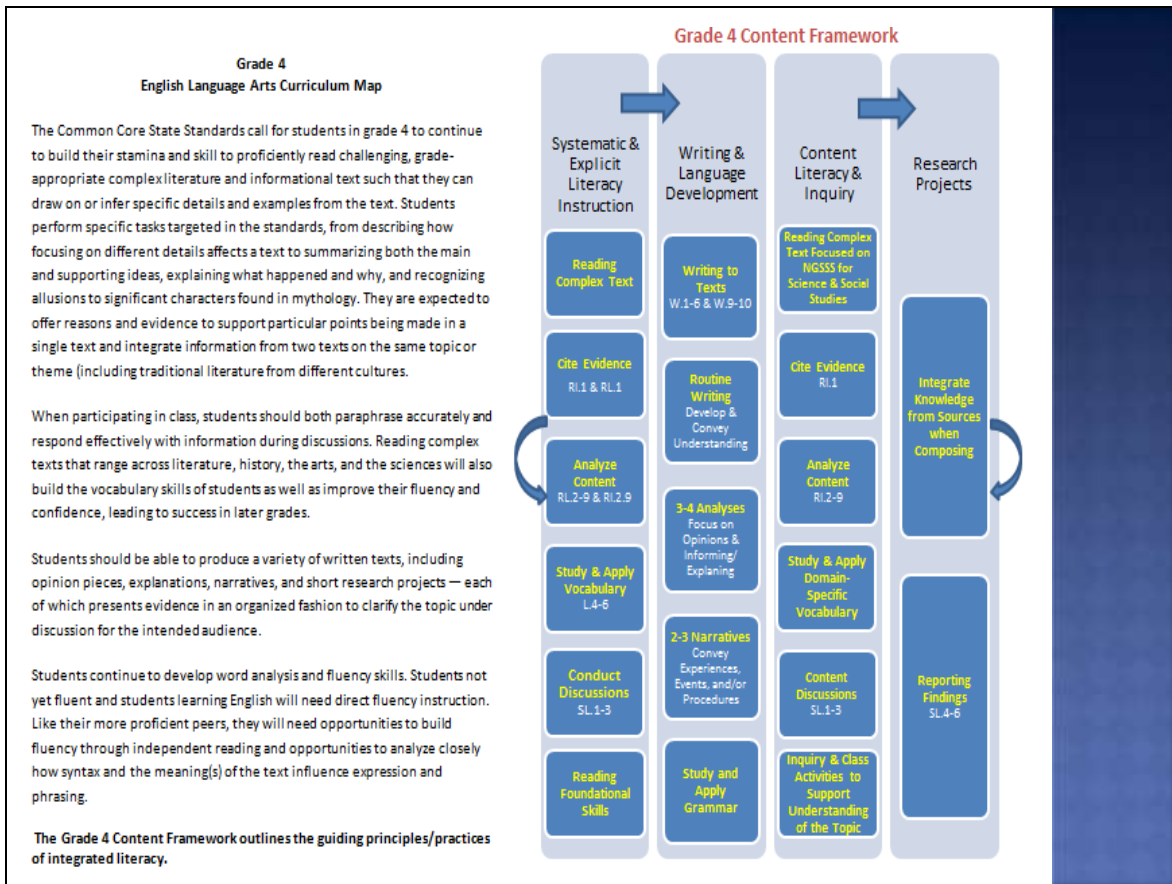
The English Language Arts Curriculum Map is a tool for organizing what students should know and be able to do in literacy each year. Each document lists the main concepts and skills for each grade level of the Common Core State Standards for English Language Arts. As you can imagine, a two-dimensional map cannot capture the rich, multi-dimensional curriculum we teach. In fact, the ELA Common Core State Standards themselves define what is most essential, they do not describe all that can or should be taught. Nonetheless, the documents serve as a tool that can guide teachers to plan and pace instructional experiences in order to ensure a guaranteed and viable curriculum for all students.

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

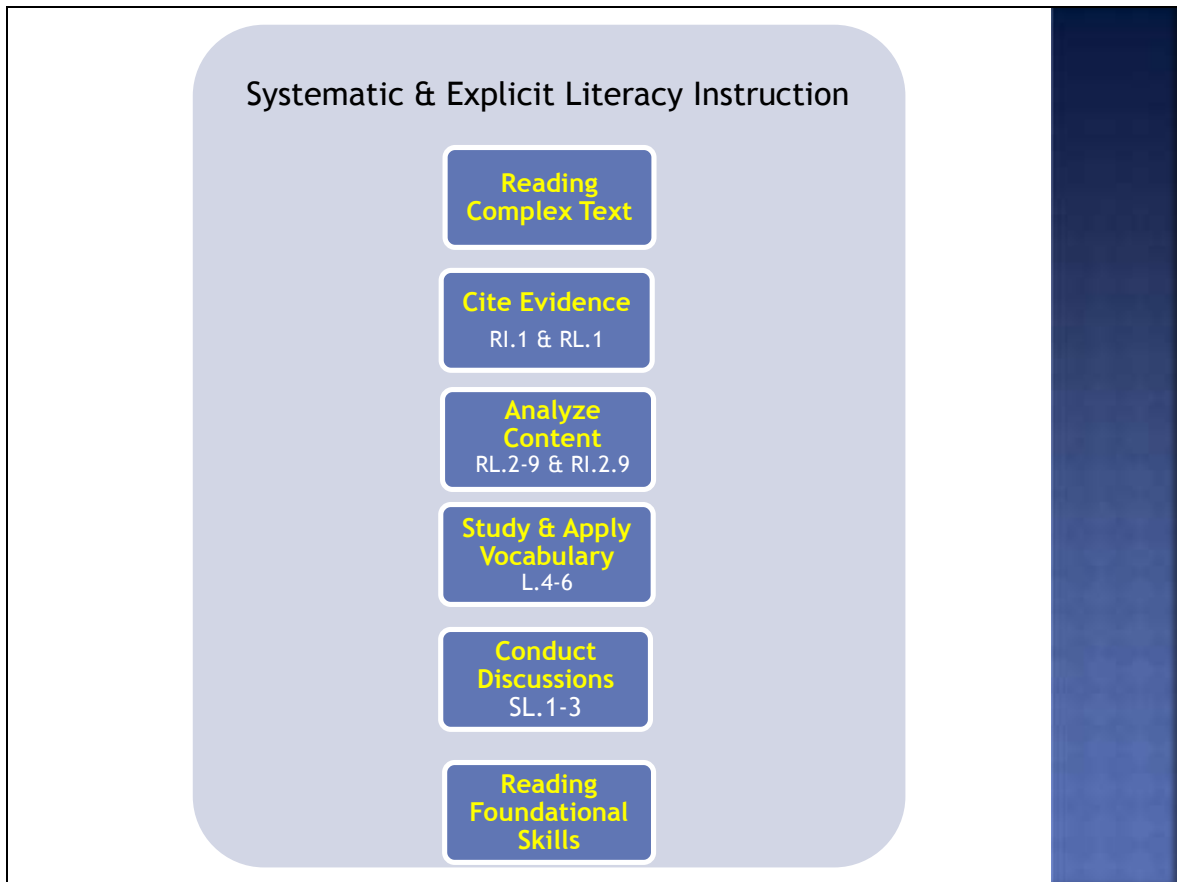
The K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understanding mastered in preceding grades.

[Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, Technical Subjects](#)

The ELA Curriculum Map, at all grade levels begin with a two page overview. This overview will provide the purpose, an overview of the Common Core State Standards, Organization of the Map and Standards, and a description of how the scales and checklists are matched to the grade level curriculum maps.



Page 3 of the Grade Level Curriculum Maps is a very informative page dedicated to a description of student expectation (otherwise known as the grade level narrative from PARCC). There is also a visual for each grade level titled Content Framework. This framework outlines where each of the standards of the ELA CCSS are to be placed within grade level literacy routines. The curriculum map mirrors this framework as it has 4 sections where the ELA CCSS are organized. The sections are Systematic and Explicit Literacy Instruction, Writing and Language Development, Content Literacy and Inquiry, and Research Projects. We will discuss each section in depth.



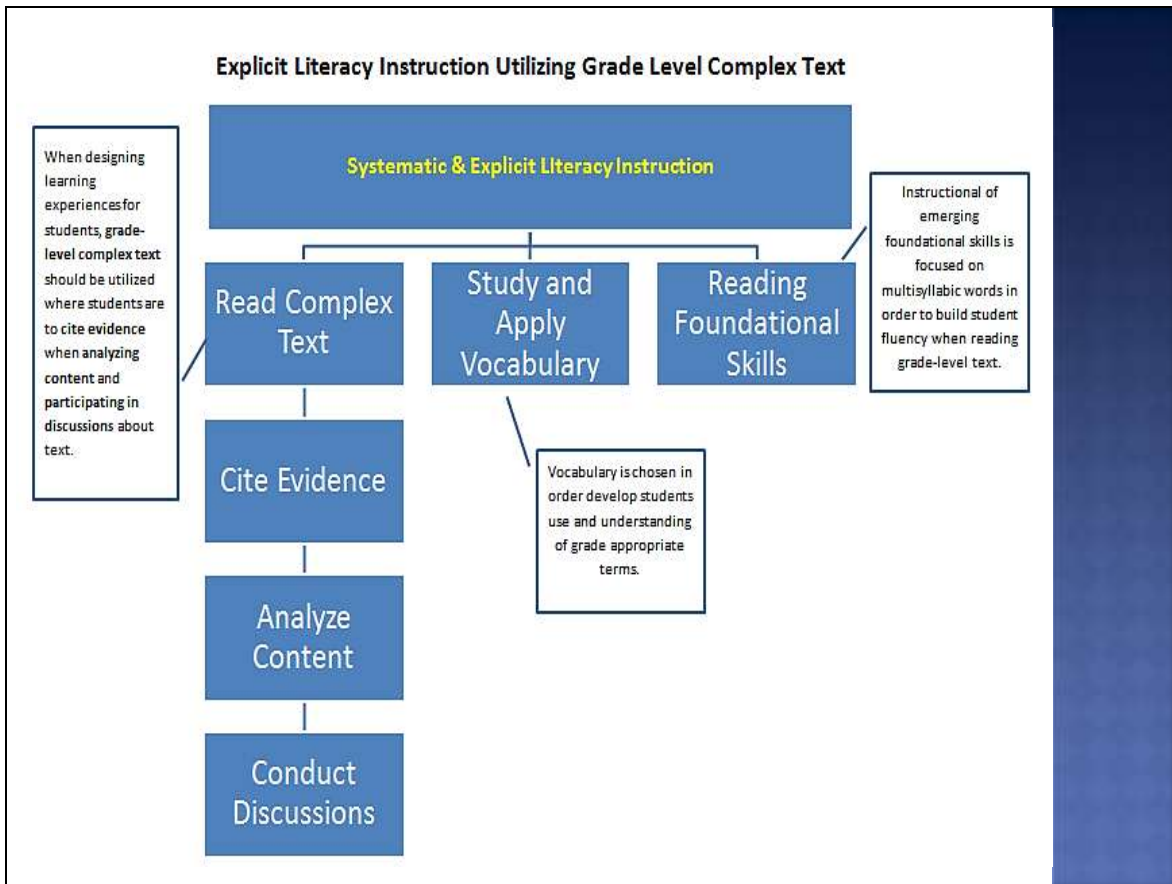
The first column titled Systematic and Explicit Literacy Instruction outlines the critical standards to be covered when working with text. One of the driving factors of the Common Core State Standards is reading grade level complex text. Teachers should plan lessons and learning experiences centered and driven by complex text. Standard 10 of Reading Literature and Reading Information Text at all grades outlines the expectations for text complexity. In addition to utilizing grade level complex text students should routinely extract and employ evidence when responding to questions.

When planning for lessons and learning experiences students during Systematic and Explicit Literacy Instruction, teachers should review the chosen complex text and apply Standards 2-9 of Reading Literature and Reading Informational Text in order to analyze the content of the text.

To support the analysis of the text teachers use Language Standards 4, 5, and 6 to study and apply academic (or Tier II) vocabulary and conduct discussions using the Speaking and Listening Standards 1, 2 and 3 to further develop understanding of the text under discussion.

Finally, during Systematic and Explicit Literacy Instruction, Reading Foundation Skills should be connected to the text and based on formative assessments.

Let's take a look at this section of the Curriculum Map.



Displayed is a second visual for how systematic and explicit literacy instruction and the corresponding ELA CCSS are organized for planning and instruction. Please take a moment to review.

| Systematic & Explicit Literacy Instruction | |
|--|---|
| <p>Reading Complex Texts:</p> <ul style="list-style-type: none"> ▪ Exposing students to grade-level texts of appropriate complexity lies at the heart of the Common Core State Standards. ▪ The module reflects the balance of 50 percent informational text and 50 percent literature that students are expected to read, including reading in ELA, science, social studies, and the arts. | <p>LACC.4.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>LACC.4.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> |
| <p style="text-align: center;">Five to nine short texts from across the curriculum:</p> <p>Selections would include short texts of sufficient complexity for close reading (with emphasis on reading Greek myths) that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking.</p> <p>Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described, by focusing instruction on similar standards and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts can be chosen from Journeys, Science Fusion, DBQ, Appendix B, Etc.)</p> <p><i>*Each Unit of Journeys has a theme. Within the unit of Instruction there are 5 main selections and 5 paired selections to deepen students understanding of the theme.</i></p> <p><i>Leveled readers, Science Fusion Instructional Materials, DBQ, and Appendix B resources can provide additional text support for building knowledge and understanding of the Journeys theme.</i></p> | <p style="text-align: center;">One extended text:</p> <p>This should be an extended, full-length work of literature (such as a novel or a play) or longer informational text. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text; compare and synthesize ideas across other related texts; conduct text-focused discussions; and produce written work aligned with the standards.</p> |
| <p>Cite Evidence:</p> | |
| <p>The goal of close, analytical reading is to be able to discern and cite evidence from the text to support assertions. In grade 3, students should refer explicitly to the text as the basis for answers. The ability to cite evidence and refer to the text as a basis for answers should be incorporated into all lessons, units, and learning experiences.</p> | |
| <p>LACC.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and <u>when drawing</u> inferences from the text.</p> | |
| <p>LACC.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | |

The curriculum map outlines the number of short and extended text a student should be exposed to in each quarter. These texts should be complex and connected by a theme, idea, or content in order to build student understanding and mastery of content areas. Additionally, students are to cite textual evidence when analyzing grade-level complex text. In other words, the first two components of systematic and explicit literacy instruction of our grade level frameworks.

Analyze Content:

The **content of each text should determine which standards (RL/RI.2-9) to target**, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

| | |
|---|--|
| <p>LACC.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>LACC.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>LACC.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>LACC.4.RL.2.5 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.</p> <p>LACC.4.RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>LACC.4.RL.3.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>LACC.4.RL.3.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> | <p>LACC.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>LACC.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>LACC.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>LACC.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>LACC.4.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>LACC.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>LACC.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>LACC.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> |
|---|--|

The curriculum map dedicates a section to analyzing the content of grade-level complex text. It is important to note that the content of each text should determine which standards to target. Teachers should focus instruction and ensure that all standards have been taught and mastered by the end of the year. It is important for teachers to review text chosen for instructional purposes that meets grade level expectations for text complexity and employ students to extract evidence in order to analyze the text. Standards 2-9 of Reading Literature and Informational Text outline the grade level expectations for text analysis. Teachers select the standard that closely mirrors the content of the text. The curriculum map has an additional layer of support through the creation of performance scales. Let's take a look at the scales used for reading literature and informational text.

ELA SCALES & CHECKLISTS 2013-2014

- ⦿ Scales will be provided for the ELA CCSS Strands of Reading Literature (RL), Reading Informational Text (RI), and Writing (W)
- ⦿ Checklists will be provided for the ELA CCSS Strands of Reading Foundational Skills (RF), Speaking and Listening (SL), and Language (L)

English Language Arts will have scales and checklists for the 2013-2014 school year. Scales will be provided for the ELA CCSS strands of Reading Literature, Reading Informational Text, and Writing.

Checklists will be provided for the ELA CCSS Strands of Reading Foundational Skills, Speaking and Listening, and Language.

[Overview](#)

[Curriculum Map](#)

[Literacy Routine](#)

| Literature Scales | Informational Text Scales | Writing Scales |
|---|---|---|
| <ul style="list-style-type: none">• LACC.2.RL.1.1• LACC.2.RL.1.2• LACC.2.RL.1.3• LACC.2.RL.2.4• LACC.2.RL.2.5• LACC.2.RL.2.6• LACC.2.RL.3.7• LACC.2.RL.3.9 | <ul style="list-style-type: none">• LACC.2.RI.1.1• LACC.2.RI.1.2• LACC.2.RI.1.3• LACC.2.RI.2.4• LACC.2.RI.2.5• LACC.2.RI.2.6• LACC.2.RI.3.7• LACC.2.RI.3.8• LACC.2.RI.3.9 | <ul style="list-style-type: none">• Opinion Writing• Informative/Explanatory• Narrative Writing |

ELA Checklists

- [Reading Foundational Skills](#)
- [Speaking and Listening](#)
- [Language](#)

The ELA Scales are organized by grade level. Within each grade level the scales are organized by the Strands of Reading Literature, Reading Informational Text, and Writing. Grades 3-12 will also have a scale for Research. Within each folder are the individual scales for the CCSS for the grade. The ELA Instructional Support documents are going to be posted in the following manner, organized by grade level. Additional links for the curriculum map, literacy routine in K-5, and Checklists K-12.

ELA SCALES & CHECKLISTS 2013-2014

| Scales | Checklists |
|---|--|
| Scales will be provided for the ELA CCSS Strands of Reading Standards for Literature (RL), Reading Standards for Informational Text (RI), and Writing (W) | Checklists will be provided for the ELA CCSS Strands of Reading Foundational Skills (RF), Speaking and Listening (SL), and Language (L) |
| All learning goals at level 3 are the ELA CCSS | Standards in these Strands DO NOT stair step in complexity (RF, SL, L) |
| Targets are unwrapped from the learning goal at level 3 (The ELA CCSS) | Standards are end of year, broad expectation. Teaching focuses will change often and span an entire grade year before meeting the intent of the standard |
| Terminology will provide simpler/initial teaching to meet the intent of the standard | Include all standards in the Strands |
| Targets at Level 2 are unwrapped from the preceding grade level (except K) | Multiple opportunities for collection of evidence (student mastery) |
| Scales can be posted or provided to students in order to track individual teaching and learning | Can be utilized as a grading tool (one checklist per student) |

Here in the chart is a brief overview of the differences between the scales and checklists. Please take a moment to review.

| Grade: Second Grade Reading Standard for Literature LACC.2.RL.2.5 | |
|--|---|
| Score 4.0 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. |
| Score 3.0 | Students will be able to describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Performs complex skills: <ul style="list-style-type: none"> • Describe how the beginning introduces the story and the ending concludes the action • Describe the overall structure of a story No major errors or omissions regarding the score 3.0 content |
| Score 2.0 | The student: Recognizes or recalls specific terminology: describe, structure, introduces, concludes, action Performs basic skills: <ul style="list-style-type: none"> • Draw on a wide reading of text types to explain major differences between books that tell stories and books that give information • Explain major differences between books that tell stories and books that give information No major errors or omissions regarding the score 2.0 content |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| Score 0.0 | Even with help, no success |

Scales will be posted/provided for the duration of teaching that is matched to the standard. There are 8 Scales for Reading Literature, 9 Scales for Informational Text, and 3 Scales for Writing. Teachers would choose the scale that is matched to the standard that they are teaching. This may be for 1 week, 2 weeks, or more. Teachers may post/provide a scale based on a standard several times throughout the school year. One opportunity working with a scale may not provide mastery, or in other words, meet the learning goal at level 3. The scale and the standard will be revisited throughout the year.

ELA SCALES 2013-2014 UNWRAPPING

Standard: LACC.2.RL.2.5

Noun or Noun Phrase

| | |
|--------------|--|
| Score 3.0 | Students will be able to describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| | Performs complex skills: |
| | <ul style="list-style-type: none"> Describe how the beginning introduces the story and the ending concludes the action Describe the overall structure of a story |
| | No major errors or omissions regarding the score 3.0 content |

2nd Grade
Sample Scale

It is important to understand the process for the creation of the scales. The first step to unwrap a standard is to identify the verb(s). In this standards LACC.2.RL.2.5 the verb is describe. The second step in unwrapping a standard is to identify noun or noun phrases. Step three is to determine the targets for instruction. In this standard there are 2 targets related to the standard.

ELA SCALES 2013-2014

| | |
|---------------------|---|
| Score 2.0 | The student: Recognizes or recalls specific terminology: describe, structure, introduces, concludes, action Performs basic skills: <ul style="list-style-type: none">• Draw on a wide reading of text types to explain major differences between books that tell stories and books that give information• Explain major differences between books that tell stories and books that give information No major errors or omissions regarding the score 2.0 content |
|---------------------|---|

2nd Grade
Sample Scale

At level 2 the same unwrapping process is used with the grade level below. The ELA Common Core State Standards are end of year expectations, review of the standard expectations may be necessary when scaffolding and supporting students towards mastery of the current grade level standard. This unwrap and placement of the learning targets illustrates the spiraling nature of the Common Core State Standards. Formative assessment and feedback will be critical when determining where student performance lies within the scale.

ELA SCALES 2013-2014

The student:

Recognizes or recalls specific terminology: describe, structure, introduces, concludes, action

The terminology listed at level 2 on the scale will provide important teaching concepts that may need dedicated instructional time depending on student need and data.

The ELA CCSS do not define simpler concepts.

The terminology will provide simpler concepts related to the standard at level 3. These terms may be initial teaching focuses in order to obtain targets seen at level 2 and 3.

In addition to the learning goal and targets at level 2 and 3, the terminology listed at level 2 will provide important teaching concepts that may need dedicated instructional time depending on student need and data. These terms may be initial teaching focuses in order to obtain the targets seen at level 2 and 3.

Analyze Content:

The **content of each text should determine which standards (RL/RI.2-9) to target**, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

LACC.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

LACC.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

LACC.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

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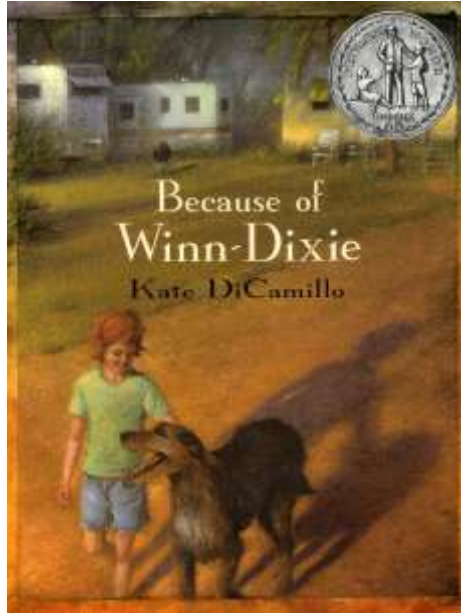
LACC.4.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

LACC.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

LACC.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.

LACC.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Now that we have a basic understanding of the scales let's go back to our grade level Curriculum Map. Our first step was to choose grade level complex text where students are to cite evidence when analyzing the text.



LACC.4.RL.1.3
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

In grade 4 Journeys, the text resource *Because of Winn-Dixie* is utilized. After review of this grade level complex text one standard that would be appropriately matched for instructional purposes is LACC.4.RL.1.3. Students are to describe in depth a character, setting, or event in a story, or drama. Students should draw on specific details in the text in their descriptions.

| | |
|---|--|
| Grade: Fourth Grade | |
| Reading Standard for Literature LACC.4.RL.1.3 | |
| Score 4.0 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. |
| Score 3.0 | <p>Students will be able to describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text (e.g., a character's thoughts, words, or actions).</p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> ▪ Draw on specific details in a text when describing events ▪ Draw on specific details in a text when describing settings ▪ Draw on specific details in a text when describing characters ▪ Describe in depth an event in a story or drama ▪ Describe in depth a setting in a story or drama ▪ Describe in depth a character in a story or drama <p>No major errors or omissions regarding the score 3.0 content</p> |
| Score 2.0 | <p>The student:</p> <p>Recognizes or recalls specific terminology: character, setting, story events, story, drama, details, sequence of events</p> <p>Performs basic skills:</p> <ul style="list-style-type: none"> ▪ Explain how characters' actions contribute to the sequence of events ▪ Describe characters in a story (e.g., their traits, motivations, or feelings) <p>No major errors or omissions regarding the score 2.0 content</p> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| Score 0.0 | Even with help, no success |

Here is the scale for the standard that matches the standard. You will note that each of the verbs (or skills) related to student performance is unwrapped, followed by the noun or noun phrase. The targets stair step in a sequential order beginning with simpler concepts to those that are more complex. Again, the ELA CCSS are end of year expectations, therefore, student performance and use of the scale will not be mastered in one instructional opportunity. This scale will be posted and or provided many times throughout the school year. As students build their mastery of standard three of Reading Literature the targets are closely monitored and tracked. Once students have mastered the ability to describe in depth characters, setting, and events, teaching should begin to center on the use of specific textual details with making descriptions. Moving beyond key ideas is important in grade 4.

ELA Common Core State Standards Quarterly Documentation

| READING INFORMATIONAL TEXT | | | | | | | | | | WRITING | | | | | | | | | | |
|----------------------------|------|------|------|------|------|------|------|------|------|-----------------------------|------|------|------|------|------|------|------|------|------|--|
| STANDARD | WK 1 | WK 2 | WK 3 | WK 4 | WK 5 | WK 6 | WK 7 | WK 8 | WK 9 | STANDARD | WK 1 | WK 2 | WK 3 | WK 4 | WK 5 | WK 6 | WK 7 | WK 8 | WK 9 | |
| LACC.K.RI.1.1 | | | | | | | | | | LACC.K.W.1.1 | | | | | | | | | | |
| LACC.K.RI.1.2 | | | | | | | | | | LACC.K.W.1.2 | | | | | | | | | | |
| LACC.K.RI.1.3 | | | | | | | | | | LACC.K.W.1.3 | | | | | | | | | | |
| LACC.K.RI.2.4 | | | | | | | | | | LACC.K.W.2.4 | | | | | | | | | | |
| LACC.K.RI.2.5 | | | | | | | | | | LACC.K.W.2.5 | | | | | | | | | | |
| LACC.K.RI.2.6 | | | | | | | | | | LACC.K.W.2.6 | | | | | | | | | | |
| LACC.K.RI.3.7 | | | | | | | | | | LACC.K.W.3.7 | | | | | | | | | | |
| LACC.K.RI.3.8 | | | | | | | | | | LACC.K.W.3.8 | | | | | | | | | | |
| LACC.K.RI.3.9 | | | | | | | | | | LACC.K.W.3.9 | | | | | | | | | | |
| LACC.K.RI.4.10 | | | | | | | | | | LACC.K.W.4.10 | | | | | | | | | | |
| READING LITERATURE | | | | | | | | | | READING FOUNDATIONAL SKILLS | | | | | | | | | | |
| STANDARD | WK 1 | WK 2 | WK 3 | WK 4 | WK 5 | WK 6 | WK 7 | WK 8 | WK 9 | STANDARD | WK 1 | WK 2 | WK 3 | WK 4 | WK 5 | WK 6 | WK 7 | WK 8 | WK 9 | |
| LACC.K.RL.1.1 | | | | | | | | | | LACC.K.RF.1 | | | | | | | | | | |
| LACC.K.RL.1.2 | | | | | | | | | | LACC.K.RF.1A | | | | | | | | | | |
| LACC.K.RL.1.3 | | | | | | | | | | LACC.K.RF.1B | | | | | | | | | | |
| LACC.K.RL.2.4 | | | | | | | | | | LACC.K.RF.1C | | | | | | | | | | |
| LACC.K.RL.2.5 | | | | | | | | | | LACC.K.RF.1D | | | | | | | | | | |
| LACC.K.RL.2.6 | | | | | | | | | | LACC.K.RF.2 | | | | | | | | | | |
| LACC.K.RL.3.7 | | | | | | | | | | LACC.K.RF.2A | | | | | | | | | | |
| LACC.K.RL.3.8 | | | | | | | | | | LACC.K.RF.2B | | | | | | | | | | |
| LACC.K.RL.3.9 | | | | | | | | | | LACC.K.RF.2C | | | | | | | | | | |
| SPEAKING AND LISTENING | | | | | | | | | | READING FOUNDATIONAL SKILLS | | | | | | | | | | |
| STANDARD | WK 1 | WK 2 | WK 3 | WK 4 | WK 5 | WK 6 | WK 7 | WK 8 | WK 9 | STANDARD | WK 1 | WK 2 | WK 3 | WK 4 | WK 5 | WK 6 | WK 7 | WK 8 | WK 9 | |
| LACC.K.SL.1 | | | | | | | | | | LACC.K.RF.2D | | | | | | | | | | |
| LACC.K.SL.1A | | | | | | | | | | LACC.K.RF.2E | | | | | | | | | | |
| LACC.K.SL.1B | | | | | | | | | | LACC.K.RF.3 | | | | | | | | | | |
| LACC.K.SL.2 | | | | | | | | | | LACC.K.RF.3A | | | | | | | | | | |
| LACC.K.SL.3 | | | | | | | | | | LACC.K.RF.3B | | | | | | | | | | |
| LACC.K.SL.4 | | | | | | | | | | LACC.K.RF.3C | | | | | | | | | | |
| LACC.K.SL.5 | | | | | | | | | | LACC.K.RF.3D | | | | | | | | | | |
| LACC.K.SL.6 | | | | | | | | | | LACC.K.RF.4 | | | | | | | | | | |

The Literacy Team is working to develop documentation tools for tracking the teaching of the ELA CCSS to ensure that all standards are covered.

| Student Name: | Reading Informational Text | | | |
|--|----------------------------|-----------------|-----------------|-----------------|
| LACC.2.RI.1.1 ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | Evidence | Evidence | Evidence | Evidence |
| Answer questions about key details in a text | | | | |
| Ask questions about key details in a text | | | | |
| Answer questions as who, what, where, when, why, and how | | | | |
| Ask questions as who, what, where, when, why, and how | | | | |
| Demonstrate understanding of key details in a text by answering who, what, where, when, why, and how questions | | | | |
| Demonstrate understanding of key details in a text by asking who, what, where, when, why, and how questions | | | | |
| LACC.2.RI.1.2 identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | Evidence | Evidence | Evidence | Evidence |
| Identify the main topic of a text | | | | |

Checklists aligned to the scales are being created in order to provide teachers with an evidence collection tool matched to the scales.

ELA CURRICULUM MAP

Study and Apply Vocabulary:

Focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text. Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking.

LACC.4.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a.) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b.) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c.) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

LACC.4.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a.) Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b.) Recognize and explain the meaning of common idioms, adages, and proverbs.
- c.) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

LACC.4.L.3.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Conduct Discussions:

Students should engage in a range of collaborative discussions (one-on-one, small group, teacher-led), enabling them to ask questions to check their understanding and stay on topic while explaining their own understanding in light of the discussion.

LACC.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- a.) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b.) Follow agreed-upon rules for discussions and carry out assigned roles.
- c.) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d.) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

LACC.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LACC.4.SL.1.3 Identify the reasons and evidence a speaker provides to support particular points.

The ELA Curriculum Map does not simply focus on comprehension and text analysis. The Common Core State Standards place a heavy emphasis on an integrated model of literacy. Equally important to the text analysis is the study and application of grade level vocabulary, discussions centered around text, and the development of foundational skills in our early grades. These standards are placed within Systematic and Explicit Instruction due to the fact that they should be closely linked to the text chosen. For these sections, or strands of the Common Core, that do not have scales, checklists have been created to support documentation of student learning.

Focused vocabulary instruction on words that build writing and speaking skills should be selected; 5-10 Tier 2 academic words per week derived from the text. Standards 4, 5, and 6 of Language support this development.

The Speaking and Listening Standards 1, 2, and 3 outline student expectations for engaging in a range of collaborative discussions about texts and topics.

Finally, Reading Foundational Skills are outlined in Kindergarten through grade 5. These skills support the reading skills needed for true text analysis. These standards should be matched to text and based on student need.

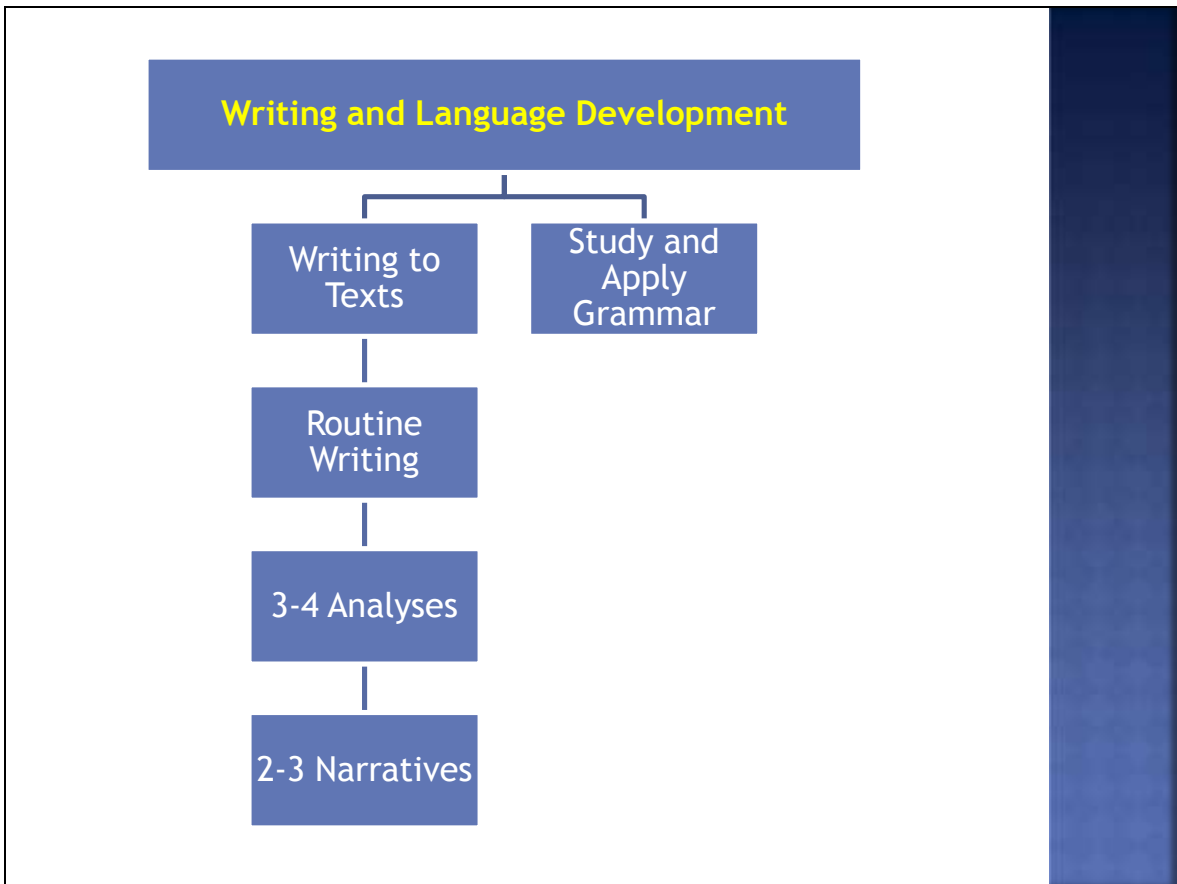
ELA CHECKLISTS 2013-2014

Student Name:

| Foundational Skills: Phonics and Word Recognition | Evidence | Evidence | Evidence | Evidence |
|--|--|----------|----------|----------|
| LACC.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. | <p style="text-align: center;">ELA CCSS LACC.2.RF.3.3 Grade Specific Standard</p> | | | |
| a. Distinguish long and short vowels when reading regularly spelled one-syllable words. | | | | |
| b. Know spelling-sound correspondences for additional common vowel teams. | <p>→ Expectation within the Standard</p> | | | |
| c. Decode regularly spelled two-syllable words with long vowels. | <p>Multiple opportunities for collection of evidence of student mastery</p> | | | |
| d. Decode words with common prefixes and suffixes. | | | | |
| e. Identify words with inconsistent but common spelling-sound correspondences. | | | | |

One
checklist
per
student

Each grade level checklist includes the individual grade specific standards. Additionally, each expectation within the standard (identified by the letter of the grade specific standards) is included in the grade level checklist. There are multiple opportunities for the collection of evidence of student mastery for each standard and expectation. The checklists can be useful tools for record keeping and grading documentation purposes. One checklist is needed per student at this point. The literacy team is working to refine checklists.



Writing and Language Development is the next section of the ELA Curriculum Map. When writing, students should routinely write about the text read during systematic and explicit literacy instruction. In addition to routine writing student expectations for the number of analysis writings and narrative writings are outlined per grade level in all quarters. The visual here is a 4th grade example. Please refer to your grade level Curriculum Map for your student expectations per quarter.

Writing and Language Development

Writing to Texts:

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying and conveying real or imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

The balance of student writing should be **65 percent analytical (30 percent opinions and 35 percent to explain/inform) and 35 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.

Routine Writing:

Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content and to develop needed proficiencies in analysis.

LACC.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a.) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b.) Provide reasons that are supported by facts and details.
- c.) Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d.) Provide a concluding statement or section related to the opinion presented.

LACC.4.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a.) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b.) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c.) Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Provide a concluding statement or section related to the information or explanation presented.

LACC.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a.) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b.) Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c.) Use a variety of transitional words and phrases to manage the sequence of events.
- d.) Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e.) Provide a conclusion that follows from the narrated experiences or events.

Here is the ELA Curriculum Map for Writing to Texts and Routine Writing. Teachers will use the Curriculum Map and Writing Scales for opinion/argumentative writing, informative/explanatory writing, and narrative writing to respond to text dependent questions and teach the writing process. In each grade level there are 3 writing scales to support the Curriculum Map for these writing types. Teachers will select the scale that best supports the instructional goal of the developed routine writing.

ELA CURRICULUM MAP

Study and Apply Grammar:

While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak.

LACC.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a.) Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b.) Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- c.) Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d.) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e.) Form and use prepositional phrases.
- f.) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g.) Correctly use frequently confused words (e.g., to, too, two; there, their).

LACC.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a.) Use correct capitalization.
- b.) Use commas and quotation marks to mark direct speech and quotations from a text.
- c.) Use a comma before a coordinating conjunction in a compound sentence.
- d.) Spell grade-appropriate words correctly, consulting references as needed.

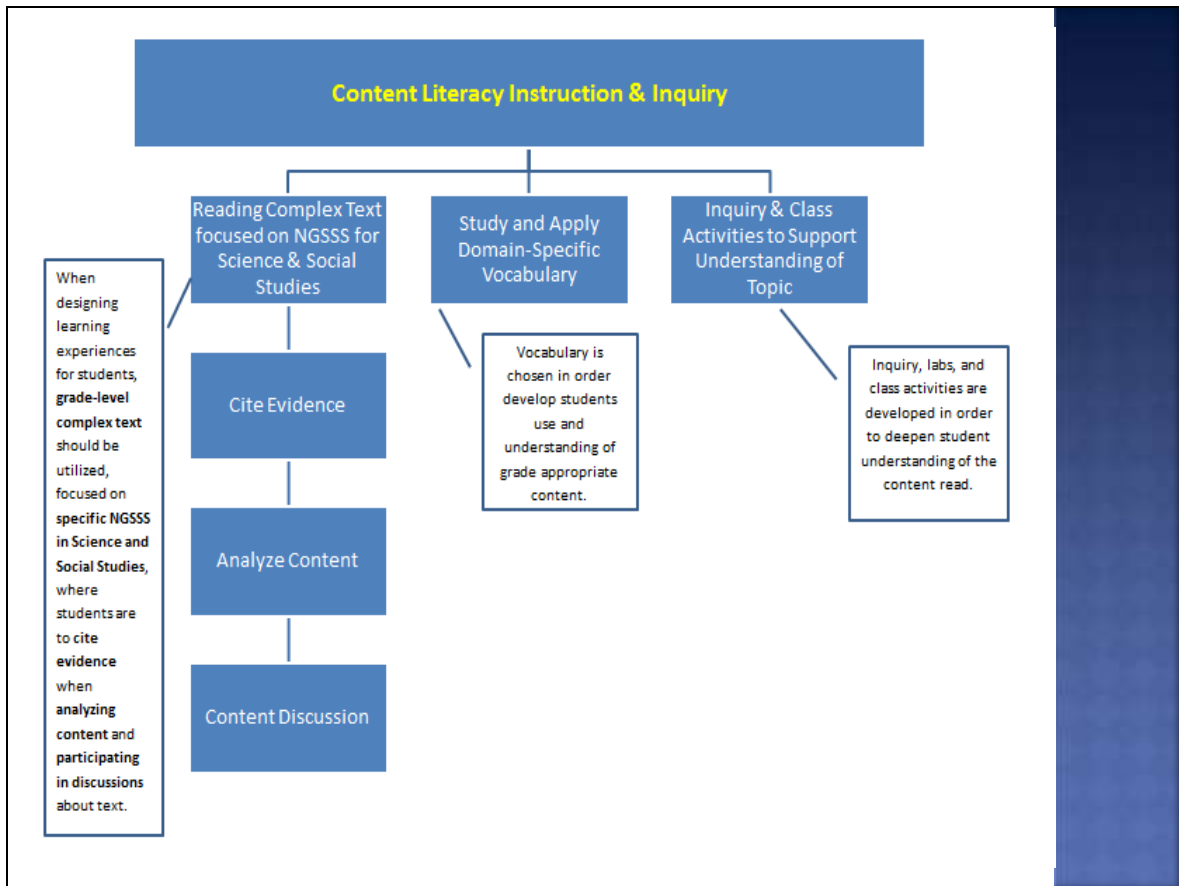
LACC.4.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a.) Choose words and phrases to convey ideas precisely.
- b.) Choose punctuation for effect.
- c.) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

In addition to the writing sections of the curriculum map of routine writing, analytical writing, and narrative writing, language and grammar standards to support are outlined. These are Standards 1, 2, and 3 of Language. Language standards are supported by the checklists.

| Grade 4 Informative/Explanatory Writing | |
|---|---|
| Score 4.0 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. |
| Score 3.0 | <p>Students will be able to write informative/ explanatory texts to examine a topic and convey ideas and information clearly. 4.W.1.2</p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> With some guidance and support from adults, use technology, including the internet to publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. 4.W.2.6 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.) 4.W.2.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 4.W.2.4 <p>No major errors or omissions regarding the score 3.0 content</p> |
| Score 2.0 | <p>The student: Recognizes or recalls specific terminology: informative, explanatory, topic, details, reason, closure, digital tools, publish, recall, sources</p> <p>Performs basic skills</p> <ul style="list-style-type: none"> Provide a concluding statement or section related to the information or explanation presented. 4.W.1.2e Use precise language and domain-specific vocabulary to inform about or explain the topic. 4.W.1.2d Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 4.W.1.2c Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 4.W.1.2b Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 4.W.1.2a <p>No major errors or omissions regarding the score 2.0 content</p> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| Score 0.0 | Even with help, no success |

Here is a 4th grade writing scale. Student expectations for writing informative/explanatory texts are at level 2. Student expectations for the production and distribution of writing are at level 3. The 3 writing scales will be posted and or provided often during the school year.

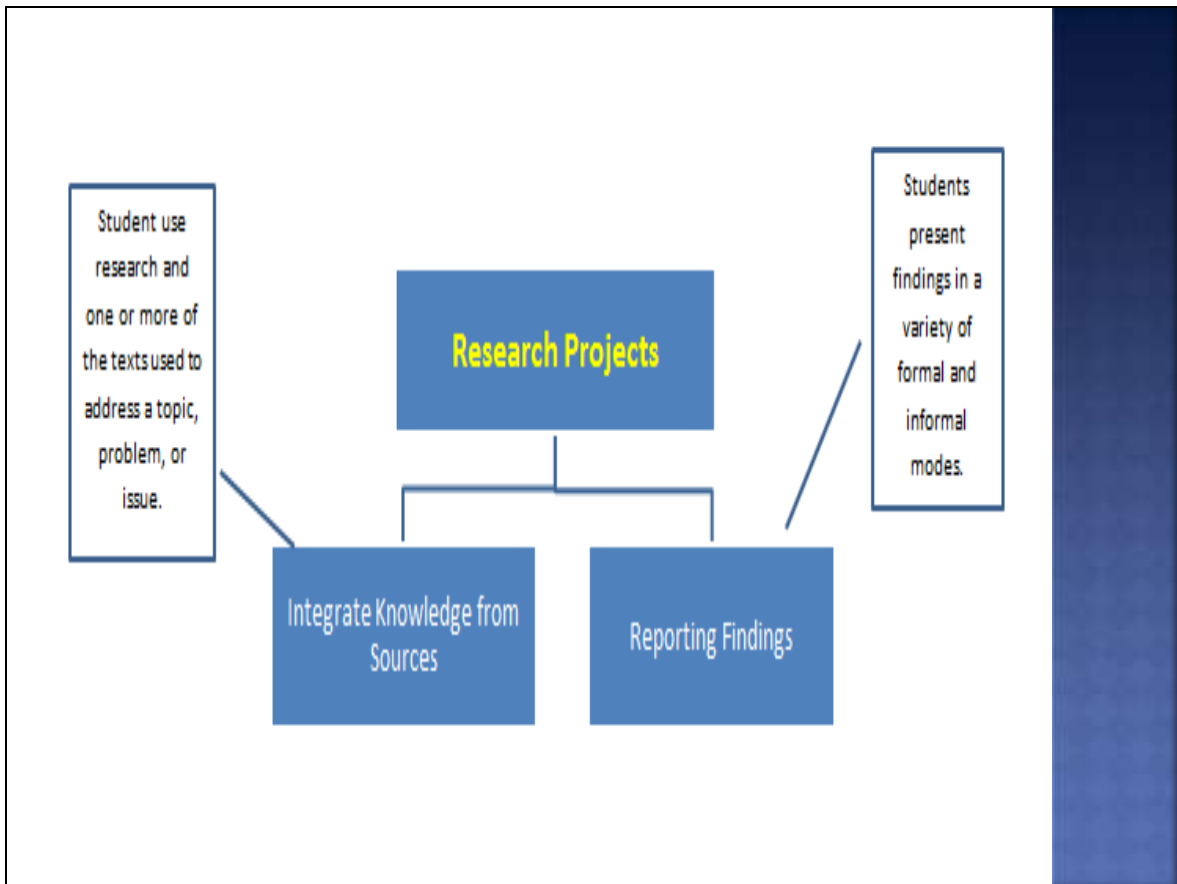


The next section of the ELA Curriculum Map focuses on Content Literacy Instruction and Inquiry. Here the standards of Reading Informational Text, are utilized in tandem with the specific grade level NGSSS for Science and Social Studies. A similar framework for content literacy has been established where complex text is utilized, students cite text evidence, analyze content, and participate in discussion about the content read. Additionally, the study of domain specific vocabulary is a focus. Finally inquiry and class activities to support understanding of topics read should be driven by the Scope and Sequence created for Science and Social Studies content.

ELA CURRICULUM MAP

| Content Literacy & Inquiry | |
|--|---|
| <p>Reading Complex Text Focused on NGSSS for Science:</p> <p>Science text often presents students with particular roadblocks to learning because the vocabulary is technical, the text is filled with symbols and formulas and it is often written in an expository style.</p> | <p>Reading Complex Text Focused on NGSSS for Social Studies:</p> <p>Students' success with social studies text requires them to have not only basic level skills such as the ability to build contextual select main ideas and details, but also the ability to use higher order thinking skills to analyze text format and structure, evaluate perspective and sources, and synthesize across multiple texts.</p> |
| <p>LACC.4.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | |
| <p>Cite Evidence:</p> <p>The goal of close, analytical reading is to be able to discern and cite evidence from the text to support assertions. In grade 3, students should refer explicitly to the text as the basis for answers. The ability to cite evidence and refer to the text as a basis for answers should be incorporated into all lessons, units, and learning experiences.</p> | |
| <p>LACC.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | |
| <p>Analyze Content:</p> <p>Explicit teaching and modeling of the NGSSS Science Standards coupled with the Informational Text Standards of the ELA CCSS (RI.2-9) in order to gain knowledge from challenging texts that use diagrams and data to convey information and illustrate concepts.</p> | <p>Analyze Content:</p> <p>Explicit teaching and modeling of the NGSSS Social Studies Standards coupled with the Informational Text Standards of the ELA CCSS (RI.2-9) in order to learn facts, understand context and relationships, and make connections from differing periods of history to current events.</p> |
| <p>LINK TO SCIENCE SCOPE AND SEQUENCE</p> | <p>LINK TO SOCIAL STUDIES SCOPE AND SEQUENCE</p> |
| <p>Study & Apply Domain- Specific Vocabulary:</p> <p>Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking.</p> | |
| <p>LACC.4.L.3.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> | |

Here is an illustration of the Content Literacy and Inquiry section of the ELA Curriculum Map. Links to the Science and Social Studies Scope and Sequence are embedded within.



The final section of the ELA Curriculum Map is Research Projects. In this section learning experiences should be derived from the complex text read. Students are to use the writing standards in order to integrate knowledge from sources and the speaking and listening standards in order to report their findings. In grades K-2, the research standards state that students participate in shared research projects modeled and guided by the teacher. Therefore, there are no individual performance scales for research in K-2. The standards shift in grade 3, requiring performance by the student. Research scales have been provided for grades 3-12.

Research Project:

Each quarter includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module, taking notes, and categorizing information as well as providing a list of sources. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally.

LACC.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a.) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b.) Provide reasons that are supported by facts and details.
- c.) Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d.) Provide a concluding statement or section related to the opinion presented.

LACC.4.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a.) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b.) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c.) Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Provide a concluding statement or section related to the information or explanation presented.

LACC.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LACC.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

LACC.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

LACC.4.W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

LACC.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

LACC.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a.) Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
- b.) Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Here is the 4th grade section of the ELA curriculum map dedicated to research projects. Each quarter students should address a topic, problem, or issue. Text used during the quarter should guide the research. Look to individual grade level standards 7, 8, and 9 of Writing to further define the expectations for research.

| Grade 4 Research to Build and Present Knowledge | |
|---|---|
| Score 4.0 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. |
| Score 3.0 | <p>Students will be able to conduct short research projects that build knowledge through investigation of different aspects of a topic. 4.W.3.7</p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> Provide a list of sources 4.W.3.8 Take notes and categorize information 4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources 4.W.3.8 <p>No major errors or omissions regarding the score 3.0 content</p> |
| Score 2.0 | <p>The student: Recognizes or recalls specific terminology: research project, sources, investigation, topic, summarize, paraphrase, notes, relevant information, print and digital sources</p> <p>Performs basic skills:</p> <ul style="list-style-type: none"> Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grade 4 Reading standards to literature and informational text) 4.W.3.9 Build knowledge through investigation of different aspects of a topic 4.W.3.7 <p>No major errors or omissions regarding the score 2.0 content</p> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| Score 0.0 | Even with help, no success |

Here is an example of the 4th grade research scale. This scale, like the others, will be posted and/or provided throughout the school year.

WHAT IS POSTED?

The learning goal utilized during explicit literacy instruction found on the Reading Literature and Reading Informational Text Scales should be posted.

The scales should be posted/provided when matched to instruction in complex text.

The writing learning goal and scale should be posted.

All other teaching targets are posted under the learning goal (those standards in the Checklists).

WHAT IS POSTED?

Learning Goal:

Students will be able to describe the overall structure of a story, including describing how the beginning introduces the story and the end concludes the action.

Daily Teaching Targets:

- ⦿ Long A
- ⦿ The prefix un (happy/unhappy)
- ⦿ Build on others' talk in conversation

The learning goal may be posted for 1 day, 1 week, 2 weeks, or more depending on the time allocated for instruction. The daily learning targets will change depending on teaching focuses. The targets are those that support analysis of text and are seen in the checklists. The teaching targets may change daily or weekly depending on data.

When reviewing the documents for the 2013-2014 school year, please know this presentation is not intended to serve as the avenue for new learning. Professional development during Pre-Service week will focus on changes to the literacy support documents.

QUESTIONS? COMMENTS? FEEDBACK?

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