CHICAGO PUBLIC SCHOOLS | CPS

Literacy Content Framework

VERSION 1.0 - SY12-13

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CHICAGO PUBLIC SCHOOLS
Jean-Claude Brizard
Chief Executive Officer

Jennifer Cheatham, Ed.D.
Chief of Instruction

June, 2012

Dear CPS educators,

We're pleased to share the first version of the CPS **Literacy Content Framework**. This Framework provides a clear path towards implementation of the Common Core State Standards (CCSS), a more rigorous set of expectations to help prepare our students to become independent, literate thinkers, readers, and communicators.

The Literacy Content Framework is based on principles from the Partnership for the Assessment of Readiness for College and Career (PARCC) Model Literacy Content Framework. The PARCC Framework outlines the balance of reading, writing, and other literacy activities necessary in each grade to meet CCSS expectations throughout the school year. The CPS Literacy Content Framework was designed in collaboration with the teachers of Early Adopter pilot schools and the Department of Literacy. We thank them for their tireless efforts to develop a blueprint that not only provides clear direction for implementation of the standards, but also supplies academic resources to help teachers get started.

This Framework provides clear expectations for each grade level in the form of **Planning Guides** that outline the type and number of texts and writing activities students should be engaged in during each quarter. The Planning Guides also outline the quarterly performance assessments that will be essential for measuring student progress in reading and writing tasks throughout the year. It is critical that each student in every CPS classroom has access to a fundamental set of literacy experiences that prepares them for college and career success. Included in this document are the Planning Guides for every grade level.

The Framework also includes a **Toolset** that provides examples of year-long curriculum maps, unit plans and performance assessments for every grade. These Toolsets provide teachers with guidance on how to plan their instruction to meet the expectations outlined in the Planning Guides while also meeting the needs of students. The examples can be adjusted by a grade level team for use in classrooms or simply referenced as unit plans are developed. Included in this document are the Toolset samples for 1st, 6th, and 11th grades. All other grade-level toolsets are available on our Knowledge Management site: https://ocs.cps.k12.il.us/sites/IKMC. Over time, we plan to expand our repository of unit plans and performance assessments through the collection of examples from teacher teams across CPS.

We believe the Literacy Content Framework will supply clear expectations and helpful tools for execution. Empowered teacher teams are best positioned to design instruction for students in the classroom, and we hope these tools are supportive in doing so.

As always, if you have feedback, ideas for resources or have questions about the new standards, please do not hesitate to contact us at commoncore@cps.edu.

We look forward to partnering with you to further refine our strategy and continue to provide support and resources for implementation. This journey together will help ensure that all students reach a level of achievement that puts them on the path to success in college and career. Thank you for all you do every day for our students.

Sincerely,

Jean-Claude Brizard

Jennifer Cheatham, Ed.D.

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The Literacy Content Framework was developed by the staff in the Department of Literacy in close collaboration with the Office of Instruction, the Department of Language and Culture, the Office of Specialized Student Services, and with teachers from Early Adopter Schools and schools across the district. This talented and dynamic group of literacy specialists and teachers spent countless hours sharing their best thinking and extensive experience in planning, developing, reviewing, and revising the literacy framework and accompanying sample tools. These documents represent our best understanding about how to address the challenge of implementing the Common Core State Standards for English Language Arts / Literacy in every CPS classroom. We also acknowledge there is much to be learned and improved and as we move forward with the District's Common Core implementation goals, we welcome feedback about ways to make the literacy sample tools: curriculum maps, unit plans, performance assessments and scoring tools more applicable to classroom practice.

Many thanks to the following for their talent and effort:

Elementary School Contributors

Rolando Argumedo
Teacher
Marvin Camras Elementary School

Rosa Arostegui
Teacher
Philip Rogers Elementary School

Madonna Bodmer
Teacher
John A Walsh Elementary School

Jennifer Butler
Teacher
Irene C. Hernandez Middle School for the Advancement of Science

Eu Choi
Teacher
Horace Mann Elementary School

Jillian Dehaan-Forster
Teacher
Theodore Herzl Elementary School

Deborah Eberts
Teacher
Charles R. Henderson Elementary School

Dayna Fetzer
Teacher
Skinner North

Sara Fliehman
Teacher
Daniel Hale Williams Preparatory School

Angelika Friedman
Teacher
Manuel Perez Elementary School

Natasha Gasich
Teacher
Genevieve Melody Elementary School

Carla Gurgone
Teacher
Evergreen Academy Middle School

Courtney Hogan
Teacher
Enrico Tonti Elementary School

Madeline Kobayashi
Teacher
Philip Rogers Elementary School

Brenda Lisenby
Teacher
James R. Doolittle Jr Elementary School

Elizabeth Loerop
Teacher
Evergreen Academy Middle School

Christiana Martino-Vega
Teacher
Marvin Camras Elementary School

Kelly Masterson
Teacher
Marvin Camras Elementary School

Hannah Miller
Teacher
Arthur A. Libby Elementary School

Alexis Morales
Teacher
Francisco I. Madero Middle School

Colleen Nelsen
Teacher
Enrico Tonti Elementary School

Kathleen Pidrak
Teacher
Virgil Grissom Elementary School

Cynthia Raisanen
Teacher
Rufus M. Hitch Elementary School

Wanda Reyes
Teacher
Peter Cooper Dual Language Academy

Octavia Rhodes-Sansing
Teacher
Theodore Herzl Elementary School

Maricela Salazar
Teacher
James Hedges Elementary School

Nancy Serrano
Teacher
Irene C. Hernandez Middle School for the Advancement of Science

Margaret Slamkowski
Teacher
Virgil Grissom Elementary School

Michelle Stewin
Teacher
Genevieve Melody Elementary School

Ashley Thomas
Teacher
Peter Cooper Dual Language Academy

Reno Thurmon
Teacher
Charles R. Henderson Elementary School

Leah Uhler
Teacher
Brighton Park Elementary School

High School Contributors

Sarah Bey
Teacher
Nicholas Senn High School

Keith Cox
Teacher
Roberto Clemente Community High School

Stephanie Drain
Teacher
Roberto Clemente Community High School

David Duvall
Teacher
Nicholas Senn High School

David Goodrich
Teacher
Lincoln Park High School

A. F. Kulas
Teacher
Roberto Clemente Community High School

Hannah Lang
Teacher
David G. Farragut Career High School

Stephanie Nudelman
Teacher
David G. Farragut Career High School

Therese Plunkett
Teacher
Roger C. Sullivan High School

Jordan Wankoff
Teacher
Edwin G. Foreman High School

Central Office Contributors

Sana Ansari
Literacy Specialist
Dept. of Literacy

Craston Artis
Literacy Specialist
Dept. of Literacy

Meghan Berry
Literacy Specialist
Dept. of Literacy

Michelle Breland
Literacy Specialist
Dept. of Literacy

Elizabeth Cardenas-Lopez
Director
Dept. of Literacy

Osvaldo De Santiago
Bilingual Professional Dev. Specialist
Dept. of Language and Cultural Education

Julia Emig
Literacy Specialist
Dept. of Literacy

Cynthia Green
Literacy Specialist
Dept. of Literacy

Carolyn King
Literacy Specialist
Dept. of Literacy

Erin Koning
Literacy Specialist
Dept. of Literacy

Eboney Lofton
Director
Office of Specialized Student Services

Olivia Mulcahy
Interim Director
Dept. of Language and Cultural Education

Jose A. Morales
Bilingual Professional Dev. Specialist
Dept. of Language and Cultural Education

Sarah Rabe
Literacy Specialist
Dept. of Literacy

Overview

The Common Core State Standards for English Language Arts and Literacy (CCSS-L), initiated by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), articulate the skills and understandings that K-12 students must demonstrate in order to be college and career ready in literacy by the end of high school. The CCSS-L is unprecedented in its unified vision of what students are expected to achieve, and the standards are more cohesive and challenging than what has typically existed before. As of spring of 2012, these standards have been adopted by 46 states.

While the Common Core provides the expected results for students' achievement, there is no mandate for how teachers are to instruct. "Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards" (CCSS, 2010, p. 4). Therefore, the CPS Department of Literacy, in consultation with the Department of Language and Cultural Education and the Office of Special Education and Supports, has been collaborating with teachers to develop the **CPS Literacy Content Framework**—a tool that will guide teachers as they implement the CCSS-L. Our primary objective is to provide tools and structures that will support teachers in the design of strong, school-based literacy instruction.

This document includes:

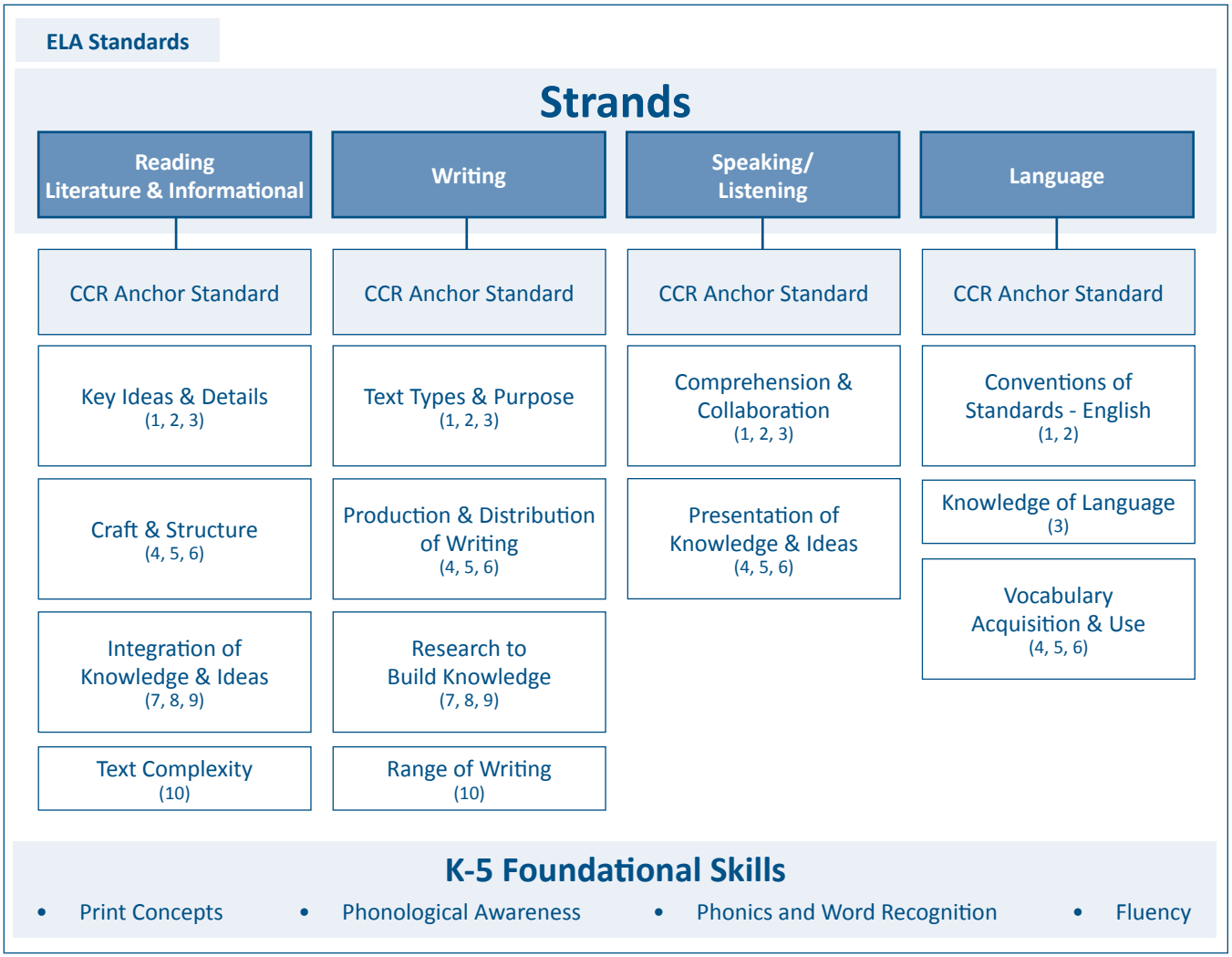
- An introduction to the Common Core State Standards for English Language Arts and Literacy
- The instructional shifts needed to implement the CCSS-L and how these shifts are evident in the CPS Literacy Content Framework
  - Regular practice with complex text and its academic vocabulary
  - Building knowledge through content-rich nonfiction and informational text
  - Reading and writing grounded in evidence from text
- Components of the CPS Literacy Content Framework
  - CPS Literacy Planning Guide and its connection to PARCC
  - Sample Grade-level toolsets: Curriculum Maps, Performance Assessments, Unit Plans, and Scoring Tools
  - How Performance Assessments support the CPS Literacy Content Framework
- A suggested process for designing and implementing Standards-based curriculum
- A glossary of terms

An Introduction

The Common Core State Standards for English Language Arts and Literacy

The structure of the Common Core State Standards for English Language Arts, CCSS-L, is elegant and comprehensive in design. There are three broad sections. A comprehensive K-5 section and a 6-12 section are specific to English Language Arts, and cover Reading, Writing, Speaking and Listening, and Language. The K-5 section also includes foundational skills. The third section, Literacy in History/Social Studies, Science, and Technical Subjects, 6-12, consists only of the Reading and Writing strands. The figure below illustrates these dimensions.

Figure 1: Common Core State Standards in Literacy



To provide additional cohesion and specificity, the CCSS-L threads College and Career Readiness (CCR) Anchor Standards across all grades and content areas. Each CCR Anchor Standard corresponds with a grade-specific Standard that translates into end-of-year expectations. The K-5 ELA Standards consist of Foundational Skills in Reading: Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency. These skills are not intended to be used as ends in themselves; rather, they are important elements of a comprehensive literacy program that develops proficient readers who are able to read, comprehend, and question.

The ELA Reading strands are further divided into Standards for Reading Literature (RL) and Standards for Reading Information (RI). To understand the Reading Standards, think of a ladder. Anchor Standard 1, citing evidence from the text, forms one side of the ladder. The other side of the ladder is formed by Anchor Standard 10, "Read and comprehend complex literary and informational text independently and proficiently" (CCSS, 2010, p. 10). The rungs of the ladder are composed of Reading Standards 2-9, which indicate a means for how to engage in Standard 1 with text(s) as specified in Standard 10. For example, a third grade reader would use Reading for Information Standard 9, comparing and contrasting important details and key points, by citing evidence (1) from complex text (10). The Standards are meant to be harmonized in this fashion.

In the Writing Standards, the central modes are arguments, informative/explanatory texts, and narratives. The Standards for Speaking and Listening have direct implications for instruction in that they focus on oral communication and interpersonal skills; the Standards for Language require students to be conscious of linguistic conventions as well as how words are used in multiple contexts.

In addition to providing this continuity, the CCSS-L dramatically elevate the expectations of student performance. The differences between the former Illinois learning standard and the CCSS-L are stark.

Former Illinois State Learning Standard	Common Core State Standard for English Language Arts and Literacy
IL STATE: (1.7.08) Identify the structure and format of text including graphics and headers	**CCSS-L: (RI.7.5)** Analyze the structure an author uses to organize text, including how the major sections contribute to the whole and to the development of ideas.
Standard = Content	**Standard = Content + Literacy Practices**

One of the most dramatic differences between the standards that have guided our teaching and learning to date and those we are now implementing is the integration of literacy practices with content expectations.

Instructional Shifts in Literacy

As noted above, the CCSS-L represent a much more cohesive and challenging vision for what it means to obtain higher levels of literacy. Student Achievement Partners, an entity founded by the CCSS-L's authors, identified the following three instructional shifts that are required to implement these Standards:

1. Regular practice with complex text and its academic vocabulary
2. Building knowledge through content-rich nonfiction and informational text
3. Reading and writing grounded in evidence from text

We will discuss each of these shifts in turn and briefly describe how they are evident in the CPS Literacy Content Framework.

Shift 1: Regular practice with complex text and its academic vocabulary

What is text complexity? In the groundbreaking report, "Reading Between the Lines: What the ACT Reveals about College Readiness in Reading," researchers found that "Performance on complex texts is the clearest differentiator in reading between students who are more likely to be ready for college and those who are less likely to be ready" (ACT, 2006, p. 6). Text complexity is much more than a quantifiable Lexile score. Text complexity is defined as:

> …a multidimensional measure of the ideas, concepts, language, and structures that together make a text easier or more difficult for a student to read and understand. There are three elements to consider when matching a text to a reader: the *qualitative aspects* such as the language and knowledge demands; the *quantitative aspects* that measure things like word and sentence length; and *reader and text considerations* like the student's motivation, content knowledge, reading ability, and purpose (Fisher, Q&A for National Council of Teachers of English, 2012).

Why is this shift so important? The literacy research community largely concurs that students need to be engaged in reading more complex texts (Calkins, Ehrenworth, & Lehman, 2012; Wong-Fillmore, 2010). Calkins et al. expressly describe the importance of recognizing that a student's inability to perform a reading "skill," such as inferring, does not necessarily mean that the student is unable to make an inference; rather, the text is probably just harder to read (p. 11). Furthermore, an instructional shift towards greater text complexity goes beyond the findings from the National Reading Panel (2000) by emphasizing higher levels of reading comprehension. Similarly, the College Readiness Standards (CRS), while still vital in their articulation of skills, become more meaningful when used in conjunction with the CCSS-L in that students are asked to demonstrate an application of literacy skills by performing increasingly sophisticated tasks with higher levels of texts.

In consideration of the development of academic vocabulary, Wong-Fillmore (2010) writes, "*Academic language can only be learned from texts*—by noticing how it works in reading texts, engaging with, thinking about, discussing their content with others, and by writing" (italics added). Students will gain academic language if they have multiple opportunities to see, hear, and use more sophisticated forms of language in a variety of authentic contexts (Beck, McKeown, & Kucan, 2002).

How should teachers incorporate complex text into their instruction? As we engage students in reading increasingly complex texts for a variety of purposes, we still need to provide students with ample opportunities to select and read texts based on their personal choice. In other words, a focus on text complexity does not preclude what we know about the powerful effects of having students read accessible books that they choose. There is a direct link between children's achievement levels and how much they read (Allington, 2011), and a strong literacy program incorporates this feature. The authors of the CCSS-L point out, "Students need opportunities to stretch their reading abilities but also to experience the satisfaction of pleasure of easy, fluent reading, both of which the Standards allow for" (CCSS, 2010, Appendix A, p. 9).

The authors of the Common Core (Pimentel & Coleman, 2011) suggest that teachers use the practice of close reading. With this method, students engage in directed rereading of complex passages in which they consider text-dependent questions in order to decipher the text's inherent meaning. While this analytical method is certainly important, expert readers also monitor for meaning, preview text, predict, question, integrate their prior knowledge, and evaluate the text's value (Pearson & Duke, 2002). As students begin to read more complex texts across the disciplines, they also need to become cognizant of literacy practices that are associated with what it means to read within disciplinary domains (Lee & Spratley, 2010). In sum, teachers should use their professional judgment to incorporate comprehension strategies that have been identified through decades of reading research.

How is this shift represented in the CPS Literacy Content Framework? In the Literacy Content Framework, our sample tools indicate how more accessible texts are used in conjunction with complex texts, and we make explicit reference to Reading Workshop structures. We indicate how teachers can use close reading practices within the context of strategic literacy instruction.

We also want to comment on the list of suggested texts in Appendix B of the CCSS-L. Many researchers and literacy experts have challenged the limited focus of these Exemplars. "There is a very high premium placed on older, classic, Anglo-American literature, with language and settings that can be remote from today's students and interests" (Zemelman et al., 2012, p. 103). However, the CCSS-L authors explicitly state that this list is not meant to be interpreted as required reading. While we certainly used the Exemplars as a point of reference in our sample tools, we were careful to balance our selections with contemporary topics, a wider range of texts, and a greater diversity of authors. Teachers should likewise select rich and authentic texts that are responsive to their curricular goals and to the students that they teach.

Finally, within the context of our sample tools, we highlighted key terminology to emphasize for academic language development. Students will not become instantly proficient if we merely throw complex text at them. They will need expert scaffolding over time, which includes the explicit and thoughtful teaching of academic language.

Shift 2: Building knowledge through content-rich nonfiction and informational text

What is informational text? Informational text is a broad category of nonfiction that includes (but is not limited to) biographies and autobiographies; books about history, science, and the arts; personal essays; speeches; memoirs; technical texts; editorials; and information displayed in charts, graphs, or maps. The purpose of informational text is to "increase readers' knowledge of a subject, to help readers better understand a process, or to provide readers with enhanced comprehension of a concept" (CCSS-L, Appendix A, 2010, p. 23).

Why is this shift so important? Based on research from the National Assessment of Educational Progress (NAEP), students are not being prepared for the staggering array of nonfiction and informational text they will encounter in college and at work. The following distribution of literary and informational texts is based on recommendations from the 2009 NAEP Reading Framework (CCSS-L, 2010, p. 5):

Table 1: Distribution of Literacy and Informational Texts

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

How should teachers incorporate informational text into their instruction? The instructional shift towards incorporating informational text and literary nonfiction goes hand in hand with higher levels of text complexity. As teachers determine how to engage students in reading a range of complex texts across an academic year, they also need to consider how to redress the over-abundant use of fiction.

The distributions provided above are intended to address a student's coursework across all content-areas. In other words, an ELA teacher is not expected to create a curriculum in which up to 70% of the texts consist of nonfiction. Rather, the broad distribution above is meant to reflect texts read across all content-areas, including social studies and science. The Standards do suggest that English language arts teachers incorporate greater levels of "literary nonfiction" (CCSS-L, 2010, p. 5).

The emphasis on informational text has direct ramifications for teachers of every subject. In the elementary grades, teachers can use the CCSS-L in conjunction with their science and history texts. In grades 6-12, the Literacy Standards provide an opportunity for grade-level teams to plan interdisciplinary curriculum in which students might, for example, focus on Reading Anchor Standard 1 (citing evidence from text) across all subjects.

How is this shift represented in the CPS Literacy Content Framework? In the sample tools for grades K-5, we included a few sample topics and concepts that are aligned with the CPS Social Science 2.0 Framework and the CPS Science Curriculum to demonstrate how to build a Curriculum Map that intentionally weaves together literacy with subject areas. The sample tools for grades 6-12 also include concepts, such as power and justice, which were suggested by the CPS Department of Social Science to demonstrate the potential for thematic units. Even so, we recognize the need for discipline-specific approaches to literacy (Shanahan & Shanahan, 2008).

This instructional shift is about much more than merely selecting texts about spiders, Hela cells, or political regimes.

> The standards also call for students to move away from simply reading for information, toward reading with a much more analytical stance…The Common Core emphasizes the importance of reading several texts about a topic, with readers determining the central ideas, issues, and disputes in those topics, and anticipating the arguments around a topic (Calkins et al., 2012, p. 20).

Students are not just building knowledge about content; rather, they are also building knowledge about how to read informational text in order to synthesize, evaluate, and create content. Therefore, schools that use textbooks exclusively will need to move towards acquiring "a more balanced mix of real-world materials in a variety of genres" (Zemelman et al., 2012, p. 112). In our tools, we similarly selected a balance of fiction and informational texts that were in response to "real-world" topics.

Shift 3: Reading and Writing Grounded in Evidence from the Text

What does it mean to write with textual evidence? The final instructional shift is twofold: students first learn how to analyze, through close reading, a variety of texts; second, they learn how to construct arguments in which they cite textual evidence in support of their claims. "The Standards put particular emphasis on students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness" (CCSS-L, Appendix A, p. 24).

Why is this shift so important? The explicit emphasis on the teaching of writing in the CCSS-L is a departure from past policy. No Child Left Behind did not have any stipulations for writing instruction, for example, and in data collected by the NAEP, students reported doing minimal writing in their classes. Furthermore, writing prompts on standardized tests are often not "grounded in evidence from text," such as a persuasive essay prompt that requires students to argue for or against the wearing of uniforms in school. The focus on argument writing is based on Graff's (2003) research that "argument literacy is fundamental to being educated" (cited in CCSS, Appendix A, p. 24).

The CCSS-L enumerate writing outcomes to address these concerns. Students are expected to produce arguments, informative/explanatory texts, and (to a much lesser extent) narratives. Because the Standards draw such strong connections between reading and writing, the distribution of types of writing across grades are aligned to the 2011 NAEP Writing Framework (CCSS-L, 2010, p. 5):

Table 2: Distribution of Types of Writing

Grade	Writing to Persuade	Writing to Explain	Writing to Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

How should teachers incorporate writing with evidence into their instruction? While developing analytical writing skills is a valuable practice during the early grades, it is important to consider how we build students' ability to write arguments. Because the Common Core was constructed by working backwards from what students need to know and be able to do in college, the Standards do not always line up with the developmental needs of young children, such as learning to write through firsthand experience. "The first three anchor standards for writing [in the CCSS] begin with argument, proceed to informational writing, and end with narrative writing, but learners grow into these genres in just the opposite direction. Human beings grow up on narratives, on stories" (Calkins et al., 2012, p. 113). Stories provide the pathways toward learning, and we suggest tapping into our K-5 students' disposition towards narrative when first teaching them to write. In this way, learning how to write within the structure of narrative is considered new learning; the content chosen should be familiar. As students get older, argument and informational writing will be more familiar to them; hence, they will spend more time practicing these modes of writing with greater attention to complex text.

High-quality writing instruction includes far more than a list of final products and discrete genres. Primarily, students need to understand that the craft of writing is based on attentiveness to audience, task, and purpose. Students need many opportunities to practice writing about texts, but they also need to read texts as writers; they need to have access to real-world texts that resemble what they, themselves, are attempting to emulate (Zemelman et al., 2012). The Writing Standards explicitly include "planning, revising, editing, rewriting, or trying a new approach" as part of the production and distribution of writing (see W.5).

How is this shift represented in the CPS Literacy Content Framework? In our Literacy Content Framework for K-5, we include a progression of Performance Assessments in narrative, informational, and argument writing. Each year, teachers cycle through these modes of writing with increasingly complex texts and tasks. For grades 6-8, students begin the year with Performance Assessments in argument and informational writing to demonstrate that they are ready to engage, from the outset, in text-based modes of writing. We also begin to exercise a more nuanced view of genre. Students synthesize information from multiple sources—writing to explain—in order to develop claims with supporting evidence—writing to convince. Narrative writing, to convey experience, is still a cornerstone and can be used to enrich students' reading and to help them build rhetorical devices into their own texts. By high school, the writing focus moves primarily to Performance Assessments in argument. It is essential for high school students to learn how to construct sophisticated arguments based on a variety of sources (Hillocks, 2011); however, they will continue to develop their skills through other modalities of writing. At more sophisticated levels of writing, genres of writing are less distinct: "Skilled writers many times use a blend of text types to accomplish their purposes" (CCSS-L, 2010, Appendix A, p. 24).

As noted earlier, our primary objective is to provide tools and structures that will support teachers in the design of strong, school-based literacy instruction. In the following section, we first describe the district-wide requirements for the implementation of the Literacy Content Framework. Next, we describe the sample grade-level Toolsets and how they are intended to be optional models for the implementation of CPS requirements. See below for an overview of the following sections:

- District-wide Requirements
  - CPS Literacy Planning Guides
  - District-wide Benchmark Performance Assessments
- Optional Grade-level Toolsets
  - Curriculum Map
  - Unit Plan
  - Performance Assessment and Scoring Tool
- Getting Started

District-wide Requirements

The CPS Literacy Planning Guides

The CPS Literacy Planning Guides are expected to be used by teachers across the district. The purpose of Planning Guides is to provide a roadmap for teachers to determine an appropriate balance of short/extended texts, informational/literary texts, and modes of writing over the course of an academic year. In this way, teachers will be intentional about implementing the CCSS-L in light of the instructional shifts described above. The CPS Literacy Planning Guides also include Benchmark Performance Assessments that will be given five times between August and June.

The CPS Literacy Planning Guides were based on the Model Content Frameworks developed by PARCC, the Partnership for Assessment of Readiness for College and Careers (2011). PARCC suggests the following to help schools and districts design curriculum that is aligned with the expectations of the Common Core:

Table 3: Recommendations from the PARCC Model Content Frameworks

Per quarter, students in grades 3-12 will read:	Over the course of an academic year, students in grades 3-12 will engage in:
5-9 short texts	Routine writing
At minimum, 1 extended text	Written analyses (to argue or to inform)
A balance of informational and literary texts (50/50 in 3-8; 70/30 in 9-12)	Research writing
	Narrative writing (35% in 3-5; 30% in 6-8; 20% in 9-12)

Similarly to the PARCC Model, the CPS Literacy Planning Guides are divided into four quarters. On the left-side, we describe the types and distribution of texts for each quarter--short/extended, literary/informational-- and depending on the grade level, we provide some guidance for genre. In the middle of the Planning Guide, we describe the various modes of writing

that students will engage in over the course of the year. On the right-side, there is a description of the district-wide Benchmark Performance Assessments. We created alignment between the Benchmark Performance Assessments and modes of writing (e.g., if students write an argument, they should have an opportunity to read some examples of "mentor texts" of argument). Please see below for a visual illustration.

Figure 2: Sixth Grade CPS Literacy Planning Guide (see p. 40 for complete model)

Sixth Grade CPS Literacy Planning Guide

Built upon the PARCC Content Framework

	Reading Complex Texts RL/RI6.10 (see suggested genres)		Writing About Texts W6.1-2, 4-6,9-10			Research Project W.6.7-9, RL/RI.6.1-10	Narrative Writing W.6.3-6, 10	Assessments† W.6.1-3, 9 RI.6.1
	3-5 Short Texts per quarter	1-2 Extended Texts per quarter (At least 2 Informational & 2 Literature a year)	Daily Routine Writing (W6.9) (RL/RI.6.1)	4-6 Analyses per year (RL/RI.6.1 & W.6.9) (W.6.4, 6.5 & L.6.1-3)		1 Research Paper per quarter (As evidenced in written products aligned to W.6.1, W.6.2, or W.6.9)	2 Narratives per year	Written Product
BOY								**BOY** RI.6.1, W.6.9 Performance Task for Pre-Assessment*
Q1	Literature 2-3 Informational Texts: 1-2	Literature/Informational	Develop & convey understanding Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting. Students must write consistently, during and after reading short and extended texts, and respond to text dependent questions.	**Q1**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.	Integrate knowledge from sources when composing Writing standards 7-9 should be taught and formatively assessed in **each quarter** within the writing activities of at least one unit as they build toward the completion of a final argument or informative/explanatory text.	Convey experiences Write at least two narratives a year that convey real or imagined experiences and reflect the craft of literary elements outlined in Reading standards 2-6.	**End of Q1** W6.1 (argument writing) RL6.1(text dependent questions that will provide students with the evidence needed to develop their argument writing piece)
	Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.							
Q2	Literature: 2-3 Informational Texts: 1-2	Informational/Literature		**Q2**	Focus on **inform & explain** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q2** W6.2 (informational writing) RI6.1 (text dependent questions that will provide students with the evidence needed to develop their informational writing piece)
	Use short informational pieces as mentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.							
Q3	Literature: 2-3 Informational texts: 1-2	Literature/Informational		**Q3**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q3** W6.1 (argument writing) RL6.1 (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)
	Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.							
Q4	Literature: 2-3 Informational texts: 1-2	Informational/Literature		**Q4**	Focus on **inform & explain** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q4** RI6.1, W6.9 Performance Task for Post-Assessment*
	Use short informational pieces as mentor text(s) to support the development of students' informational writing in preparation for quarterbenchmark.							

In short, teachers should (as appropriate by grade level):

1. Plan for a balance of extended and shorter texts
2. Plan for a balance of informational texts
3. Plan for a balance of modes of writing (routine; analyses; research; narrative)
4. Move towards greater text complexity
5. Incorporate Performance Assessments

In addition to the above components, the CPS Literacy Planning Guides call for students to cite evidence, analyze content, study and apply grammar and vocabulary, conduct research, and report findings as foundational literacy practices that undergird all instruction. In grades K-5, teachers also consistently focus on the Foundational Skills in Reading: fluency, phonics, and word recognition. All literacy Standards are represented in instruction over the course of the year. Finally, because the PARCC did not provide guidelines for K-2, we extrapolated from grade 3 to develop CPS Literacy Planning Guides for K-2. For example, in our samples for grade 1, students hear linguistically rich texts, fiction and nonfiction, which are read aloud to them.

District-wide Benchmark Performance Assessments

To provide more cohesion and direction across the district, each CPS Literacy Planning Guide includes five district-wide Benchmark Performance Assessments that are specific to that grade. Again, we used the PARCC Model Content Frameworks for guidance. The PARCC is designing assessments that will be aligned to the CCSS-L and that will replace the ISAT in 2014-2015. The CPS Benchmark Performance Assessments will help students prepare for the PARCC tests. More importantly, these kinds of assessments require students to apply their learning to a task or set of tasks. They also provide snapshots of where students are in relation to the Standards. With the exception of the BOY/EOY assessments, the district will not collect these data; the Benchmark Assessments are primarily intended to be informative for teachers and schools.

See below for a description.

Table 4: Performance Assessments Provided by District K-12

Performance Assessments Provided by District for Grades K-3
BOY: Pre-assessment of reading and writing with text evidence (RL.1 and W.8)*
End of Quarter 1: Benchmark in narrative writing (RL.1, SL.4, and W.3)
End of Quarter 2: Benchmark in informational writing (RI.1, SL.2, and W.2)
End of Quarter 3: Benchmark in opinion writing (RL.1, SL.5, and W.1)
EOY: Post-assessment of reading and writing with text evidence (RL.1 and W.8)*

Performance Assessments Provided by District for Grades 4-5
BOY: Pre-assessment of reading and writing with text evidence (RI.1 and W.9)*
End of Quarter 1: Benchmark in narrative writing (RL.1 and W.3)
End of Quarter 2: Benchmark in informational writing (RI.1 and W.2)
End of Quarter 3: Benchmark in opinion writing (RL.1 and W.1)
EOY: Post-assessment of reading and writing with text evidence (RI.1 and W.9)*

Performance Assessments Provided by District for Grades 6-8
BOY: Pre-assessment of reading and writing with text evidence (RI.1 and W.9)*
End of Quarter 1: Benchmark in argument writing (RL.1 and W.1)
End of Quarter 2: Benchmark in informational writing (RI.1 and W.2)
End of Quarter 3: Benchmark in argument writing (RL.1 and W.1)
EOY: Post-assessment of reading and writing with text evidence (RI.1 and W.9)*

Performance Assessments Provided by District for Grades 9-12
BOY: Pre-assessment of reading and writing with text evidence (RI.1 and W.9)*
End of Quarter 1: Benchmark in argument writing (RL.1 and W.1)
End of Quarter 2: Benchmark in argument writing (RL.1 and W.1)
End of Quarter 3: Benchmark in informational writing (RI.1 and W.2)
EOY: Post-assessment of reading and writing with text evidence (RI.1 and W.9)*

**The BOY/EOY performance tasks will also be used to measure student growth for teacher evaluation*

There are 2 literacy Standards directly assessed in each Benchmark Performance Assessments; however, to do well on these tasks, students will need to demonstrate proficiency with multiple Standards. For example, to complete an informational piece of writing in grade 6, students will most certainly engage in RI.6.2 (determine a central idea of a text) and L.6.6 (acquire and use accurately grade-appropriate words). Therefore, teachers will teach to and assess for all Standards over the course of the year. Finally, Standards are revisited to demonstrate that they spiral; students will engage in the same Standards with increased complexity of texts and tasks.

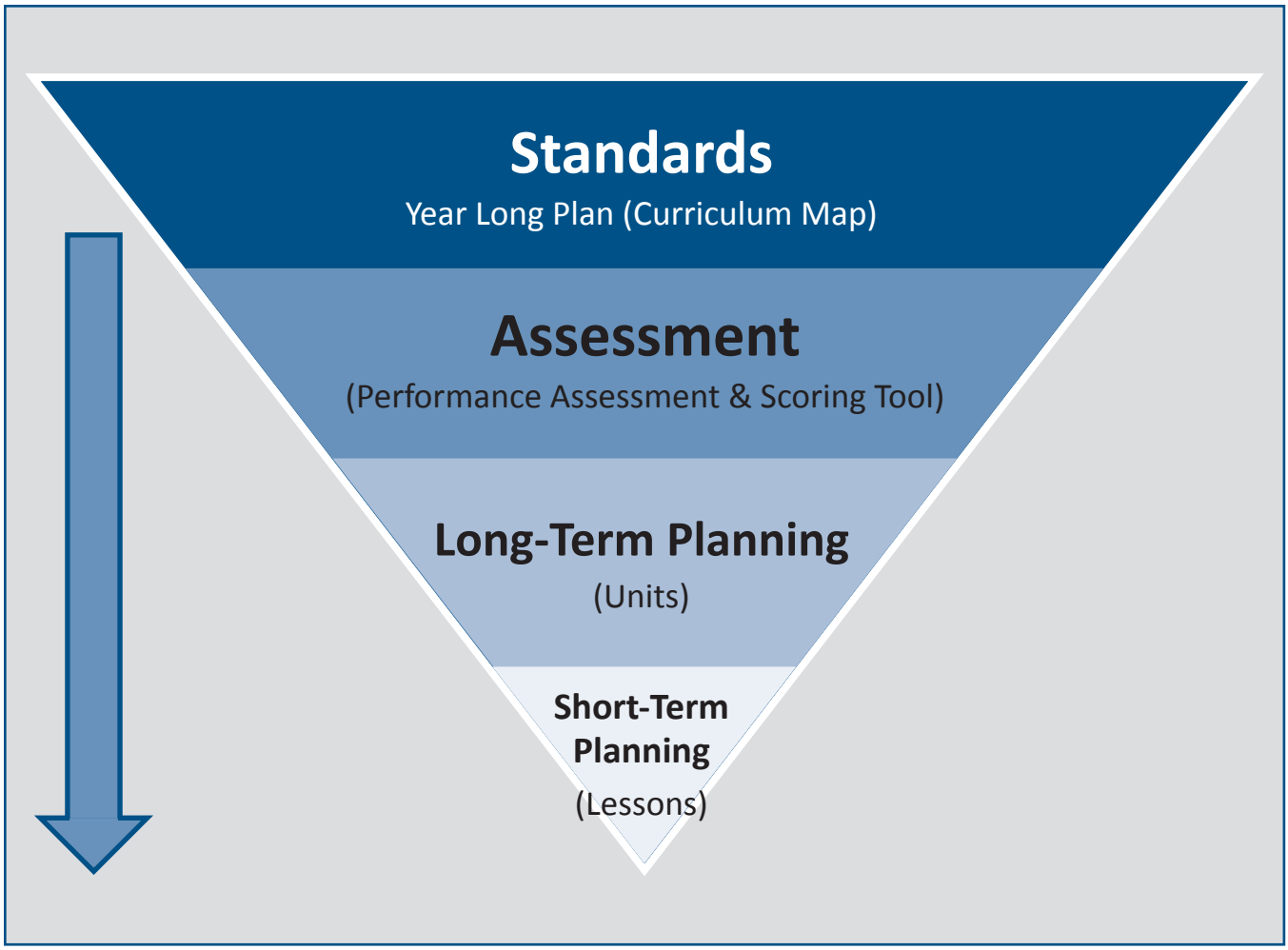
More information about the nature of Performance Assessments is provided in the Toolsets section below.

Optional CPS Literacy Toolsets

To support our transition to CCSS-L, we have constructed sample Toolsets for each grade level (https://ocs.cps.k12.il.us/sites/IKMC). Each Toolset demonstrates how teacher teams can use the CPS Literacy Planning Guide, described above, to create a Curriculum Map, Performance Assessment, Scoring Tool, and Unit Plan. These samples are not required to be implemented; they are merely meant to inform teachers' planning and practice.

In the development of the Toolsets, we applied the principles of *backwards design*: the goals and expectations ("what students will learn") established in a Curriculum Map drove the development of performance assessments ("how we will know if the students learned"). The Performance Assessments drove the development of the Scoring Tool and Unit Plan ("how students are going to achieve the academic expectations "). The triangle below illustrates this process.

Figure 3: Backwards Planning from Standards



Curriculum Maps

The CCSS-L are not a curriculum; they merely provide information about learning outcomes. Therefore, it is incumbent on teachers to design instruction that is relevant for their schools and students. We developed sample Curriculum Maps to illustrate how texts, Performance Assessments, and Standards (those that are primarily assessed) might be laid out over the course of an academic year. We used Essential Questions, "a question that lies at the heart of a subject or a curriculum, and promotes inquiry and uncoverage of a subject" (Wiggins & McTighe, 2005, p. 342), to provide an organizing, conceptual framework for our texts and assessments. We deliberately identified Essential Questions that are about literacy practices (e.g., How do writers convince others to agree with them?) and content (e.g., How is the theme of journey conveyed in texts from different cultures?) to demonstrate that the CCSS-L are about the application of high-level skills to complex content. Additionally, unifying concepts were identified in conjunction with the CPS Department of Social Science (K-12) to demonstrate the potential for cross-curricular connections.

Figure 4: Suggested Sixth Grade Curriculum Map (see p. 80 for complete model)

Sixth Grade Curriculum Map

Quarter 1

Unifying Concepts	Essential Questions	Reading Complex Texts & Texts to Support Writing 3-5 short texts; 1 extended text per quarter Balance between literary and informational text	Performance Assessments
Q1 **Unifying Concept** identity through culture	**Q1 Unit 1** How do cultural experiences influence who we are? How do authors convey meaning through words and/or images?	**Q1 Unit 1** **Extended Text** (autobiography and fiction; see Sixth Grade Unit Plan for how these texts are used in book clubs) *The Circuit* by Francisco Jimenez *The Breadwinner* by Deborah Ellis *Seedfolks* by Paul Fleischman *Holes* by Louis Sachar **Short Texts** (informational and editorial) "Evolution of a Point Guard" by Howard Beck, *New York Times* "I've Got Your Number" by Robe Imbriano, *New York Times* "Hip-Hop at the Museum?" by Stephanie Harvey & Anne Goudvis, *Toolkit Texts* "Marriage--or Else" by Rod Nordland & Alissa J. Rubin, *Junior Scholastic* "Negotiating Asian-American Identity through Portraiture" posted by Saskia DeMelker, PBS Newshour (http://www.pbs.org/newshour/art/blog/2011/10/negotiating-asian-american-identity-through-portraiture.html) "Eisenhower to Ngo Dinh Diem" (http://www.pbs.org/wgbh/amex/vietnam/psources/ps_eisenhower.html)	Beginning of Year (BOY): RI.6.1 and W.9 Performance Task (reading and writing about text with evidence) for Pre-Assessment*† **Q1 Unit 1** Teacher-created performance assessment Focus on inform and explain Primary Standards Assessed: RI.6.1; RI.6.7; RI.6.10; W.6.2
	Q1 Unit 2 How is the theme of journey conveyed in texts from different cultures? How do writers convince others to agree with them?	**Q1 Unit 2** **Extended Text** (historical fiction) *Escape from Saigon* by Andrea Warren **Short Texts** (informational and literary) *First Crossing: Stories about Teen Immigrants* edited by Donald R. Gallo Photo: "Operation Baby Lift" from Children and Youth in History (http://chnm.gmu.edu/cyh/primary-sources/344) "The Legacy of Operation Babylift" by Allison Martin (http://www.adoptvietnam.org/adoption/babylift.htm)	**Q1 Unit 2** Teacher-created performance assessment Focus on argument Primary Standards Assessed: RI.6.1; RI.6.6; RI.6.8; RI.6.10; W.6.1 End of Q1 Benchmark Assessment† W.6.1 argument writing RI.6.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their informational writing piece)

***** These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

In our Curriculum Maps for grades K-8, we deliberately selected texts over the course of the year that increase in complexity. In selecting complex text for instruction, we recommend that teachers use a variety of factors, such as: Fountas & Pinnell's Leveling System, Lexile measures (the CCSS-L indicate higher Lexile measures in Appendix A, p. 8), the content and concepts that are being taught, and students' proclivities as readers. If teachers are using the Fountas and Pinnell Leveling System for grades K-8, we suggest that they continue to do so "Because the criteria used by the CCSS to assess text complexity are similar to the criteria used by Fountas and Pinnell" (Calkins, Ehrenworth, & Lehman, 2012). In high school, we demonstrate texts that more closely approximate what students need to read to be ready for college and to become more critically aware. Of course adjustments will be made in the context of teaching. Students will need scaffolds to support their reading of complex texts. Indeed, in Appendix A of the Common Core, authors note: "Teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of Complexity" (CCSS-L, Appendix A, 2010, p. 9).

Performance Assessments and Scoring Tools

In addition to district-wide Benchmark Performance Assessments, teachers will design end-of-unit Performance Assessments. Peter Afflerbach (2012) writes, "A performance assessment represents convergences of student learning, incorporating skills, strategies, and the content domain learning that are goals of effective instruction. Performance assessments can help us determine not only what students can understand…but also how they use what they understand" (p. 96). End-of-unit Performance Assessments are summative in that they provide a "summary of a student's achievement in relation to…learning standards" (p. 50); however, they may also be used formatively in that they provide teachers valuable information about what their students know and are able to do.

Figure 5: Sixth Grade Assessment (see p. 89 for complete model)

Sixth Grade Assessment

Unit One

Standards:

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Texts:

- Various texts from the unit (See unit plan for texts)

Description of Task

Students will construct a photo essay, with written commentary, to complete the following directive: Describe how culture influences personal identity, referring to the texts you've read during this unit as evidence for your response.

General Directions for Administering Assessment:

Teacher:
Students will be allowed three 40 minute reading and/or writing blocks to outline, draft, revise and complete their final product. Students must all write their commentary, but may orally present the final product if they choose. More or less time can be afforded according to teacher discretion. The teacher may also present the texts in digital format or through audiobooks to ensure that all students have access.

Only the final product will be evaluated as part of this assessment (as indicated by the standards above). Place the student directions on the board for all students to read and then read them aloud to the students. Take time to answer clarifying questions posed by the students.

Student Directions:
We've learned a lot over the last few weeks. Now it is time you synthesize what you've learned about culture and its influence on identity. You have three 40-minute sessions to develop a photo essay that describes how culture influences identity. You must use text evidence from the novel you read and from at least one of the informational photo essays you read during the last few weeks in order to support your description. To communicate your ideas visually and through writing, you can gather pictures from Google searches, the photo essays, and pictures you take on your own.

Considerations for students with disabilities:

George has a visual impairment. George's accommodations include:

- In constructing his essay, he may utilize a Braille writer to convey (verbal) vignettes or short phrases/sayings that make evident the connection between culture and personal identity.

Considerations for English Language Learners:

Sandra is a level 2 in her English Language Proficiency. Support strategies for Sandra include:

- Using labels to explain each photo with a short phrase in English including domain-specific words found in the texts from the unit.
- One on one reading support session where she and the teacher will review the main ideas of the texts.
- Access to a list of the domain-specific vocabulary words both in her language and in English.

We constructed sample Performance Assessments (PAs) that fall at the end of Unit 1, Quarter 1. The PAs consist of complex tasks in which students apply what they have learned to complete a challenging and engaging assessment. For example, in grade 1, students illustrate and describe details from a story that they read (with support, as needed); they also write a personal narrative using words and labels. In grade 6, students construct photo essays, with written commentary, in which they inform others about the relationship between culture and identity based on the texts they have read during the unit. In grade 11, students complete diacritical journals and construct essays that apply Locke's conception of individuality to the texts they have read during the unit.

Scoring Tools, commonly referred to as rubrics, are developed in conjunction with Performance Assessments. Scoring Tools are used to make transparent to students where they are in relation to a standard or learning outcome. To develop our sample Scoring Tools, we began by unpacking the primary Standards assessed—what do students have to know and be able to do?—and articulated the criteria in the "meets" column. From there, we fleshed out the other three columns for emerging, developing, and exceeding. Descriptors for emerging, developing, and exceeding are based on some piloted student work and will be refined over time to include a greater variety of possible student responses, reflective of additional piloting of assessments.

Figure 6: Sixth Grade Scoring Tool (see p. 90 for complete model)

Sixth Grade Scoring Tool for Assessment

Unit One

STANDARD	EMERGING *Student work does not achieve all of the "Meeting" criteria and is far below it.*	DEVELOPING Student work does not achieve all of the "Meeting" criteria but is close to it.	MEETING Student achieves all of the criteria listed below.	EXCEEDING Student achieves all the "Meeting" criteria and goes beyond.
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	☐ Textual evidence is not provided in the analysis.	☐ Textual evidence is generalized and does not provide strong support of the analysis of what the text says explicitly as well as inferences drawn from the text.	☐ Textual evidence is provided to support analysis of what the text says explicitly as well as inferences drawn from the text.	☐ Textual evidence provided is comprehensive and provides several examples that supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.7 Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	☐ Logical conclusion is not present.	☐ Logical conclusion about the common topic is present but is not supported with relevant textual evidence.	☐ Analysis integrates the main ideas and details in the "texts" ☐ Comparisons between various media formats build towards logical conclusions about the common topic.	☐ Comparisons between various media formats build towards multiple conclusions about the common topic which are supported by text evidence.

Unit Plans

When teachers craft Unit Plans, they bring together many complex factors: knowledge of their students' varied needs; content expertise; pedagogical acumen; a desire to make learning relevant; and a continuous process of reflection and revision given their end performance goals. Wiggins and McTighe (2005) describe backwards design in the following way:

> Our lessons, units, and courses should be logically inferred from the results sought, not derived from methods, books, and activities with which we are most comfortable. Curriculum should lay out the most effective ways of achieving the specific results. It is analogous to travel planning. Our frameworks should provide a set of itineraries deliberately designed to meet cultural goals rather than a purposeless tour of all the major sites in a foreign country (p. 14).

We are not suggesting that content, texts, and strategies don't matter. They do. Standards should not exist in a vacuum. Rather, we need to think about content, texts, and strategies in conjunction with what we want our students to learn and why it matters for them to learn it.

Within each of our sample Curriculum Maps, we developed a Unit Plan that takes place in the first quarter of the year. The purpose of the sample Unit Plan is to demonstrate how teachers can use a variety of literacy practices and texts to scaffold students' learning towards achievement of the Standards. Additionally, we provide examples of accommodations for diverse learners. We made these as realistic as possible through the creation of student profiles. For example, you'll see references to "George," "Sandra," and "Thomas" in our various tools. The terms that we used in our Unit Plans are defined in the Glossary.

Figure 7: Sixth Grade Unit One (see p. 84 for complete model)

Sixth Grade Unit One

Exploring Culture and Identify through Text and Images

Unit Name: Exploring Culture and Identity through Text and Images **Unit Description:** Students will read a novel that highlights the relationship between culture and identity. Students will also read and respond to several shorter informational texts on the same topic. By the end of the unit, students will have read a variety of literature and informational texts, and they will reference those texts to communicate their understanding of how culture influences identity through the creation of a photo essay. **Length:** 5 Weeks	
Enduring Understandings	▪ Readers determine important ideas in texts and use those ideas to develop a summary of the text ▪ Readers use textual evidence to draw conclusions ▪ Writers use certain organizational structures, specific word choice, and a variety of evidence when explaining a topic in an essay
Essential Questions	▪ How do our cultural experiences influence who we are? ▪ How do authors convey meaning through words and/or images?
Common Core Standards ***Primary*** ***Secondary***	***Primary Standards Assessed*** RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ***Secondary Standards Addressed*** RL.6.2; RL.6.9; RI.6.2; RI.6.3; RI.6.10; W.6.4; W.6.5; W.6.7; W.6.8;W.6.9 ;W.6.10;SL.6.1; SL.6.4; L6.1; L6.2
Skills	***Reading, Writing, and Citing Textual Evidence*** ▪ Literal and inferential comprehension ▪ Summarizing ▪ Drawing conclusions from textual and/or visual evidence ▪ Making connections across a variety of texts (short, extended, online, etc.) ▪ Applying the qualities of informative/explanatory writing

Getting Started

When teachers meet with their grade-level and/or course teams to develop a CCSS-L plan, how should they begin? The goal is for teacher teams to work together to determine how to implement the CCSS-L within the context of their school. The clear and logical progression of the CCSS-L outlines the expectations for what each student should know and be able to do by the end of their grade level in order to become college and career ready. The CPS Literacy Content Framework and its sample toolsets guide teams as they develop the plans needed in order to implement classroom instruction aligned to the standards. The following planning outline compiles practices and considerations to help teams translate the big ideas into the classroom.

1. Consider the three instructional shifts that teachers must implement in order to support student success in meeting the CCSS-L. What instructional strategies are already being used that support these shifts? For example, teachers might consider the ways in which they build students' academic vocabulary during small guided reading groups. Additionally, teachers might want to consider what they need to add or change about their instruction in order to support the shifts. For example, teachers may want to consider whether their classroom libraries provide the variety of literary and informational reading materials needed in order to build students' stamina for reading and comprehending complex texts.
2. Compare your curriculum and/or literacy program with the CPS Literacy Planning Guide for your grade level. How can you develop, revise, or refine your curriculum to incorporate the instructional shifts present in its components? For example, are your 6th grade students reading 3 to 5 short texts in each quarter with the appropriate balance between literary and informational text?
3. Construct (or revise) your grade-level Curriculum Map by addressing each component laid out in the grade level samples.
    a. Unifying Concepts: Are they developmentally appropriate and engaging to your students? Unifying concepts of high quality will ignite student learning and provide a solid foundation upon which you can build Essential Questions and complex text sets. Unifying concepts should keep literacy instruction in stride with content area instruction.
    b. Essential Questions: Do they promote inquiry around the content of each Unit? If a teacher has been successful in planning and executing an effective Unit, students should be able to respond to each Essential Question thoughtfully and provide support with a logical rationale.
    c. Complex Texts: Do the texts in each quarter represent a grade-appropriate balance of short and extended literary and informational texts? Texts need to be connected to the unifying concepts and the Essential Questions of the Unit, and they need to increase in complexity from the beginning of the year to the end of the year.
    d. Performance Assessments: Are Reading Standards 1 and 10 present in each assessment? Do the clusters of Standards you've identified for assessment in each unit throughout the year address all of the Reading and Writing Standards? How will the distribution of these clusters prepare students for the Benchmark Assessments?
4. Construct (or revise) your Performance Assessments, Scoring Tools and Units in alignment with your Curriculum Map.
    a. Performance Assessments & Scoring Tools: Start by unpacking the Standards to determine what students should know and be able to do to meet them. This allows you to see the connections across

Standards more clearly. Unpacking also provides you with the foundation for your task and your Scoring Tool. Making explicit what Students must know and be able to do builds out the criteria for meeting the standards that should be present in your Scoring Tool. Additionally, unpacking provides ideas for what tasks you can have students complete to show their proficiency. Ask yourself, does the task align to the cluster of Standards you are assessing? Does the Scoring Tool you are using to evaluate student performance align with the Standards it's evaluating through the task?

b. Unit: Do the learning activities outlined in the Unit teach the content knowledge and skills students will need to independently and proficiently complete the Performance Assessment? The learning activities in the Unit should revolve around the Essential Questions and Enduring Understandings in a way that scaffolds student learning so they are proficient in the Standards being assessed at the end of the Unit. Likewise, the secondary Standards to be addressed in the Unit should support the learning of the primary Standards to be assessed.

Things to Remember

- This planning process is iterative. In other words, as you begin to select your focus Standards for the Performance Assessments, you will simultaneously be considering your texts, Essential Questions, unifying concepts, etc. Read across all of your documents to insure that the changes you make in one align with what's outlined in another.
- The most important parts of the process will be your instruction, collaboration with colleagues, and ongoing reflection about how your students are doing. As you implement your Unit Plan, continue to meet with your colleagues to study students' work and revise accordingly.
- Never underestimate your professional judgment. Your knowledge of your students and their needs should always be the forerunner in your planning.

Implementation of CCSS

Planning with ALL Learners in Mind

The Common Core State Standards were written for ALL K-12 students and, as such, effective implementation of the Standards rests on the intentional planning of instruction to provide access to learning for all students.

Student diversity is always present whether recognized or not; it is a given in every classroom. Within every group of students, teachers can anticipate that there will be a variety of skills, affinities, challenges, experiences, cultural lenses, aptitudes, interests, English language proficiency levels, (in the case of ELLs, native language proficiency levels), represented. As teachers engage in initial stages of curriculum planning (i.e. the clustering of standards, selection of texts and tasks, and the design of performance assessments) they must simultaneously consider the variety of learner profiles among their students. It is critical that teachers start curriculum planning with both the Standards and the Learners in mind.

Intentional planning for a diverse student group from the outset will maximize the likelihood that all students will be able to successfully access information, process concepts, and demonstrate their learning. Early in the year or course, data from various sources such as cumulative folders, screeners, pre-tests, Individualized Education Plans (IEPs), Individual Bilingual Instruction Plans (IBIPs), parent questionnaires, and getting-to-know-you activities, give teachers important preliminary information about every individual student that will influence their plans. As teachers better get to know individual students and their particular learning needs, over time they can continuously adjust curricular plans and personalize instructional strategies for more tailored differentiation.

Having initial plans that are universally-designed will position teachers to serve most students well, but in the process of personalizing the plan and as teachers would know, there will be certain elements that are crucial to include explicitly for particular groups of students. For example, while every child is unique and will therefore benefit from attention to their individual learner profile, a student who has been identified with a disability, by law and best practice, will require instructional supports based upon the IEP team's best thinking relative to academic and functional need. Similarly, while every child is in the process of developing language and will therefore benefit from an educational experience that is designed for a range of social and academic English levels, a student who has been identified as an English Language Learner (ELL), by law and best practice, will have needs that must be addressed in particular ways. In both cases, it is important for teachers to specifically recognize and articulate in their curriculum plans and in their methods of instruction how they will tailor learning for these individuals.

Resources for Addressing Universal Variability

Article 14, Illinois School Code, Title 23, Administrative Code.226	Establishes the requirements for the treatment of children and the provision of special education and related services pursuant to the Individuals with Disabilities Education Improvement Act. http://www.isbe.net/rules/archive/pdfs/226ark.pdf
Article 14C, Illinois School Code, Title 23 Illinois Administrative Code. 228	Establishes requirements for school districts' provision of services to students in preschool through grade 12 who have been identified as limited English proficient. http://www.isbe.net/rules/archive/pdfs/228ark.pdf
CAST	CAST is a nonprofit research and development organization that works to expand learning opportunities for all individuals, especially those with disabilities, through Universal Design for Learning. www.cast.org
Illinois Resource Center	The IRC provides assistance to teachers serving linguistically and culturally diverse students, including English language learners (ELLs), in grades PK-12. www.thecenterweb.org/irc
National Center on Universal Design for Learning	The National UDL Center supports the effective implementation of UDL by connecting stakeholders in the field and providing resources and information about: UDL Basics, Advocacy, Implementation Research, Community, Resources. www.udlcenter.org
STAR NET Region II	STAR NET Region II provides technical assistance, training and resources to professionals and families supporting the education of young children, with an emphasis on children with special needs. www.thecenterweb.org/starnet
Understanding Language	Understanding Language aims to heighten educator awareness of the critical role that language plays in the new Common Core State Standards and Next Generation Science Standards. www.ell.stanford.edu
World-Class Instructional Design and Assessment	WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. www.wida.us

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Planning Guides

The following planning guides outline the type and number of texts and writing activities students should be engaged in within each quarter. All planning guides are also available on our Knowledge Management site: https://ocs.cps.k12.il.us/sites/IKMC

Kindergarten CPS Literacy Planning Guide

	Foundational Skills** RFS.K.1-4	Reading Complex Texts RL/RI.K.10 (see suggested genres)		Writing About Texts W.K.1-2, 5-8	Learning to Write*** W.K.1-3, 8	Assessments† W.K.1-3 RL/RI.K.1
	Behaviors and Understandings to Notice, Teach and Support	**End of Quarter Benchmarks for Independent Reading Levels**	**Balance of Literature and Informational Texts to Read Aloud and Support Writing**	**Daily Routine Writing**	**Writing Modes and Process**	**Written Product**
BOY		Emergent Story Books Shared Reading		Writing standard 9 requires that students, beginning in 4th grade, draw evidence from literary or informational texts to support analysis, reflection, and research. However, students can begin approximating this work in primary grades while independently reading or responding to what has been read aloud through the use of symbols, labels, words, phrases and/or sentences, depending on what is developmentally appropriate for all students in their class. Teachers should decide how they would scaffold students across the year to write about their reading.		**BOY** RL K.1, W K.8 Performance Task for Pre-Assessment*
Q1	Print Concepts RFS.K.1 Phonological Awareness RFS.K.2 Phonics and Word Recognition RFS.K.3 Fluency RFS.K.4	Emergent Story Books Shared Reading	Balance of Literature and Informational Texts		Emphasis on learning to write narrative	**End of Q1** W. K.3 (narrative writing) RL. K.1, SL.K.4 (ask & answer questions about the text)
Q2	Print Concepts RFS.K.1 Phonological Awareness RFS.K.2 Phonics and Word Recognition RFS.K.3 Fluency RFS.K.4	Emergent Story Books Shared Reading	Emphasis on Literature Texts		Emphasis on learning to write narrative	**End of Q2** W.K.2 (informational writing) RI.K.1, SL.1.5 (ask & answer questions about the text)
Q3	Print Concepts RFS.K.1 Phonological Awareness RFS.K.2 Phonics and Word Recognition RFS.K.3 Fluency RFS.K.4	Level A/B/C (based on Fountas and Pinnell leveling system)	Balance of Literature and Informational Texts		Balance of learning to write narrative and opinions	**End of Q3** W.K.1 (opinion writing) RL.K.1, SL.K.6 (ask & answer questions about the text)
Q4	Print Concepts RFS.K.1 Phonological Awareness RFS.K.2 Phonics and Word Recognition RFS.K.3 Fluency RFS.K.4	Level B/C/D (based on Fountas and Pinnell leveling system)	Balance of Literature and Informational Texts		Balance of learning to write narrative and informational	**EOY Q4** RL.K.1, W.K.8 Performance Task for Post-Assessment*

Kindergarten CPS Literacy Planning Guide (continued)

	Suggested Genres to guide the teaching of complex text **Literature:** adventure stories, folktales, legends, fables, fantasy, realistic fiction, myths, nursery rhymes, narrative poems, free-verse and limericks **Informational texts:** biographies, autobiographies; books about history, social studies; science and the arts; technical text, including directions, forms and information displayed in graphs, charts or maps					
	For Reading and Writing in Each Quarter					
	Cite evidence RL/RI.K.1	**Analyze content** RL/RI.K.2-9, SL.K.2-3	**Study and apply grammar** L.K.1-2, SL.K.6	**Study & apply vocabulary** L.K.4-6	**Conduct discussions** SL.K.1	**Report findings** SL.K.4-6

*These performance tasks will also be used to measure student growth for teacher evaluation.

†These will be provided by the district.

**A systematic approach is essential to teach these foundational skills. These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn from what they already know—to discern when particular children or activities warrant more or less attention. (see CCSS.L p.16)

***The progression of writing assessed across the year in first grade represents how writers grow into these genres. Stories provide the pathways toward learning, and we suggest tapping into our K-5 students' disposition towards narrative when first teaching them to write. Hence, we begin with teaching and assessing narrative, then moving students to write informational then opinion pieces.

First Grade CPS Literacy Planning Guide

	Foundational Skills** RFS.1.1-4	Reading Complex Texts RL/RI1.10 (see suggested genres)		Writing About Texts W.1.1-2, 5-8	Learning to Write*** W.1.1-3, 8	Assessments† W.1.1-3 RL/RI.1.1
	Behaviors and Understandings to Notice, Teach and Support	**End of Quarter Benchmarks for Independent Reading Levels**	**Balance of Literature and Informational Texts to Read Aloud and Support Writing**	**Daily Routine Writing**	**Writing Modes and Process**	**Written Product**
BOY		Level B/C (based on Fountas and Pinnell leveling system)		Writing standard 9 requires that students, beginning in 4th grade, draw evidence from literary or informational texts to support analysis, reflection, and research. However, students can begin approximating this work in primary grades while independently reading or responding to what has been read aloud through the use of symbols, labels, words, phrases and/or sentences, depending on what is developmentally appropriate for all students in their class. Teachers should decide how they would scaffold students across the year to write about their reading.		**BOY** RL 1.1, W 1.8 Performance Task for Pre-Assessment*
Q1	Emphasis on Print Concepts RFS.1.1 and Phonological Awareness RFS.1.2 Phonics and Word Recognition RFS.1.3 Fluency RFS.1.4	Level C/D/E (based on Fountas and Pinnell leveling system)	Emphasis on Literature		Emphasis on learning to write narrative	**End of Q1** W. 1.3 (narrative writing) RL. 1.1, SL.1.4 (ask & answer questions about the text)
Q2	Emphasis on Print Concepts RFS.1.1 and Phonological Awareness RFS.1. 2 Phonics and Word Recognition RFS.1.3 Fluency RFS.1.4	Level E/F/G (based on Fountas and Pinnell leveling system)	Emphasis on Informational Texts		Emphasis on learning to write informational	**End of Q2** W.1.2 (informational writing) RI.1.1, SL.1.2 (ask & answer questions about the text)
Q3	Scaffold Print Concepts and Phonological Awareness based on the developmental progression of your readers and writers. Phonics and Word Recognition RFS.1.3 Fluency RFS.1.4	Level G/H/I (based on Fountas and Pinnell leveling system)	Balance of Literature and Informational Texts		Balance of learning to write narrative and opinions	**End of Q3** W.1.1 (opinion writing) RL.1.1, SL.1.5 (ask & answer questions about the text)
Q4	Scaffold Print Concepts and Phonological Awareness based on the developmental progression of your readers and writers. Phonics and Word Recognition RFS.1.3 Fluency RFS.1.4 Fluency Goal: 53 Word count per minute (WCPM) by EOY (Hasbrouck-Tindal, 2006)	Level I/J/K (based on Fountas and Pinnell leveling system)	Balance of Literature and Informational Texts		Balance of writing narrative, informational and/or opinions	**EOY Q4** RL.1.1, W.1.8 Performance Task for Post-Assessment*

First Grade CPS Literacy Planning Guide (continued)

	Suggested Genres to guide the teaching of complex text **Literature:** adventure stories, folktales, legends, fables, fantasy, realistic fiction, myths, nursery rhymes, narrative poems, free-verse and limericks **Informational texts:** biographies, autobiographies; books about history, social studies; science and the arts; technical text, including directions, forms, recipes and information displayed in graphs, charts or maps					
	For Reading and Writing in Each Quarter					
	Cite evidence RL/RI1.1	**Analyze content** RL/RI1.2-9, SL1.2-3	**Study and apply grammar** L1.1-2, SL1.6	**Study & apply vocabulary** L1.4-6	**Conduct discussions** SL1.1	**Report findings** SL1.4-6

*These performance tasks will also be used to measure student growth for teacher evaluation.

†These will be provided by the district.

**A systematic approach is essential to teach these foundational skills. These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn from what they already know—to discern when particular children or activities warrant more or less attention. (see CCSS.L p.16)

***The progression of writing assessed across the year in first grade represents how writers grow into these genres. Stories provide the pathways toward learning, and we suggest tapping into our K-5 students' disposition towards narrative when first teaching them to write. Hence, we begin with teaching and assessing narrative, then moving students to write informational then opinion pieces.

Second Grade CPS Literacy Planning Guide

	Foundational Skills** RFS.2.1-4	Reading Complex Texts RL/RI.2.10 (see suggested genres)		Writing About Texts W.2.1-2, 5-8	Learning to Write*** W.2.1-3, 8	Assessments† W.2.1-3 RL/RI.2.1
	Behaviors and Understandings to Notice, Teach and Support	**End of Quarter Benchmarks for Independent Reading Levels**	**Balance of Literature and Informational Texts to Read Aloud and Support Writing**	**Daily Routine Writing**	**Writing Modes and Process**	**Written Product**
BOY		Level I/J/K (based on Fountas and Pinnell leveling system)		Writing standard 9 requires that students, beginning in 4th grade, draw evidence from literary or informational texts to support analysis, reflection, and research. However, students can begin approximating this work in primary grades while independently reading or responding to what has been read aloud through the use of symbols, labels, words, phrases and/or sentences, depending on what is developmentally appropriate for all students in their class. Teachers should decide how they would scaffold students across the year to write about their reading.		**BOY** RL 2.1, W 2.8Performance Task for Pre-Assessment*
Q1	Phonics and Word Recognition RFS.2.3 Fluency RFS.2.4	Level J/K/L (based on Fountas and Pinnell leveling system)	Emphasis on Literature		Emphasis on writing narrative	**End of Q1** W.2.3(narrative writing) RL.2.1, SL.2.1(ask & answer questions about the text)
Q2	Phonics and Word Recognition RFS.2.3 Fluency RFS.2.4	Level J/K/L (based on Fountas and Pinnell leveling system)	Emphasis on Informational Texts		Emphasis writing informational	**End of Q2** W.2.2(informational writing) RI.2.1, SL.2.2(ask & answer questions about the text)
Q3	Phonics and Word Recognition RFS.2.3 Fluency RFS.2.4	Level K/L/M (based on Fountas and Pinnell leveling system)	Balance of Literature and Informational Texts		Balance of writing narrative and opinions	**End of Q3** W.2.1 (opinion writing) RL.2.1, SL.2.5 (ask & answer questions about the text)
Q4	Phonics and Word Recognition RFS.2.3 Fluency RFS.2.4 Fluency Goal: 90 Word count per minute (WCPM) by EOY (Hasbrouck-Tindal, 2006)	Level L/M/N (based on Fountas and Pinnell leveling system)	Balance of Literature and Informational Texts		Balance of writing narrative, informational and/or opinions	**EOY Q4** RL.2.1, W.2.8Performance Task for Post-Assessment*

Second Grade CPS Literacy Planning Guide (continued)

	Suggested Genres to guide the teaching of complex text **Literature:** adventure stories, folktales, legends, fables, fantasy, realistic fiction, myths, nursery rhymes, narrative poems, free-verse and limericks **Informational texts:** biographies, autobiographies; books about history, social studies; science and the arts; technical text, including directions, forms and information displayed in graphs, charts or maps					
	For Reading and Writing in Each Quarter					
	Cite evidence RL/RI.2.1	**Analyze content** RL/RI.2.2-9, SL.2.2-3	**Study and apply grammar** L.2.1-2, SL.2.6	**Study & apply vocabulary** L.2.4-6	**Conduct discussions** SL.2.1	**Report findings** SL.2.4-6

*These performance tasks will also be used to measure student growth for teacher evaluation.

†These will be provided by the district.

**A systematic approach is essential to teach these foundational skills. These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn from what they already know—to discern when particular children or activities warrant more or less attention. (see CCSS.L p.16)

***The progression of writing assessed across the year in first grade represents how writers grow into these genres. Stories provide the pathways toward learning, and we suggest tapping into our K-5 students' disposition towards narrative when first teaching them to write. Hence, we begin with teaching and assessing narrative, then moving students to write informational then opinion pieces.

Third Grade CPS Literacy Planning Guide

Built upon the PARCC Content Framework

	Reading Complex Texts RL/RI.3.10 (see suggested genres)		Writing About Texts W.3.1-2, 4-6, 8,10			Research Project W.3.7-8, RL/RI.3.1-10	Narrative Writing W.3.3-6, 10	Assessments† W.3.1-3, 8 RI.3.1
	5-9 Short Texts per quarter	1 Extended Text per quarter (At least 2 Informational & 2 Literature a year)	Daily Routine Writing (W.3.8) (RL/RI.3.1)	2-3 Analysesper year (RL/RI.3.1& W.3.8) (W.3.4,3.5& L.3.1-3)		1 Research Paper per quarter (As evidenced in written products aligned to W.3.1, W.3.2)	3 Narratives a year	Written Product
BOY								**BOY** RL.3.1, W.3.8 Performance Task for Pre-Assessment*
Q1	Literature: 3-5 Informational: 2-4	Literature/Informational	Develop & convey understanding Writing standard 9 requires that students, beginning in 4th grade, draw evidence from literary or informational texts to support analysis, reflection, and research. However, students can do this work in third grade while independently reading or responding to what has been read aloud. Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting. Students must write consistently, during and after reading short and extended texts, and respond to text dependent questions.	**Q1**	Focus on **opinions** Analyses should be written to develop either an opinion or explanation based on the ideas and facts gathered through the reading of short and extended texts.	Integrate knowledge from sources when composing Writing standards 7-8 should be taught and formatively assessed in **each quarter** within the writing activities of at least one unit as they build toward the completion of a final opinion or informative/explanatory text.	Convey experiences Write at least three narratives **a year** that convey real or imagined experiences and reflect the craft of literary elements outlined in Reading standards 2-6.	**End of Q1** W.3.3 (narrative writing) RL.3.1(text dependent questions that measure students' comprehension and provides them with the information needed to develop their narrative writing piece)
	Use short literary pieces as mentor text(s) to support the development of students' narrative writing in preparation for quarter benchmark.							
Q2	Literature: 3-5 Informational: 2-4	Informational/Literature		**Q2**	Focus on **inform & explain** Analyses should be written to develop either an opinion or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q2** W.3.2 (informational writing) RI.3.1 (text dependent questions that measure students' comprehension and provides them with the evidence needed to develop their informational writing piece)
	Use short informational pieces as mentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.							
Q3	Literature: 3-5 Informational: 2-4	Literature/Informational		**Q3**	Focus on **opinions** Analyses should be written to develop either an opinion or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q3** W.3.1 (opinion writing) RL.3.1 (text dependent questions that measure students' comprehension and provides them with the evidence needed to develop their opinion-piece)
	Use shortopinion pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.							
Q4	Literature: 3-5 Informational: 2-4	Informational/Literature		**Q4**	Focus on **inform & explain** Analyses should be written to develop either an opinion or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q4** RL.3.1, W.3.8 Performance Task for Post-Assessment*
	Use short informational pieces asmentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.							

Third Grade CPS Literacy Planning Guide (continued)

Built upon the PARCC Content Framework

	Suggested genres to guide the teaching of complex text: **Literature:** adventure stories, folktales, legends, fables, fantasy, realistic fiction and drama, with a special emphasis on myth, as well as nursery rhymes, narrative poems, limericks and free verse **Informational/Literary Nonfiction:** biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience **Short Texts:** short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking **Extended Texts:** extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit					
	For Reading and Writing in Each Quarter					
	Cite evidence RL/RI.3.1	**Analyze content** RL/RI.3.2-9, SL3.2-3	**Study and apply grammar** L.6.1-3, SL.6.6	**Study & apply vocabulary** L.3.4-6	**Conduct discussions** SL.3.1	**Report findings** SL.3.4-6
	Reading: Foundational Skills					
	Phonics & word recognition RF.3.3			**Fluency** RF.3.4		

* These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Fourth Grade CPS Literacy Planning Guide

Built upon the PARCC Content Framework

	Reading Complex Texts RL/RI.4.10 (see suggested genres)		Writing About Texts W.4.1-2, 4-6, 9-10			Research Project W.4.7-9, RL/RI.4.1-10	Narrative Writing W.4.3-6, 10	Assessments† W.4.1-3, 8 RI.4.1
	5-9 Short Texts per quarter	1 Extended Text per quarter (At least 2 Informational & 2 Literature a year)	Daily Routine Writing (W.4.8) (RL/RI.4.1)	3-4 Analysesper year (RL/RI.4.1& W.4.8) (W.4.4,4.5& L.4.1-3)		1 Research Paper per quarter (As evidenced in written products aligned to W.4.1, W.4.2)	3 Narratives a year	Written Product
BOY								**BOY** RI.4.1, W.4.9Performance Task for Pre-Assessment*
Q1	Literature: 3-5 Informational: 2-4	Literature/Informational	Develop & convey understanding Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting. Students must write consistently, during and after reading short and extended texts, and respond to text dependent questions.	**Q1**	Focus on **opinions** Analyses should be written to develop either an opinion or explanation based on the ideas and facts gathered through the reading of short and extended texts.	Integrate knowledge from sources when composing Writing standards 7-8 should be taught and formatively assessed in **each quarter** within the writing activities of at least one unit as they build toward the completion of a final argument or informative/explanatory text.	Convey experiences Write at least three narratives **a year** that convey real or imagined experiences and reflect the craft of literary elements outlined in Reading standards 2-6.	**End of Q1** W.4.3 (narrative writing) RL.4.1(text dependent questions that measure students' comprehension and provides them with the information needed to develop their narrative writing piece)
	Use short literary pieces as mentor text(s) to support the development of students' narrative writing in preparation for quarter benchmark.							
Q2	Literature: 3-5 Informational: 2-4	Informational/Literature		**Q2**	Focus on **inform & explain** Analyses should be written to develop either an opinion or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q2** W.4.2 (informational writing) RI.4.1 (text dependent questions that measure students' comprehension and provides them with the evidence needed to develop their informational writing piece)
	Use short informational pieces as mentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.							
Q3	Literature: 3-5 Informational: 2-4	Literature/Informational		**Q3**	Focus on **opinions** Analyses should be written to develop either an opinion or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q3** W.4.1 (opinion writing) RL.4.1 (text dependent questions that measure students' comprehension and provides them with the evidence needed to develop their opinion-piece)
	Use shortopinion pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.							
Q4	Literature: 3-5 Informational: 2-4	Informational/Literature		**Q4**	Focus on **inform & explain** Analyses should be written to develop either an opinion or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q4** RI.4.1, W.4.9 Performance Task for Post-Assessment*
	Use short informational pieces as mentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.							

Fourth Grade CPS Literacy Planning Guide (continued)

Built upon the PARCC Content Framework

	Suggested genres to guide the teaching of complex text: **Literature:** adventure stories, folktales, legends, fables, fantasy, realistic fiction and drama, with a special emphasis on myth, as well as nursery rhymes, narrative poems, limericks and free verse **Informational/Literary Nonfiction:** biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience **Short Texts:** short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking **Extended Texts:** extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit

	For Reading and Writing in Each Quarter					
	Cite evidence RL/RI.4.1	**Analyze content** RL/RI.4.2-9, SL.4.2-3	**Study and apply grammar** L.4.1-3, SL.4.6	**Study & apply vocabulary** L.4.4-6	**Conduct discussions** SL.4.1	**Report findings** SL.4.4-6
	Reading: Foundational Skills					
	Phonics & word recognition RF.4.3			**Fluency** RF.4.4		

***** These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Fifth Grade CPS Literacy Planning Guide

Built upon the PARCC Content Framework

	Reading Complex Texts RL/RI5.10 (see suggested genres)		Writing About Texts W5.1-2, 4-6,9-10			Research Project W5.7-9, RL/RI5.1-10	Narrative Writing W.5.3-6, 10	Assessments† W5.1-3,9 RI5.1
	5-9 Short Texts per quarter	1 Extended Text per quarter (At least 2 Informational & 2 Literature a year)	Daily Routine Writing (W.5.9) (RL/R.I5.1)	4-5 Analysesper year (RL/R.I5.1& W5.9) (W.5.4,5.5& L.5.1-3)		1 Research Paper per quarter (As evidenced in written products aligned to W.1, W.2, or W.9)	3 Narratives a year	Written Product
BOY								**BOY** RI.5.1, W.5.9 Performance Task for Pre-Assessment*
Q1	Literature: 3-5 Informational: 2-4	Literature/Informational	Develop & Convey Understanding Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting. Students must write consistently, during and after reading short and extended texts, and respond to text dependent questions.	**Q1**	Focus on **opinions** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.	Integrate knowledge from sources when composing Writing Standards 7-9 should be taught and formatively assessed in **each quarter** within the writing activities of at least one unit as they build toward the completion of a final argument or informative/explanatory text.	Convey experiences Write at least three narratives **a year** that convey real or imagined experiences and reflect the craft of literary elements outlined in Reading Standards 2-6.	**End of Q1** W.5.3 (narrative writing) RL.5.1(text dependent questions that measure students' comprehension and provide them with the information needed to develop their narrative writing piece)
	Use short narrative pieces as mentor text(s) to support the development of students' narrative writing in preparation for quarter benchmark.							
Q2	Literature: 3-5 Informational: 2-4	Informational/Literature		**Q2**	Focus on **inform & explain** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q2** W.5.2 (informational writing) RI.5.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their informational writing piece)
	Use short informational pieces as mentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.							
Q3	Literature: 3-5 Informational: 2-4	Literature/Informational		**Q3**	Focus on **opinions** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q3** W.5.1 (opinion writing) RL.5.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their opinion piece)
	Use short opinion pieces as mentor text(s) to support the development of students'opinion writing in preparation for quarter benchmark.							
Q4	Literature: 3-5 Informational 2-4	Informational/Literature		**Q4**	Focus on **inform & explain** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q4** RI.5.1, W.5.9 Performance Task for Post-Assessment*
	Use short informational pieces as mentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.							

Fifth Grade CPS Literacy Planning Guide (continued)

Built upon the PARCC Content Framework

	Suggested genres to guide the teaching of complex text: **Literature:** adventure stories, folktales, legends, fables, fantasy, realistic fiction, myth and drama, nursery rhymes, narrative poems, limericks and free verse **Informational/Literary Nonfiction:** biographies and autobiographies; books and short texts about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience **Short Texts:** short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking **Extended Texts:** extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit

	For Reading and Writing in Each Quarter					
	Cite evidence RL/RI.5.1	**Analyze content** RL/RI.5.2-9, SL.5.2-3	**Study and apply grammar** L.5.1-3, SL.5.6	**Study & apply vocabulary** L.5.4-6	**Conduct discussions** SL.5.1	**Report findings** S.L5.4-6
Reading: Foundational Skills						
Phonics & word recognition RF.5.3				**Fluency** RF.5.4		

* These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Sixth Grade CPS Literacy Planning Guide

Built upon the PARCC Content Framework

	Reading Complex Texts RL/RI6.10 (see suggested genres)		Writing About Texts W6.1-2, 4-6,9-10			Research Project W.6.7-9, RL/RI.6.1-10	Narrative Writing W.6.3-6, 10	Assessments† W.6.1-3, 9 RI.6.1
	3-5 Short Texts per quarter	1-2 Extended Texts per quarter (At least 2 Informational & 2 Literature a year)	Daily Routine Writing (W6.9) (RL/RI.6.1)	4-6 Analyses per year (RL/RI.6.1 & W.6.9) (W.6.4, 6.5 & L.6.1-3)		1 Research Paper per quarter (As evidenced in written products aligned to W.6.1, W.6.2, or W.6.9)	2 Narratives per year	Written Product
BOY								**BOY** RI.6.1, W.6.9 Performance Task for Pre-Assessment*
Q1	Literature 2-3 Informational Texts: 1-2	Literature/Informational	Develop & convey understanding Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting. Students must write consistently, during and after reading short and extended texts, and respond to text dependent questions.	**Q1**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.	Integrate knowledge from sources when composing Writing standards 7-9 should be taught and formatively assessed in **each quarter** within the writing activities of at least one unit as they build toward the completion of a final argument or informative/explanatory text.	Convey experiences Write at least two narratives a year that convey real or imagined experiences and reflect the craft of literary elements outlined in Reading standards 2-6.	**End of Q1** W6.1 (argument writing) RL6.1(text dependent questions that will provide students with the evidence needed to develop their argument writing piece)
	Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.							
Q2	Literature: 2-3 Informational Texts: 1-2	Informational/Literature		**Q2**	Focus on **inform & explain** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q2** W6.2 (informational writing) RI6.1 (text dependent questions that will provide students with the evidence needed to develop their informational writing piece)
	Use short informational pieces as mentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.							
Q3	Literature: 2-3 Informational texts: 1-2	Literature/Informational		**Q3**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q3** W6.1 (argument writing) RL6.1 (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)
	Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.							
Q4	Literature: 2-3 Informational texts: 1-2	Informational/Literature		**Q4**	Focus on **inform & explain** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q4** RI6.1, W6.9 Performance Task for Post-Assessment*
	Use short informational pieces as mentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.							

Sixth Grade CPS Literacy Planning Guide (continued)

Built upon the PARCC Content Framework

	Suggested Genres to guide the teaching of complex text: **Literature:** adventure, historical fiction, mysteries, myths, science fiction, realistic fiction, parodies, satire, drama, graphic novels, plays, poems (narrative, free-verse) sonnets, ballads and epics **Informational/Literary Nonfiction:** subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts **Short Texts:** short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking **Extended Texts:** extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit					
	For Reading and Writing in Each Quarter					
	Cite evidence RL/RI.6.1	**Analyze content** RL/RI.6.2-9, SL6.2-3	**Study and apply grammar** L.6.1-3, SL.6.6	**Study & apply vocabulary** L.6.4-6	**Conduct discussions** SL.6.1	**Report findings** SL.6.4-6

***** These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Seventh Grade CPS Literacy Planning Guide

Built upon the PARCC Content Framework

	Reading Complex Texts RL/RI.7.10 (see suggested genres)		Writing About Texts W.7.1-2, 4-6,9-10			Research Project W.7.7-9, RL/RI.7.1-10	Narrative Writing W.7.3-6, 10	Assessments† W.7.1-3,9 RI.7.1
	3-5 Short Texts per quarter	1-2 Extended Texts per quarter (At least 2 Informational & 2 Literature a year)	Daily Routine Writing (W.7.9) (RL/RI.7.1)	4-6 Analyses per year (RL/RI.7.1& W.7.9) (W.7.4,7.5& L.7.1-3)		1 Research Paper per quarter (As evidenced in written products aligned to W.7.1, W.7.2, or W.7.9)	2 Narratives a year	Written Product
BOY								**BOY** RI.7.1, W.7.9 Performance Task for Pre-Assessment*
Q1	Literature: 2-3 Informational: 1-2	Literature/Informational	Develop & convey understanding Students must write daily and consistently during reading of short and extended texts to show evidence of their application reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting. Students must write consistently, during and after reading short and extended texts, and respond to text dependent questions.	**Q1**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.	Integrate knowledge from sources when composing Writing standards 7-9 should be taught and formatively assessed in **each quarter** within the writing activities of at least one unit as they build toward the completion of a final argument or informative/explanatory text.	Convey experiences Write at least two narratives **a year** that convey real or imagined experiences and reflect the craft of literary elements outlined in Reading standards 2-6.	**End of Q1** W.7.1 (argument writing) RL.7.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)
	Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.							
Q2	Literature: 2-3 Informational: 1-2	Informational/Literature		**Q2**	Focus on **inform & explain** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q2** W.7.2 (informational writing) RI.7.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their informational writing piece)
	Use short informational pieces as mentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.							
Q3	Literature: 2-3 Informational texts: 1-2	Literature/Informational		**Q3**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q3** W.7.1 (argument writing) RL.7.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)
	Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.							
Q4	Literature: 2-3 Informational texts: 1-2	Informational/Literature		**Q4**	Focus on **inform & explain** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q4** RI.7.1, W.7.9 Performance Task for Post-Assessment*
	Use informational pieces as a mentor text to support informational writing in preparation for quarter benchmark.							

Seventh Grade CPS Literacy Planning Guide (continued)

Built upon the PARCC Content Framework

	Suggested genres to guide the teaching of complex text: **Literature:** adventure, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, poems (narrative, lyrical, free-verse) sonnets, odes, ballads and epics **Informational/Literary Nonfiction:** subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts **Short Texts:** short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking **Extended Texts:** extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit

	For Reading and Writing in Each Quarter					
	Cite evidence RL/RI.7.1	**Analyze content** RL/RI.7.2-9, SL7.2-3	**Study and apply grammar** L.7.1-3, SL.7.6	**Study & apply vocabulary** L.7.4-6	**Conduct discussions** SL.7.1	**Report findings** SL.7.4-6

* These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Eighth Grade CPS Literacy Planning Guide

Built upon the PARCC Content Framework

	Reading Complex Texts RL/RI.8.10 (see suggested genres)		Writing About Texts W.8.1-2, 4-6,9-10			Research Project W.8.1-2, 4-6,9-10	Narrative Writing W.8.3-6, 10	Assessments† W.8.1-3,9 RI.8.1
	3-5 Short Texts per quarter	1-2 Extended Texts per quarter (At least 2 Informational & 2 Literature a year)	Daily Routine Writing (W.8.9) (RL/RI.8.1)	4-6 Analyses per year (RL/RI.8.1& W.8.9) (W.8.4,8.5& L.8.1-3)		1 Research Paper per quarter (As evidenced in written products aligned to W.8.1, W.8.2, or W.8.9)	2 Narratives a year	Written Product
BOY								**BOY** RI.8.1, W.8.9 Performance Task for Pre-Assessment*
Q1	Literature 2-3 Informational Texts: 1-2	Literature/Informational	Develop & convey understanding Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting. Students must write consistently, during and after reading short and extended texts, and respond to text dependent questions.	**Q1**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.	Integrate knowledge from sources when composing Writing standards 7-9 should be taught and formatively assessed in **each quarter** within the writing activities of at least one unit as they build toward the completion of a final argument or informative/explanatory text.	Convey experiences Write at least two narratives **a year** that convey real or imagined experiences and reflect the craft of literary elements outlined in Reading standards 2-6.	**End of Q1** W.8.1 (argument writing) RL.8.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argumentative writing piece)
	Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.							
Q2	Literature 2-3 Informational Texts: 1-2	Informational/Literature		**Q2**	Focus on **inform & explain** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q2** W.8.2 (informational writing) RI.8.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their informational writing piece)
	Use short informational pieces as mentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.							
Q3	Literature:2-3 Informational texts: 1-2	Literature/Informational		**Q3**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q3** W.8.1 (argument writing) RL.8.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argumentative writing piece)
	Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.							
Q4	Literature: 2-3 Informational texts: 1-2	Informational/Literature		**Q4**	Focus on **inform & explain** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q4** RI.8.1, W.8.9 Performance Task for Post-Assessment*
	Use short informational pieces as mentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.							

Eighth Grade CPS Literacy Planning Guide (continued)

Built upon the PARCC Content Framework

	Suggested genres to guide the teaching of complex text: **Literature:** adventure, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, poems (narrative, lyrical, free-verse) sonnets, odes, ballads and epics **Informational/Literary Nonfiction:** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts **Short Texts:** short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking **Extended Texts:** extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit					
	For Reading and Writing in Each Quarter					
	Cite evidence RL/RI.8.1	**Analyze content** RL/RI.8.2-9, SL.8.2-3	**Study and apply grammar** L.8.1-3, SL.8.6	**Study & apply vocabulary** L.8.4-6	**Conduct discussions** SL.8.1	**Report findings** SL.8.4-6

* These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Ninth Grade CPS Literacy Planning Guide

Built upon the PARCC Content Framework

	Reading Complex Texts RL/RI.9-10.10 (see suggested genres)		Writing About Texts W.9-10.1-2, 4-6, 9-10			Research Project W.9-10.7-9, RL/RI.9-10.1-10	Narrative Writing W.9-10.3-6, 10	Assessments† W.9-10.1, 9 RI.9-10.1
	3-5 Short Texts per quarter	1-2 Extended Texts per quarter (At least 2 Informational & 2 Literature a year)	Daily Routine Writing (W.9-10.9) (RL/RI.9-10.1)	4-6 Analyses per quarter (RL/RI.9-10.1 & W.9-10.9) (W.9-10.4, 9-10.5 & L.9-10.1-3)		1 Research Paper per quarter (As evidenced in written products aligned to W.9-10.1, W.9-10.2, or W.9-10.9)	2 Narratives a year	Written Product
BOY								**BOY** RI9-10.1; W.9-10.9 Performance Task for Pre-Assessment*
Q1	Literature: 2-3 Informational texts[1]:1-2	Literature/Informational	Develop & convey understanding Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting. Students must write consistently, during and after reading short and extended texts, and respond to text dependent questions.	**Q1**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.	Integrate knowledge from sources when composing Writing Standards 7-9 should be taught and formatively assessed in **each quarter** within the writing activities of at least one unit as they build toward the completion of a final argument or informative/explanatory text.	Convey experiences Write at least two narratives **a year** that convey real or imagined experiences and reflect the craft of literary elements outlined in Reading standards 2-6.	**End of Q1** W.9-10.1 (argument writing) RL.9-10.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)
	Use short argument pieces as mentor text(s) to support the development of argument writing in preparation for quarter benchmark.							
Q2	Literature: 2-3 Informational texts: 1-2	Informational/Literature		**Q2**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q2** W.9-10.9 (argument writing) RI.9-10.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)
	Use short argument pieces as mentor text(s) to support the development of argument writing in preparation for quarter benchmark.							
Q3	Literature: 2-3 Informational texts: 1-2	Literature/Informational		**Q3**	Focus on **inform & explain** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q3** W.9-10.9 (informational writing) RI.9-10.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their informational writing piece)
	Use short informational pieces as mentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.							
Q4	Literature: 2-3 Informational texts: 1-2	Informational/Literature		**Q4**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q4** RI.9-10.1, W.9-10.9 Performance Task for Post-Assessment*
	Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.							

Ninth Grade CPS Literacy Planning Guide (continued)

Built upon the PARCC Content Framework

	Suggested genres to guide the teaching of complex text: **Literature:** adventure, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, poems (narrative, lyrical, free-verse) sonnets, odes, ballads and epics **Informational/Literary Nonfiction:** subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts **Short Texts:** short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking **Extended Texts:** extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit					
	For Reading and Writing in Each Quarter					
	Cite evidence RL/RI.9-10.1	**Analyze content** RL/RI.9-10.2-9, SL.9-10.2-3	**Study and apply grammar** L.9-10.1-3, SL.9-10.6	**Study & apply vocabulary** L.9-10.4-6	**Conduct discussions** SL.9-10.1	**Report findings** SL.9-10.4-6

[1]Standard RI.9-10.9 stipulates that students "analyze seminal U.S. documents of historical and literary significance." Teachers should incorporate these texts, where relevant, during the academic year.

***** These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Tenth Grade CPS Literacy Planning Guide

Built upon the PARCC Content Framework

	Reading Complex Texts RL/RI.9-10.10 (see suggested genres)		Writing About Texts W.9-10.1-2, 4-6, 9-10			Research Project W.9-10.7-9, RL/RI.9-10.1-10	Narrative Writing W.9-10.3-6, 10	Assessments† W.9-10.1, 9 RI.9-10.1
	3-5 Short Texts per quarter	1-2 Extended Texts per quarter (At least 2 Informational & 2 Literature a year)	Daily Routine Writing (W.9-10.9) (RL/RI.9-10.1)	4-6 Analyses per quarter (RL/RI.9-10.1 & W.9-10.9) (W.9-10.4, 9-10.5 & L.9-10.1-3)		1 Research Paper per quarter (As evidenced in written products aligned to W.9-10.1, W.9-10.2, or W.9-10-.9)	2 Narratives a year	Written Product
BOY								**BOY** RI9-10.1, RI9-10.9 Performance Task for Pre-Assessment*
Q1	Literature: 2-3 Informational Texts[1]:1-2	Literature/Informational	Develop & convey understanding Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting. Students must write consistently, during and after reading short and extended texts, and respond to text dependent questions.	**Q1**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.	Integrate knowledge from sources when composing Writing standards 7-9 should be taught and formatively assessed in **each quarter** within the writing activities of at least one unit as they build toward the completion of a final argument or informative/explanatory text.	Convey experiences Write at least two narratives a year that convey real or imagined experiences and reflect the craft of literary elements outlined in Reading standards 2-6.	**End of Q1** W.9-10.1 (argument writing) RL.9-10.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)
	Use short argument pieces as mentor text(s) to support the development of students'argument writing in preparation for quarter benchmark.							
Q2	Literature: 2-3 Informational texts: 1-2	Informational/Literature		**Q2**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q2** W.9-10.9 (argument writing) RI.9-10.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)
	Use short argument pieces as mentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.							
Q3	Literature:2-3 Informational text: 1-2	Literature/Informational		**Q3**	Focus on **inform & explain** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q3** W.9-10.9 (informational text) RI.9-10.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their informational writing piece)
	Use short informational pieces as mentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.							
Q4	Literature: 2-3 Informational texts: 1-2	Informational/Literature		**Q4**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q4** RI.9-10.1, W.9-10.9 Performance Task for Post-Assessment*
	Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.							

Tenth Grade CPS Literacy Planning Guide (continued)

Built upon the PARCC Content Framework

	Suggested genres to guide the teaching of complex text: **Literature:** adventure, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, poems (narrative, lyrical, free-verse) sonnets, odes, ballads and epics **Informational/Literary Nonfiction:** subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts **Short Texts:** short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking **Extended Texts:** extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit					
	For Reading and Writing in Each Quarter					
	Cite evidence RL/RI.9-10.1	**Analyze content** RL/RI.9-10.2-9, SL.9-10.2-3	**Study and apply grammar** L.9-10.1-3, SL.9-10.6	**Study & apply vocabulary** L.9-10.4-6	**Conduct discussions** SL.9-10.1	**Report findings** SL.9-10.4-6

[1]Standard RI.9-10.9 stipulates that students "analyze seminal U.S. documents of historical and literary significance." Teachers should incorporate these texts, where relevant, during the academic year.

***** These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Eleventh Grade CPS Literacy Planning Guide

Built upon the PARCC Content Framework

	Reading Complex Texts RL/RI.11-12.10 (see suggested genres)		Writing About Texts W.11-12.1-2, 4-6, 9-10			Research Project W.11-12.7-9, RL/RI.11-12.1-10	Narrative Writing W.11-12.3-6, 10	Assessments† W.11-12.1-3, 9 RI.11-12.1
	3-5 Short Texts per quarter	1-2 Extended Texts per quarter (At least 2 Informational & 2 Literature a year)	Daily Routine Writing (W.11-12.9) (RL/RI.11-12.1)	4-6 Analyses per quarter (RL/RI.11-12.1 & W.11-12.9) (W.11-12.4,W.11-12.5 & L.11-12.1-3)		1 Research Paper per quarter (As evidenced in written products aligned to W.11-12.1, W.11-12.2, or W.11-12.9)	2 Narratives per year	Written Product
BOY								**BOY** RI.11-12.1, W.11-12.9 Performance Task for Pre-Assessment*
Q1	Literature: 2-3 Informational Texts[1]: 1-2	Literature/Informational	Develop & Convey Understanding Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting. Students must write consistently, during and after reading short and extended texts, and respond to text dependent questions.	**Q1**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.	Integrate knowledge from sources when composing Writing standards 7-9 should be taught and formatively assessed in **each quarter** within the writing activities of at least one unit as they build toward the completion of a final argumentative or informative/explanatory text.	Convey experiences Write at least two narratives **a year** that convey real or imagined experiences and reflect the craft of literary elements outlined in Reading Standards 2-6.	**End of Q1** W11-12.1 (argument writing) RL.11-12.1(text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)
	Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.							
Q2	Literature: 2-3 Informational Texts: 1-2	Informational/Literature		**Q2**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q2** W11-12.1 (argument writing) RL.11-12.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)
	Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.							
Q3	Literature: 2-3 Informational Texts: 1-2	Literature/Informational		**Q3**	Focus on **inform & explain** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q3** W.11-12.2 (informational writing) RI.11-12.1 (text dependent questions that measure students' comprehension and provides them with the evidence needed to develop their informational writing piece)
	Use short informational pieces as mentor text(s) to support the development of students'informational writing in preparation for quarter benchmark.							
Q4	Literature: 2-3 Informational texts: 1-2	Informational/Literature		**Q4**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q4** RI.11-12.1, W.11-12.9 Performance Task for Pre-Assessment*
	Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.							

Eleventh Grade CPS Literacy Planning Guide (continued)

Built upon the PARCC Content Framework

	Suggested genres to guide the teaching of complex text: **Literature:** adventure, historical fiction, mysteries, myths, science fiction, realistic fiction, parodies, satire, drama, graphic novels, plays, poems (narrative, free-verse) sonnets, ballads and epics **Informational/Literary Nonfiction:** subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; U.S. foundational texts; and historical, scientific, technical or economic accounts **Short Texts:** short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking **Extended Texts:** extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit					
	For Reading and Writing in Each Quarter					
	Cite evidence RL/RI.11-12.1	**Analyze content** RL/RI.11-12.2-9, SL.11-12.2-3	**Study and apply grammar** L.11-12.1-3, SL.11-12.6	**Study & apply vocabulary** L.11-12.4-6	**Conduct discussions** SL.11-12.1	**Report findings** SL.11-12.4-6

[1]Standard RI11-12.8 stipulates that students "delineate and evaluate the reasoning in seminal U.S. texts." Teachers should incorporate these texts, where relevant, during the academic year.

***** These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Twelfth Grade CPS Literacy Planning Guide

Built upon the PARCC Content Framework

	Reading Complex Texts RL/RI.11-12.10 (see suggested genres)		Writing About Texts W.11-12.1-2, 4-6,9-10			Research Project W.11-12.7-9, RL/RI.11-12.1-10	Narrative Writing W.11-12.3-6, 10	Assessments† W.11-12.1-3, 9 RI.11-12.1
	3-5 Short Texts per quarter	1-2 Extended Texts per quarter (At least 2 Informational & 2 Literature a year)	Daily Routine Writing (W.11-12.9) (RL/RI.11-12.1)	4-6 Analyses per quarter (RL/RI.11-12.1& W.11-12.9) (W.11-12.4,W.11-12.5& L.11-12.1-3)		1 Research Paper per quarter (As evidenced in written products aligned to W.11-12.1, W.11-12.2, or W.11-12.9)	2 Narratives per year	Written Product
BOY								**BOY** RI.11-12.1, W.11-12.9 Performance Task for Pre-Assessment*
Q1	Literature: 2-3 Informational Texts[1]: 1-2	Literature/Informational	Develop & Convey Understanding Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting. Students must write consistently, during and after reading short and extended texts, and respond to text dependent questions.	**Q1**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.	Integrate knowledge from sources when composing Writing standards 7-9 should be taught and formatively assessed in **each quarter** within the writing activities of at least one unit as they build toward the completion of a final argumentative or informative/explanatory text.	Convey experiences Write at least two narratives **a year** that convey real or imagined experiences and reflect the craft of literary elements outlined in Reading Standards 2-6.	**End of Q1** W.11-12.1 (argument writing) RL.11-12.1(text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)
	Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.							
Q2	Literature: 2-3 Informational Texts: 1-2	Informational/Literature		**Q2**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q2** W.11-12.1 (argument writing) RL.11-12.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)
	Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.							
Q3	Literature: 2-3 Informational Texts: 1-2	Literature/Informational		**Q3**	Focus on **inform & explain** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q3** W.11-12.2 (informational writing) RI.11-12.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their informational writing piece)
	Use short informational pieces as mentor text(s) to support the development of students'informational writing in preparation for quarter benchmark.							
Q4	Literature: 2-3 Informational texts: 1-2	Informational/Literature		**Q4**	Focus on **arguments** Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.			**End of Q4** RI.11-12.1, W.11-12.9 Performance Task for Pre-Assessment*
	Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.							

Twelfth Grade CPS Literacy Planning Guide (continued)

Built upon the PARCC Content Framework

	Suggested genres to guide the teaching of complex text: **Literature:** adventure, historical fiction, mysteries, myths, science fiction, realistic fiction, parodies, satire, drama, graphic novels, plays, poems (narrative, free-verse) sonnets, ballads and epics **Informational/Literary Nonfiction:** subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; U.S. foundational texts; and historical, scientific, technical or economic accounts **Short Texts:** short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking **Extended Texts:** extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit					
	For Reading and Writing in Each Quarter					
	Cite evidence RL/RI.11-12.1	**Analyze content** RL/RI.11-12.2-9, SL.11-12.2-3	**Study and apply grammar** L.11-12.1-3, SL.11-12.6	**Study & apply vocabulary** L.11-12.4-6	**Conduct discussions** SL.11-12.1	**Report findings** SL.11-12.4-6

[1]Standard RI11-12.8 stipulates that students "delineate and evaluate the reasoning in seminal U.S. texts." Teachers should incorporate these texts, where relevant, during the academic year.

***** These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Toolsets

The toolsets in the following pages provide examples of year-long curriculum maps, unit plans and performance assessments for every grade. The examples can be adjusted by a grade level team for use in their own classrooms or simply referenced as they develop their own unit plans. Included in this document are the Toolsets for 1st, 6th and 11th grade as samples. All other grade-level toolsets are available on our Knowledge Management site: https://ocs.cps.k12.il.us/sites/IKMC.

First Grade Curriculum Map

Quarter 1

	Essential Questions	Reading Complex Texts & Texts to Support Writing Balance between literary and informational reading and writing	Performance Assessments
Q1	**Q1 Unit 1** How do readers ensure that what they have read they understand? What do readers do when they don't understand what they've read? How do writers write effectively to convey meaning? How do we work as a community of readers and writers in our classroom?	**Q1 Unit 1** **Emphasis on Literary Texts for Read Aloud** *Joshua's Night Whispers* by Angela Johnson *One of Three* by Angela Johnson *Peter's Chair* by Ezra Jack Keats **Independent Texts** Students reading on *grade level* would be reading texts independently within the range of Fountas and Pinnell Levels B-E **Foundational Skills** Print Concepts 1.1 Phonological Awareness 1.2 Phonics 1.3 Fluency 1.4	Beginning of the Year (BOY): RL.1.1 and W.1.8 Performance Task for Pre-Assessment*† **Q1 Unit 1** Teacher-created performance assessment Focus on reading literature and writing narrative; Primary Standards Assessed: RL.1.1; RL.1.3; RL.1.7; W.1.3; SL.1.4
	Q1 Unit 2 How do readers ensure that what they have read they understand? What are the ways that readers talk about books with a partner? How do writers write effectively to convey meaning? How do writers make sure that what they've written can be read by others?	**Q1 Unit 2** **Emphasis on Literary Texts for Read Aloud** *The Roller Coaster* by Marla Frazee *Shortcut* by Donald Crews *A Chair for My Mother* by Vera Williams **Independent Texts** Students reading on *grade level* would be reading texts independently within the range of Fountas and Pinnell Levels C-E **Foundational Skills** Print Concepts 1.1 Phonological Awareness 1.2 Phonics 1.3 Fluency 1.4	**Q1 Unit 2** Teacher-created performance assessment Focus on reading literature and writing narrative; Primary Standards Assessed: RL.1.1, RL 1.2, W 1.3, SL 1.4 **or** End of Q1 Benchmark Assessment† RL.1.1 (ask and answer questions about the text) W.1.3 (narrative writing product)

***** These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

First Grade Curriculum Map

Quarter 2

	Essential Questions	Reading Complex Texts & Texts to Support Writing Balance between literary and informational reading and writing	Performance Assessments
Q2	**Q2 Unit 3** How can I learn from texts? How are informational books different from other texts? What features or signals in a text tell us this is an informational text? How can I express my opinion of a topic to others through my writing? How can thinking and talking about the questions I have help me to learn?	**Q2 Unit 3** **Emphasis on Informational Texts for Read Aloud** *My Five Senses* by Aliki *Starfish* by Edith Hurd Thacher *Ice Cream* by Jules Older *All About Frogs* by Jim Arnosky **Independent Texts** Students reading on *grade level* would be reading texts independently within the range of Fountas and Pinnell Levels E-G **Foundational Skills** Print Concepts 1.1 Phonological Awareness 1.2 Phonics 1.3 Fluency 1.4	**Q2 Unit 3** Teacher-created performance assessment Focus on reading informational texts and writing opinions Primary Standards Assessed: RI.1.1; RI.1.2; RI.1.8; W.1.1; SL.1.2
	Q2 Unit 4 How can I learn from texts? How are informational books different from other texts? What features or signals in a text tell us this is an informational text? How can I teach others about a topic through my own writing? How can thinking and talking about the questions I have help me to learn?	**Q2 Unit 4** **Emphasis on Informational Texts for Read Aloud** *Rockets and Space Ships* by Karen Wallace *Wild Animal Babies* by Karen Wallace *Bugs, Bugs, Bugs* by Jennifer Dussling **Independent Texts** Students reading on *grade level* would be reading texts independently within the range of Fountas and Pinnell Levels E-G **Foundational Skills** Print Concepts 1.1 Phonological Awareness 1.2 Phonics 1.3 Fluency 1.4	**Q2 Unit 4** Teacher-created performance assessment Focus on reading and writing informational texts Primary Standards Assessed: RI.1.1; RI.1.5; RI.1.6; W.1.2; SL.1.2 **or** End of Q2 Benchmark† RI 1.1 (ask and answer questions about the text) W1.2 (informational writing)

***** These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Toolsets

First Grade Curriculum Map

Quarter 3

	Essential Questions	Reading Complex Texts & Texts to Support Writing Balance between literary and informational reading and writing	Performance Assessments
Q3	**Q3 Unit 5** How do readers ensure that what they have read they understand? What do readers do when they don't understand what they've read? How do writers write effectively to convey meaning?	**Q3 Unit 5** **Literary Texts for Read Aloud** *Those Shoes* by Maribeth Boelts *I Love My Hair* by Natasha Anastasia Tarpley *My Best Friend* by Mary Ann Rodman **Independent Texts** Students reading on *grade level* would be reading texts independently within the range of Fountas and Pinnell Levels G-I **Foundational Skills** Print Concepts 1.1 Phonological Awareness 1.2 Phonics 1.3 Fluency 1.4	**Q3 Unit 5** Teacher-created performance assessment Focus on reading literature and writing narrative Primary Standards Assessed: RL.1.1; RL.1.3; RL.1.7; SL.1.5; W.1.3[1]
	Q3 Unit 6 How do readers ensure that what they have read they understand? How do different texts present information on the same topic? How do authors support their points in a text? How do writers effectively express their opinions about books?	**Q3 Unit 6** **Balance of Informational and Literary Texts for Read Aloud** *Truck* by Donald Crews (wordless picture book) "Monster Trucks" by Mark Todd (poem) *Katy and the Big Snow* by Virginia Lee Burton (literature) *My Truck Book* by Smithsonian (informational) (http://www.spaghettibookclub.org/) (http://teacher.scholastic.com/activities/swyar/browse.asp) **Independent Texts** Students reading on *grade level* would be reading texts independently within the range of Fountas and Pinnell Levels G-I **Foundational Skills** Print Concepts 1.1 Phonological Awareness 1.2 Phonics 1.3 Fluency 1.4	**Q3 Unit 6** Teacher-created performance assessment Focus on reading literature and informational texts and writing opinions Primary Standards Assessed: RI/RL 1.1, RL/RI 1.4, RI 1.8, SL 1.5, W.1.1 **or** End of Q3 Benchmark† RL 1.1 (ask and answer questions about the text) W1.1 (opinion writing product)

[1]Teachers should make decisions about the sequence of their year and when they will explicitly each Units on poetry, songs, fairy tales, realistic fiction, revision, etc.

***** These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

First Grade Curriculum Map

Quarter 4

	Essential Questions	Reading Complex Texts & Texts to Support Writing Balance between literary and informational reading and writing	Performance Assessments
Q4	**Q4 Unit 7** How do readers ensure that what they have read they understand? How do different texts present information on the same topic? When and how do I determine the purpose and audience for my writing?	**Q4 Unit 7** **Balance of Literary and Informational Texts for Read Aloud** *Froggy Plays Soccer* by Jonathan London (Literature) *My Soccer* Book by Gail Gibbons (Informational) *Opening Day: Sports Poems Anthology* by Lee Bennett Hopkins **Independent Texts** Students reading on *grade level* would be reading texts independently within the range of Fountas and Pinnell Levels I-K **Foundational Skills** Print Concepts 1.1 Phonological Awareness 1.2 Phonics 1.3 Fluency 1.4	**Q4 Unit 7** Teacher created performance assessment Focus on reading literature and informational texts and independent writing projects Primary Standards Assessed: RI/RL.1.1; RL/RI.1.2; SL.1.5; W 1.1; W1.2; W1.3[2]
	Q4 Unit 8 How can I learn from texts? Why do readers read nonfiction texts? What strategies do readers use to make meaning beyond what is explicitly written in nonfiction texts? How can readers use more than one book to build knowledge about a topic?	**Q4 Unit 8** **Informational Texts for Read Aloud** *A Tree is a Plant* by Clyde Robert Bulla *From Seed To Plant* by Gail Gibbons *The Pumpkin Book* by Gail Gibbons **Independent Texts** Students reading on *grade level* would be reading texts independently within the range of Fountas and Pinnell Levels I-K **Foundational Skills** Print Concepts 1.1 Phonological Awareness 1.2 Phonics 1.3 Fluency 1.4	**Q4 Unit 8** Teacher-created performance assessment Focus on reading and writing informational texts; Primary Standards Assessed: RI.1.1; RI.1.5; RI.1.9; W.1.2; SL.1.4 End of the Year (EOY): RL.1.1 and W.1. for Post-Assessment*†

[2]Other Standards may apply depending on the writing projects students choose

* These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

First Grade Unit One

Readers Build Good Habits Through Meeting the Characters in Our Books

Unit Name: Readers Build Good Habits Through Meeting the Characters in Our Books

Unit Description: These units are designed to introduce students to the structures, procedures/routines, and tasks of drawing upon what they already know about reading and writing, to set the foundation for their new learning community. The mini-lessons within the first weeks of school are dedicated to making reading and writing a priority, getting students excited about learning, supporting social learning with partnerships, and being transparent about students' readiness for "real" reading/writing. Though embedded in elements of story and personal narrative, this introductory unit is aimed at building enduring habits of good reading and writing, including work as speakers and listeners.

Length: 20 days

Enduring Understandings	***Students will understand that:*** ■ As readers and writers, we establish routines and habits that stay with us for our entire life. ■ As readers and writers we work hard to figure out words and write so that others can read our writing. ■ As readers, we read, talk, and write about characters and events in books to get to know them and make meaning of the world around us. ■ As writers, we talk and write about the people and events in our lives to make meaning of the world around us.
Essential Questions	■ How do readers ensure that what they have read they understand? ■ What do readers do when they don't understand what they've read? ■ How do writers write effectively to convey meaning? ■ How do we work as a community of readers and writers in our classroom?
Common Core Standards ***Primary (assessed) Secondary (addressed)***	***Primary Standards Assessed*** RL.1.1 Ask and answer questions about key details in a text RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. SL.1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. ***Secondary Standards Addressed*** RL.1.1, RL.1.4, RL.1.5, RL.1.10, RFS.1.1, RFS.1.2, RFS.1.3, RFS.1.4, W.1.5, SL.1.1, SL.1.2, SL.1.1, SL.1.2

Skills	***Reading, Speaking and Listening*** ■ Search for and use information from words and pictures in the text to solve words and gain meaning. ■ Summarizing • Retell events in order ■ Predicting • Confirm and disconfirm ■ Inferring • Infer character feelings through character's words and actions ■ Analyzing • Notice characteristics of narratives ■ Critiquing • Express opinions about the characters and the story ■ Word Solving • Use multiple sources of information to solve unknown words (language, meaning, and visual) • Notice, search for, remember and discuss information that is important to understanding ***Writing, Speaking and Listening*** ■ Understanding & Writing in the Narrative Genre • Understand how to craft personal narratives from mentor texts • Tell stories from your own lives through writing • Look back, think about a memory, and share thoughts and feelings about it • Tell/write stories as "small moments" (brief, memorable experience) • Tell/write events in the order that they occurred • Use dialogue to add meaning to the story ■ Writing Process • Write for specific purposes • Choose paper to match the purpose for writing and/or genre • Choose topics to draw and write about, listing words and/or drawings to remember • Generate and expand your ideas through talk • Tell, then retell your stories in chronological order • Use storytelling to rehearse the language for your writing • Become aware of the audience for your writing • Include important information that you're audience will want, and need to know ■ Craft • Write ideas in a logical sequence • Use endings that are interesting • Introduce ideas and follow with supportive details and examples • Use word choice to create interesting descriptions and dialogue ■ Conventions • Use conventional symbols to write words • Say words by breaking them into syllables to spell them • Attempt unknown words through sound analysis • Say words slowly to hear sounds and write letters that represent them • Use resources to check spelling (word walls)

Content	■ Habits toward lifelong and avid reading and writing ■ The structure of a story and personal narrative ■ Relevant reading and writing academic vocabulary such as *characters, setting, events,* and *details*
Assessments **(D) Diagnostic** **(F) Formative** **(S) Summative**	***Diagnostic*** **Task 1:** ■ Students will read the story independently or in small group with support dependent on ability. After reading the story, students will use key details and the illustrations from the story to describe two characters from the story through oral or written expression. ■ Students will use key details and the illustrations from the story to describe one setting through oral or written expression. ■ Students will use key details and the illustrations from the story to describe one event through oral or written expression. ■ Students will be given an opportunity to ask any questions that they may still have about the text that they are still wondering about. **Description of Task 2:** ■ Students will write a personal narrative using labels and words to describe a personal event. ***Formative*** 1. Reader's Notebooks 2. Post-it jots 3. Reading and writing conference notes 4. Small group anecdotal records 5. Discussion 6. Writing workshop drafts ***Summative*** **Task 1:** ■ Students will read the story independently or in small group with support dependent on ability. After reading the story, students will use key details and the illustrations from the story to describe two characters from the story through oral or written expression. ■ Students will use key details and the illustrations from the story to describe one setting through oral or written expression. ■ Students will use key details and the illustrations from the story to describe one event through oral or written expression. ■ Students will be given an opportunity to ask any questions that they may still have about the text that they are still wondering about. **Description of Task 2:** Students will write a personal narrative using labels and words to describe a personal event.

Texts/Resources	***Texts*** *Joshua's Night Whispers* by Angela Johnson *One of Three* by Angela Johnson *Peter's Chair* by Ezra Jack Keats *A Chair for My Mother* by Vera Williams *Kitchen Dance* by Maurie J. Manning *A Special Day* by Ann Sibley (for end of unit performance assessment) ***Professional Texts*** "RWP Narrative Writing Continuum" (www.readingandwritingproject.com) *Launching the Writing Workshop* by Lucy Calkins *Small Moments: Personal Narrative Writing* by Lucy Calkins *The Continuum of Literacy Learning* by Gay Su Pinnell & Irene C. Fountas *Growing Readers Units of Study in the Primary Classroom* by Kathy Collins *A Quick Guide to Making Your Teaching Stick* by Shanna Schwartz *A Quick Guide to Reaching Struggling Writers* by M. Colleen Cruz **Resources** Leveled texts Reading Workshop anchor charts Writing Workshop anchor charts Writing Workshop rubrics Writing Workshop folders Classroom Word Wall
Instructional Context	This unit is taught within a Workshop model, through structured mini-lessons that fall under a larger Balanced Literacy Framework. Workshop is predictably structured from day-to-day, with only unit topics changing between/within quarters: students receive daily explicit instruction, read/write independently for a sustained stretch of time, and engage in individual conferences to teach to, and assess at their just-right level, and reconvene as a group to share their work on that day. Each mini-lesson focuses on a specific reading/writing skillthat students can draw upon repeatedly throughout the unit, and throughout the their lives as readers and writers. During independent work time, students may receive small group instruction (Guided Reading/Writing) to address their specific needs; additional Balanced Literacy components--such as Read Aloud, Shared Reading, Interactive/ Shared Writing, and Word Study--can be implemented to address the comprehensive development of reading and writing. For example, during a Reading Workshop unit that is comprehension-based, word-solving strategies may be the focus of teaching during Shared Reading or Interactive Writing. To accommodate this framework, leveled texts are an essential classroom resource to support students with building the required volume of, and endurance for, independent reading. These instructional contexts support the wide array of learners that are present in a typical 1st grade classroom, is responsive teaching framed in assessment (formal & informal), and establish conditions for learning by taking small steps toward meaningful reading and writing.

Learning Activities	Reading Workshop (I do. We do. You do.) ***Practices which students will be applying within, around, and about texts will be modeled by the teacher using previously read aloud mentor texts.** ***Week 1*** **Teaching points to support building a community of readers and building good reading habits** ▪ Engage readers in Reading Workshop by examining how it looks, sounds, and feels; and by modeling and actively engaging students in identifying the what, when, and why around the components and structures of Reading Workshop (i.e., mini-lesson, independent reading/conferring, share). Discuss that it is a time to practice what they're learning about reading and enjoy books/grow as readers through the three Workshop Parts. Clarify the expectations for readers'and teacher by explicitly stating roles and expectations (see Instructional Context above). Direct students to respectful, quiet independent reading time. (RL.1.10) ▪ Engage readers in establishing good reading habits by activating their minds before reading; encourage them to be strong readers by modeling and actively engaging students in looking at the book cover, reading the title, thinking about what the book will be about, and taking a picture walk while questioning who is in the story and what's happening. Show students where they can find books in the classroom library and highlight some simple characteristics that distinguish fiction and nonfiction books. Introduce students to their reading partners and how they can utilize them when reading gets tough and/or to share a laugh when their books are funny. (RL.1.1, 1.5, 1.7, 1.10; SL.1.4) **(start of Anchor Chart, R-1)** ***Tip** – *Remind students that last year they may have sat with their partner, shoulder to shoulder, sharing one book, helping each other when there was a tricky word, or laughing when there was a funny part. They can do that this year too, if they want.* ▪ Engage readers in building good reading habits by setting goals, reading for long periods of time and keeping focus to build stamina, by modeling and actively engaging students in deciding how many books or minutes they'll read at school and home,	**Strategies for Varied Learning Profiles** ▪ Since most ELL students at this grade level depend heavily on context and have minimal receptive vocabulary, they understand key words mainly and indicate comprehension physically by pointing, drawing, using gestures, etc. Manuel and Lian will be able to locate, label, match, show, classify, or even categorize with the appropriate support. ▪ During instruction, engage Manuel and Lian in meaningful interactions and incorporate as possible cultures and references to diverse students and their communities. This strategy will trigger ELLs' prior knowledge and validate their cultures, as well as make learning interesting and meaningful. ▪ As possible, create semantic webs, cluster vocabularies, graphs, charts, maps, timelines, or diagrams to help ELLs construct meaning and evaluate their understanding. ▪ Incorporate the ELL student's home language and culture as much as possible, so they will engage in a more meaningful way.

Learning Activities	and using their books from their Independent Reading Book Boxes. Model how to take all of the books out, read them one at time, put them back into the box, and do it all over again to reread. Explain that if they get distracted, they can go back a paragraph/page or two and reread to refresh their memories about what's going on in the story. (RL.1.1, 1.10) ***Tip** – *Make an anchor chart titled, Different Ways We Can Reread.* **(start of Anchor Chart, R-2)** ▪ Engage readers in reading partnerships by modeling and actively engaging them in sharing books, reading books together, and echo reading. (RL.1.10; RFS.1.1-3; SL.1.1) **(add to Anchor Chart, R-2)** ***Week 2*** **Teaching points to support the thinking work readers do when they read and write about text** ▪ Model and practice methods of engagement by making predictions prior to reading; examining text features, such as the cover and the words and pictures on the first page, and by skimming the text as a whole; and visualizing mental images of text,. (RL.1.7, 1.10) ▪ Model and engage students in self-monitoring to ensure understanding by prompting them to confirm or revise their initial impressions of a text. Also model stopping to make sense of strange or confusing parts of a text,such as words they don't know, or unfamiliar images , . Model using Post-its to mark spots for discussion with their reading partner. (RL.1.7, 1.10; RFS.1.1, 1.3-4; SL.1.1-2; L 1.1) ▪ Engage readers in supporting and getting support from their reading partners to avoid missing anything in their books by modeling and actively engaging students in making choices of how they will share their reading; thinking with and talking from the chart (R-2); and retelling their books, asking if the words read look right, sound right. and make sense. (RL.1.3, 1.7, 1.10; RFS.1.1, 1.3-4; SL.1.1, 1.4; L.1.1) **(Anchor Chart, R-3)**	**Strategies for Varied Learning Profiles** ▪ During the introduction of an activity or the directions of the assessment, try to act out some of the difficult concepts. ▪ The instructor should be explicit in reminding Sarah to read text in small chunks and use mental imagery to support understanding of the text. Model this strategy for Sarah and allow opportunities for practice. ▪ Engage Manuel and Lian in frequent dialogue journals. This will help them expand their vocabulary and build meaning in a more intimate and confortable environment. ▪ Allow Manuel and Lian for extra time to complete tasks and the use of picture dictionaries, even during assessments and evaluations. ▪ Allow Manuel and Lian to complete their tasks, by showing mastery through alternative performance assessments such as drawings, playing roles, or retelling. ▪ Encourage Sarah to use the classroom resources to connect words with pictures in order to begin to cement the associations. Model how and when to use these resources.

Learning Activities		Strategies for Varied Learning Profiles
	■ Engage readers in thinking about who their book addresses by modeling and actively engaging students in asking themselves "Who does my book tell a story about?", and answering the question by quickly skimming the front cover and pages. (RL.1.1, 1.7, 1.10; RFS.1.1, 1.3-4) **(start Anchor Chart, R-4)** ■ Engage readers in using their Reader's Notebooks to respond to their thinking when reading, by modeling and actively engaging students in drawing or writing who the featured character in their books are, and drawing and/or listing some of the things they noticed about them. (RL.1.1, 1.3, 1.7, 1.10; RFS.1.1-2; W.1.5; L.1.2) ***Week 3 - 4*** **Teaching points to support readers in the work of noticing important parts, using key ideas and details, talking and writing about texts** ■ Engage readers in identifying what the setting is in a story, by asking themselves, "When/where does the story take place," and then discussing this with their reading partners. (RL 1.1, 1.3, 1.7, 1.10; RFS 1.3-4; SL 1.1, 1.2, 1.4; L 1.1) **(add to Anchor Chart, R-4)** ■ Engage readers in using their Reader's Notebooks to respond to their thinking when reading, by modeling and actively engaging students in describing the setting (when and where the story took place) through drawing and/or writing. (RL 1.1, 1.3, 1.7, 1.10; RFS 1.1-2; W 1.5; L 1.2) ■ Engage readers in identifying the major events in their books so well, that they can retell them to their partner across their fingers by modeling this process using first, next, then, after that, and last. (RL 1.1, 1.3, 1.7, 1.10; RFS 1.3-4; SL 1.1, 1.2, 1.4; L 1.1) **(add to Anchor Chart, R-4)** ■ Engage readers in using their Reader's Notebooks to respond to their thinking about reading through drawing or writing, by modeling and actively engaging students in describing the major events from the story in sequential order (first, next, then, after that, and last) through drawing and/or writing. (RL 1.1, 1.3, 1.4, 1.7, 1.10; RFS 1.1-2; W 1.5; L 1.2) ***Tip** – *May want to demonstrate how to draw a chart or a graphic organizer in the Reader's Notebooks to help organize thoughts and the message students are attempting to convey. At this stage words, word phrases, lists, pictures, and charts are all acceptable forms of responding in their notebooks.*	■ Allow Sarah to make use of simple graphic organizers that give visual cues to sequence events. Model stopping at the sentence or paragraph level to capture understanding and determine if the text read contributes to an outline of major events. ■ Ensure Sarah understands and engages in discussions around the activity of the characters by offering visual cues. Allow use of digitized versions of texts in which Sarah can highlight details relative to characters in a certain color and follow said color throughout the narrative.

Learning Activities	■ Engage readers to prepare for partnership discussions by noticing what characters do and say, to predict what might happen next – analyzing for a pattern to help support their predictions. (RL 1.1, 1.3, 1.4, 1.7, 1.10; RFS 1.3-4; SL 1.1, 1.2, 1.4; L 1.1) **(add to Anchor Chart, R-4)** ■ Engage readers in using their Reader's Notebooks to respond to their thinking when reading by modeling and actively engaging them in constructing a T-chart to record the things the character did or said on one side; on the other side of the chart, record their predictions of what might happen next. (RL 1.1, 1.3, 1.4, 1.7, 1.10; RFS 1.1-2; W 1.5; L 1.2) ■ Engage readers in inferring how a character feels by modeling and actively engaging them in observing the things the character does and says (key details) through questions such as, "What are some of the things the character does in the story?", "What is something the character said in the story?," and "How does the character feel in that part of the story?", and to then discuss with their reading partners. (RL.1.1, 1.3, 1.4, 1.7, 1.10; RFS.1.3-4; SL 1.1, 1.2, 1.4; L.1.1) **(add to Anchor Chart, R-4)** ■ Engage readers in remembering what their characters do and say and inferring how the character was feeling by modeling and actively engaging students in using Post-its, partner discussions, or their Reader's Notebooks to record their observations about what they learned about the character when reading . (RL.1.1, 1.3, 1.4, 1.7, 1.10; W.1.5; RFS.1.1-4; SL.1.1, 1.2, 1.4; L.1.1-2) ■ Engage readers to respond to their reading by modeling and actively engaging students in constructing a T-chart to record what the character did on one side, leading to their inference of how the character felt on the other side. (RL.1.1, 1.3, 1.4, 1.7, 1.10; W.1.5; RFS.1.1, 1.3-4; L.1.1-2) ■ Engage readers in using their Post-its and Reader's Notebooks to respond to the use of characterization in their reading by modeling and actively engaging students in selecting two characters in the story; drawing a picture of them; and writing key details about the characters, the setting, and one event from the story. (RL.1.1, 1.3, 1.4, 1.7, 1.10; W.1.5; RFS.1.1, 1.3-4; L.1.1-2) ■ Administer the Unit 1, Quarter 1 Performance Assessment.	**Strategies for Varied Learning Profiles** ■ Allow use of digitized versions of texts in which Sarah can highlight details relative to characters throughout the narrative ■ Provide focus questions before the writing activity begins so Manuel and Lian will use them for guidance ■ Engage Manuel and Lian in writing activities related to people or things they care or know about.

Learning Activities	Writing Workshop (I do. We do. You do.) ***Teacher should utilize previously read aloud mentor texts to highlight an element of a writer's craft specific to the lesson, teaching point, or need of the student.** ***Week 1*** **Teaching points to support building a community of writers and building good writing habits** ▪ Engage writers in creating true stories by modeling and actively engaging students in thinking of something that they do, getting a picture in their minds, drawing the story of what they did on paper, and then writing that story. (W.1.3) **(Anchor Chart, W-1)** ▪ Engage writers in working on their writing for the duration of writing workshop by modeling and actively engaging students in adding more to the picture or to the words, and by sometimes getting a new piece of paper and starting a new story. (W.1.3, 1.5) **(Anchor Chart, W-2)** ***Tip** - *Encourage writers to keep their pieces safe by modeling and actively engaging them in placing finished and unfinished pieces in opposite sides of their Writing Folders.* ▪ Engage writers in not wasting time to look for a pen/pencil, paper, or writing folder when they get a good idea for a story by identifying where and modeling how students keep writing tools in a special place. (W.1.3) ▪ Engage writers in how they begin with an idea for a story and then put that idea on paper by modeling and actively engaging them in mentally visualizing something that happened, remembering all the parts of the story, and representing it pictorially. (W.1.3) ***Tip** – *Encourage writers to think of more details to add to their story by modeling and actively engaging them in putting their pens/pencils under what they have on the page and tell the story that goes with their paper, after they have put the story of what they did on the paper.* ▪ Engage writers in not giving up because they don't think they know how to draw something, by modeling and actively engaging students in closing their eyes and thinking about what they want to draw looks like, and drawing it the best they can. (W 1.3)	**Strategies for Varied Learning Profiles** ▪ Ensure Sarah has access to picture dictionaries in the event she needs to jump start her writing. Model its use.

Learning Activities	*Week 2* **Teaching points to support learning write - writing as best they can and talking about their stories** ■ Engage writers in composing with pictures and words by modeling and actively engaging students in writing labels beside their pictures and/or writing sentences at the bottom of the page. (W.1.3; RFS. 1.1, 1.2) ■ Engage writers in writing unknown words by modeling and actively engaging students in stretching the word like a rubber band; saying it slowly and repeatedly, listening for the first sound they hear; putting the letter (or a mark) on paper; and listening for the next sound, to do the same through the whole word. (W.1.3; RFS.1.1, 1.2) ***Tip** – *Encourage students to identify sounds by modeling and actively engaging them in using their Alphabet Picture Chart in their Writing Folders.* ■ Engage writers in planning their stories out loud to each other by modeling and actively engaging students in practicing telling their stories to their writing partners and listening closely to every word they say to write their exact words. (W.1.3; RFS.1.1, 1.2) ***Tip** – *Encourage students to make sure their writing matches what they've said by modeling and actively engaging them in rereading their writing.* ■ Engage writers in using what they know from working with their reading partners to help them with their writing partners by modeling and actively engaging students in sharing their booklets just like they share their books; telling the story using big and beautiful language; and reading all that they have written, touching the words as they read them. (W.1.3; RFS.1.1, 1.3, 1.4; SL.1.4; L.1.1-2) **(Anchor Chart, W-3)** ■ Engage writers in adding dialogue to our stories by modeling and actively engaging students in rereading their pieces, thinking back to the moment they are writing about, and thinking of the actual words that someone said (or might have said), to then go back into their stories and add in those exact words. (W.1.3, 1.5; RFS.1.1-4; L.1.1-2)	**Strategies for Varied Learning Profiles**

Learning Activities	▪ Engage writers in using the word wall when they are writing a word they do not know how to spell by modeling and actively engaging students in looking for the word(s) on the wall, saying the letters to remind themselves and , and then writing it down on their page. (W. 1.3; RFS.1.1, 1.3, 1.4; L 1.2) ***Week 3*** **Teaching points to support writers as they use the writing process to make their writing say exactly what they want it to say** ▪ Engage writers in revising their writing to ensure clarity and coherenced by modeling and actively engaging students in reading through their writing like they have never read it before and asking themselves questions such as "Does this make sense?" and "Is this clear?" If it doesn't, prompt them to revise their writing. (W.1.3, 1.5; RFS.1.1, 1.3, 1.4; L.1.1-2) **(start of Anchor Chart, W-4)** ▪ Engage writers in writing their stories with more detail by modeling and actively engaging students in telling more about every step as the story moves forward. Students should ask themselves "What is the very next thing that happened?"' and write it - doing this again and again as they write their stories from beginning to end. (W.1.3, 1.5; RFS.1.1, 1.2; L.1.1-2) ▪ Engage writers in composing an ending for their story that is relevant to what they narrate and stays close-in the moment by modeling and actively engaging students in remembering back to the very next thing that happened, and also saying what they thought or felt during the moment. (W.1.3, 1.5; RFS.1.1, 1.2; L.1.1-2) ▪ Engage writers in meeting with their writing partners to have accountable conversations about their work by saying things like, "Let me show you what I did in my writing," "This is what I did today," or "Listen to my story." Partners can respond by saying, "I like the part…" or "I like how you…" (W.1.3, 1.5; RFS.1.1, 1.3, 1.4; SL.1.2; L. 1.1) **(start of Anchor Chart, W-5)**	**Strategies for Varied Learning Profiles** ▪ Model this conversation for Sarah and allow her time and space to practice. Allow use of an organizer with visual cues that can capture meeting outcomes.

Learning Activities	*Week 4* **Teaching points to support writers as they prepare to publish** ■ Engage writers in picking one piece to revise through the addition of any feelings and emotions that they may have left out by modeling and actively engaging students in choosing a piece; adding details about people, places, and objects; giving details about the setting; fixing up any confusing parts; and writing more in the parts of their stories that are important. (W.1.3, 1.5; RFS.1.1, 1.2; L.1.1-2) **(add to Anchor Chart, W-4)** ■ Engage writers in working with their writing partners to realize things that have been left out in their stories, by modeling and actively engaging students in having their partners read aloud a bit of their stories, act out what that bit says (not what they wished it said), and then read the next bit, acting it out as well. Partners will listen and watch, possibly responding, "No, you need this!" Writing partners they can say back, "You should say that in the story." (W.1.3, 1.5; RFS.1.1-4; SL.1.1, 1.4; L.1.1-2) **(add to Anchor Chart, W-5)** ■ Engage writers in rewriting the most important page in their stories by modeling and actively engaging them in selecting the most important page and taking smaller and smaller steps through the events and thoughts on that page. (W.1.3, 1.5; RFS.1.1, 1.2; L.1.1-2) **(add to Anchor Chart, W-4)** ■ Engage writers in the awareness of their audience and how to make their stories readable so they can learn about their lives by modeling and actively engaging students in rereading their stories, and checking to see if they are using word wall words correctly to get their stories ready for publishing. (W.1.3, 1.5; RFS.1.1-1.4; L.1.1-2) **(add to Anchor Chart, W-4)** ■ Engage writers in a celebration by immersing them in a simple moment for reflection on their hard work they did to launch their year of writing. (W.1.3; RFS.1.1, 1.3-4; SL.1.1; L 1.1)	**Strategies for Varied Learning Profiles**

Anchor Charts	**Reading Workshop** ■ **R-1:** Different Ways to Read with My Reading Partner • Sit shoulder to shoulder, sharing one book • Help with tricky words • Laugh at funny parts ■ **R-2:** Different Ways We Can Reread • In our best storyteller voice • To find something we didn't notice or think about the first time • To focus more on what's happening in the pictures ■ **R-3:** Different Ways to Share Our Books and About Our Books • Take turns reading one partner's book, talk about it, and then read the other partners book and talk about it. • Echo read, repeating what our partners read and making it sound smooth. • Read the pages of the book together making it sound smooth • Retell our books • Asking each other, "Does that sound right?" "Does that look right?" "Does that make sense?" ■ **R-4:** Ways Good Readers Get To Know Their Books Real Well *(independently and with their reading partners)* • Ask, "Does the book tell a story about someone?" • Ask, "When and where does the story take place? • Retell the major events across our fingers using; first, next, then, after that, and last • Ask, "Is there a pattern in what the character does or says?" "What might happen next?" • Ask, "What are some things the character does in the story?" "What are some things the character said in the story?" "How does the character feel in this part of the story?" **Writing Workshop** ■ **W-1:** To Write a True Story 1. We think 2. We draw 3. We write ■ **W-2:** "When you're done, you've just begun!" • Add more to the picture • Add more to the words • Start a new piece

Anchor Charts	**Reading Workshop** ■ **W-3:** When Reading With Our Writing Partners We Can . . . • Read by telling the story using big and beautiful language • Read everything we have written touching the words as we read ■ **W-4:** I Can Revise My Writing By . . . • Rereading and asking myself – "Does this make sense?" – "Is it clear?" • Adding feelings and emotions • Adding details about people, places, objects and setting • Fixing up any confusing parts • Writing more in extra important parts – "*Smaller* Steps" • Checking all word wall words ■ **W-5:** Writing Partner Discussion Starters • "Let me show you what I did in my writing." • "This is what I did today." • "Listen to my story." • "This is what I'm working on." • "I like the part…" • "I like how you…" • "It makes me feel…" • "It reminds me of…" • "You should say that in your story."

First Grade Assessment

Unit One

Standards:

- **RL.1.1** - Ask and answer questions about key details in a text.
- **RL.1.3** - Describe characters, settings and major events in a story, using key details.
- **RL.1.7** - Use illustrations and details in a story to describe its characters, setting, or events.
- **W.1.3** - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.
- **SL.1.4** - Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

Literacy Texts:

- A *Special Day* by Anne Sibley

Description of Task 1:

Students will read the story independently or in a small group with support dependent on ability. After reading the story, students will use key details and the illustrations from the story to describe its elements either orally or through writing. Additionally they will ask their own questions about the text as well as answer questions about the text posed to them by the teacher.

Description of Task 2:

Students will write a personal narrative using labels and words to describe a personal event and will then describe the details from their story orally to the teacher.

General Directions for Administering Assessment:

Teacher
The test involves 2 separate tasks given on 2 separate days, and the teacher will orally explain the student directions (as seen below) to the students as well as provide the directions through visual cues. The teacher may repeat the directions as many times as necessary. The student (or teacher for those who need more support) must read the story prior to task one.

In task one, the teacher should be meeting with students individually to confer with them to gather information about whether they can ask questions (wonderings) about the text. Students may convey their questions orally, through writing or through pictures. The teacher should also be observing all other students to gather anecdotal notes and support them as needed.

In task two, teacher will tell students to independently write a personal narrative recounting an event from their lives. Directions may be given to students as a whole class, in small groups, or one-on-one as determined by the teacher. The teacher will then confer individually with each student and the student will explain the details they wrote.

The teacher will ensure understanding of both tasks by modeling expectations, using visual supports, and checking for understanding. The teacher may also present the story in digital format or through audiobooks to ensure that all students have access to text in multiple formats.

First Grade Assessment

Unit One

Student Directions

For task 1:

- When teacher meets with each student in a one-on-one conference, teacher will say, "When finished reading the story, A Special Day by Anne Sibley, I'm going to ask you to tell me some of the important details from the story. Then, you'll describe in writing or orally details about two characters from the story. Do your best to include key details from the story." Teacher allows student time to finish this first directive before giving them the next.
- Teacher will say, "Next, describe details of at least one of the settings and an event from the story. Do your best to include key details from the story."

For task 2

- Teacher will say, "Using what you learned yesterday from how the author Ann Sibley wrote about an event, and what you've learned about writing about true events in your lives throughout this unit, write a personal story about a special time in your life. Remember to include more than one event in your story. Do your best to write and draw key details of the events."
- The teacher will confer with all students so students can explain the details they wrote or drew.

Considerations for students with disabilities:

Sarah struggles with auditory processing of information. Sarah's accommodations include:

- Provide visual cues to aid in her understanding of the text.
- Allow Sarah to demonstrate an understanding of A Special Day by illustrating key details and either utilizing a picture dictionary to confirm word choices or explaining key details surrounding characters, setting and events orally.
- Sarah should be allowed to express her personal narrative pictorially and either use a picture dictionary to confirm word choices or confer with the instructor to orally explain her visual images and the connections to Ann Sibley's description of an event.

Considerations for English Language Learners:

Manuel and Lian are new comers with no English proficiency and are not receiving bilingual supports (parent choice). Support strategies for Manuel and Lian include:

- Visual support (pictures or realia) and auditory support (CD or teacher reading out loud).
- Individual support, to match icons and symbols to words, or phrases, to identify concepts about print and text features.
- Include the high-frequency vocabulary and key concepts studied during instruction.
- Provide them with opportunities to draw in response to the prompt and to produce icons, symbols, words, or phrases to convey short messages.
- Offer them to retell the story orally.
- Act it out or write it in their own language so their teacher may assess their knowledge of narrative writing.

First Grade Scoring Tool for Assessment

Unit One

STANDARD	EMERGING *Student work does not achieve all of the "Meeting" criteria and is far below it.*	DEVELOPING Student work does not achieve all of the "Meeting" criteria but is close to it.	MEETING Student achieves all of the criteria listed below.	EXCEEDING Student achieves all the "Meeting" criteria and goes beyond.
RL.1.1 Ask and answer questions about key details in a text.	☐ With prompting, through writing, drawing and dictation, refers to at least one detail from the text.	☐ Student may need prompting to ask and answer questions about key details from the text, and to demonstrate accurate understanding.	☐ Student is able to ask themselves key questions about key details from the text. ☐ Student is able to answer questions about key details from the text.	☐ Student demonstrates an accurate understanding of most key details from the text. Student is asking and answering in depth questions such as who, what, where, when, why and how.
RL.1.3 Describe characters, settings and major events in a story, using key details.	☐ With prompting and support, student struggles to identify characters in the story. ☐ With prompting and support, student struggles to identify the setting. ☐ With prompting and support, student struggles to identify the major events of the text.	☐ With prompting and support, student is able to identify at least the main character using some key details. ☐ With prompting and support, student is able to identify the setting using some key details. ☐ With prompting and support, student is able to identify at least one major event, using some key details from the text.	☐ Student is able to describe the character traits (actions, feelings) of more than one character from the story using key details. ☐ Student is able to describe (place and time) and label using key details one of the story's setting. ☐ Student is able to describe a major event from the story using key details.	☐ Student is able to describe the character traits (action, feelings) of more than one character from the story using key details. ☐ Student is able to describe the major events and challenges the character faces using key details. ☐ Student is able to describe how characters in a story respond to major events and challenges.

First Grade Scoring Tool for Assessment (continued)

Unit One

STANDARD	EMERGING *Student work does not achieve all of the "Meeting" criteria and is far below it.*	DEVELOPING Student work does not achieve all of the "Meeting" criteria but is close to it.	MEETING Student achieves all of the criteria listed below.	EXCEEDING Student achieves all the "Meeting" criteria and goes beyond.
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	☐ With prompting and support, student struggles to describe the relationship between illustrations and the story in which they appear.	☐ Students may need prompting to use illustrations and details in a story to describe characters. ☐ Student may need prompting to describe the relationship between illustrations and the story in which they appear.	☐ Student uses illustrations and details to describe the characters and their traits. ☐ Student uses illustrations and details to describe setting. ☐ Student uses illustrations and details to describe an event.	☐ Student uses information gained from the illustrations to describe the characters and their traits. ☐ Student uses illustration and words in either print or digital texts to demonstrate understanding of setting. ☐ Student uses illustration and words in either print or digital texts to demonstrate understanding of one or more event.
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.	☐ Student uses a combination of drawings, oral language, and attempts at writing to tell about an event/s (events may not be sequential). ☐ Details of the events may be represented in the pictures more than what the child has written.	☐ Student's narrative includes two loosely connected events – events may not be in logical order. ☐ Details of the event represented in the pictures more than what the child has written. ☐ Student provides description of setting through the characters' actions (because those actions involved places). Setting must be inferred.	☐ Student's narrative includes 2 events that occur in a logical order. ☐ The narrative includes details of the events. ☐ Student provides a description of setting – child may include images in their pictures or details in their texts specific to where their story took place. ☐ Student includes words (i.e. first, then, next) that signal order of events. ☐ Student provides a clear ending	☐ Student's narrative includes 2 events that occur in a logical order and each step of their narrative is elaborated upon. ☐ The narrative contains more details of events (writer will write several sentences to depict most of the steps in a sequence of activities). ☐ Student develops setting in a single summary phrase or sentence (i.e., "One rainy day…" or "There were rides at the park…".

First Grade Scoring Tool for Assessment (continued)

Unit One

STANDARD	EMERGING *Student work does not achieve all of the "Meeting" criteria and is far below it.*	DEVELOPING Student work does not achieve all of the "Meeting" criteria but is close to it.	MEETING Student achieves all of the criteria listed below.	EXCEEDING Student achieves all the "Meeting" criteria and goes beyond.
W.1.3 (continued) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.	☐ Details of the setting are represented by a single unifying picture (i.e. a slide representing that their story took place in a park). Setting is brought out by the actions of the character. ☐ Student tells all about an event rather than a step by step progression (no sense of closure provided).	☐ Student understands that stories have a beginning middle and end and they show this by what the character does (one thing, then the next, then the next).		☐ Student provides a clear ending (student may end with an action, emotion, feeling, or response to the event).

First Grade Scoring Tool for Assessment (continued)

Unit One

STANDARD	EMERGING *Student work does not achieve all of the "Meeting" criteria and is far below it.*	DEVELOPING Student work does not achieve all of the "Meeting" criteria but is close to it.	MEETING Student achieves all of the criteria listed below.	EXCEEDING Student achieves all the "Meeting" criteria and goes beyond.
SL.1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.	☐ Student, with prompting, is unable to describe the people, places things and events in their narrative.	☐ Student may need prompting to describe people represented in their narrative. ☐ Student may need prompting to describe places represented in their narrative. ☐ Student may need prompting to describe things and events represented in their narrative.	☐ Student is able to describe people represented in their narrative with relevant details expressing ideas and feelings clearly. ☐ Student is able to describe places represented in their narrative with relevant details expressing ideas and feelings clearly. ☐ Student is able to describe things and events represented in their narrative with relevant details expressing ideas and feelings clearly.	☐ Student is able to retell a story or recount an event including relevant facts and/or details using complete sentences and speaking clearly.

Sixth Grade Curriculum Map

Quarter 1

Unifying Concepts	Essential Questions	Reading Complex Texts & Texts to Support Writing 3-5 short texts; 1 extended text per quarter Balance between literary and informational text	Performance Assessments
Q1 **Unifying Concept** identity through culture	**Q1 Unit 1** How do cultural experiences influence who we are? How do authors convey meaning through words and/or images?	**Q1 Unit 1** **Extended Text** (autobiography and fiction; see Sixth Grade Unit Plan for how these texts are used in book clubs) *The Circuit* by Francisco Jimenez *The Breadwinner* by Deborah Ellis *Seedfolks* by Paul Fleischman *Holes* by Louis Sachar **Short Texts** (informational and editorial) "Evolution of a Point Guard" by Howard Beck, *New York Times* "I've Got Your Number" by Robe Imbriano, *New York Times* "Hip-Hop at the Museum?" by Stephanie Harvey & Anne Goudvis, *Toolkit Texts* "Marriage--or Else" by Rod Nordland & Alissa J. Rubin, *Junior Scholastic* "Negotiating Asian-American Identity through Portraiture" posted by Saskia DeMelker, PBS Newshour (http://www.pbs.org/newshour/art/blog/2011/10/negotiating-asian-american-identity-through-portraiture.html) "Eisenhower to Ngo Dinh Diem" (http://www.pbs.org/wgbh/amex/vietnam/psources/ps_eisenhower.html)	Beginning of Year (BOY): RI.6.1 and W.9 Performance Task (reading and writing about text with evidence) for Pre-Assessment*† **Q1 Unit 1** Teacher-created performance assessment Focus on inform and explain Primary Standards Assessed: RI.6.1; RI.6.7; RI.6.10; W.6.2
	Q1 Unit 2 How is the theme of journey conveyed in texts from different cultures? How do writers convince others to agree with them?	**Q1 Unit 2** **Extended Text** (historical fiction) *Escape from Saigon* by Andrea Warren **Short Texts** (informational and literary) *First Crossing: Stories about Teen Immigrants* edited by Donald R. Gallo Photo: "Operation Baby Lift" from Children and Youth in History (http://chnm.gmu.edu/cyh/primary-sources/344) "The Legacy of Operation Babylift" by Allison Martin (http://www.adoptvietnam.org/adoption/babylift.htm)	**Q1 Unit 2** Teacher-created performance assessment Focus on argument Primary Standards Assessed: RI.6.1; RI.6.6; RI.6.8; RI.6.10; W.6.1 End of Q1 Benchmark Assessment† W.6.1 argument writing RI.6.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their informational writing piece)

* These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Sixth Grade Curriculum Map

Quarter 2

Unifying Concepts	Essential Questions	Reading Complex Texts & Texts to Support Writing 3-5 short texts; 1 extended text per quarter Balance between literary and informational text	Performance Assessments
Q2 **Unifying Concept** fairness	**Q2 Unit 3** (quarter-long unit) Is being fair the same as being just, and how do you know? How is writing used to influence societies to change?	**Q2 Unit 3** (quarter-long unit) **Extended Text** (science fiction) *Gathering Blue* by Lois Lowry **Short Texts (*literary and informational*):** *Fair is Fair: World Folktales of Justice* by Sharon Creedon *Freedom Walkers: The Story of the Montgomery Bus Boycott* (Introduction: "Why They Walked") by Russell Freedman *Kids with Courage: True Stories About Young People Making a Difference* by Barbara A. Lewis "The Lottery and Other Stories" by Shirley Jackson	**Q2 Unit 3** (quarter-long unit) Teacher-created performance assessment Focus on research Primary Standards Assessed: RI.6.1; RI.6.4; RI.6.9; RL.6.7; RL.6.10; RI.6.10; W.6.2; W.6.8 End of Q2 Benchmark Assessment† W.6.2 (informational writing) RI.6.1 (text dependent questions that measure students' comprehension and provides them with the evidence needed to develop their informational writing piece)

* These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Sixth Grade Curriculum Map

Quarter 3

Unifying Concepts	Essential Questions	Reading Complex Texts & Texts to Support Writing 3-5 short texts; 1 extended text per quarter Balance between literary and informational text	Performance Assessments
Q3 **Unifying Concept** courage	**Q3 Unit 4** What makes a good story? What is courage, and what different kinds of courage are necessary to face challenges in life?	**Q3 Unit 4** **Extended Text** (autobiography) *127 Hours: Between A Rock and A Hard Place* by Aaron Ralston **Short Texts** (literary and informational) "The Guys Who Got Bin Laden" and "The Story of Payton Wall" *Scholastic Scope* "The Other Side" by Jacqueline Woodson "What's Courage Got?" by David Gouthro "Heartsongs" by Mattie J. Stepanek	**Q3 Unit 4** Teacher-created performance assessment Focus on narrative Primary Standards Assessed: RL.6.1; RL.6.2; RL.6.4; RL.6.10; W.6.9
	Q3 Unit 5 How do writers use language to convey personal experiences of courage?	**Q3 Unit 5** **Extended Text** (historical fiction) *Woods Runner* by Gary Paulsen **Short Texts** (literary and informational) "If" by Rudyard Kipling "Like Mexicans" by Gary Soto *Nelson Mandela: Contemporary Black Biography* by Anne Johnson and Doris Mabunda "The US Navy Core Values-Honor, Courage, and Commitment" by Chris A. Harmen	**Q3 Unit 5** Teacher-created performance assessment Focus on argument/literary analysis Primary Standards Assessed: RL.6.1; RL.6.2; RL6.4; W6.9 End of Q3 Benchmark Assessment† W6.1 (argument writing) RI6.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their informational writing piece)

* These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Sixth Grade Curriculum Map

Quarter 4

Unifying Concepts	Essential Questions	Reading Complex Texts & Texts to Support Writing 3-5 short texts; 1 extended text per quarter Balance between literary and informational text	Performance Assessments
Q4 **Unifying Concept** perspectives	**Q4 Unit 6** How do readers determine the variety of perspectives presented in complex text? Who has the right perspective, and why?	**Q4 Unit 6** **Extended Texts** (memoir and realistic fiction) *A Long Way Gone* by Ishmael Beah *Tangerine* by Edward Bloor **Short Texts** (literary/folktales and informational) "The Cricket War" by Bob Thurber "How Artists See America" by Colleen Carroll "The Sand Castle" by Alma Luz Villanueva "The Snake Chief" by Kathleen Arnott	**Q4 Unit 6** Teacher-created performance assessment Focus on argument Primary Standards Assessed: RI.6.1; RI.6.3; RI.6.8; RI.6.10; W.6.1
	Q4 Unit 7 Why do people tell stories? Can our stories heal?	**Q4 Unit 7** **Extended Text** (realistic fiction) *My Sister's Keeper* by Jodi Picoult **Shorter Texts** (literary and informational) "Eleven" from *Woman Hollering Creek and Other Stories* by Sandra Cisneros Excerpts from "Zlata's Diary" by Zlata Filipovic "The Three Wishes" by Ricardo E. Alegria Excerpts from A *Testament of Hope*: *The Essential Writings and Speeches of Martin Luther King Jr.* edited by James Washington *Selected Poems* by Gary Soto	**Q4 Unit 7** Teacher-created performance assessment Focus on narrative/poetry Primary Standards Assessed: RL.6.1; RL.6.2; RL.6.4; RI.6.10; W.6.3 End-of-Year (EOY): RI.6.1 and W.9 Performance Task (reading and writing about text with evidence) for Post-Assessment*†

* These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Sixth Grade Unit One

Exploring Culture and Identify through Text and Images

Unit Name: Exploring Culture and Identity through Text and Images

Unit Description: Students will read a novel that highlights the relationship between culture and identity. Students will also read and respond to several shorter informational texts on the same topic. By the end of the unit, students will have read a variety of literature and informational texts, and they will reference those texts to communicate their understanding of how culture influences identity through the creation of a photo essay.

Length: 5 Weeks

Enduring Understandings	■ Readers determine important ideas in texts and use those ideas to develop a summary of the text ■ Readers use textual evidence to draw conclusions ■ Writers use certain organizational structures, specific word choice, and a variety of evidence when explaining a topic in an essay
Essential Questions	■ How do our cultural experiences influence who we are? ■ How do authors convey meaning through words and/or images?
Common Core Standards ***Primary*** ***Secondary***	***Primary Standards Assessed*** RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ***Secondary Standards Addressed*** RL.6.2; RL.6.9; RI.6.2; RI.6.3; RI.6.10; W.6.4; W.6.5; W.6.7; W.6.8;W.6.9 ;W.6.10;SL.6.1; SL.6.4; L6.1; L6.2
Skills	***Reading, Writing, and Citing Textual Evidence*** ■ Literal and inferential comprehension ■ Summarizing ■ Drawing conclusions from textual and/or visual evidence ■ Making connections across a variety of texts (short, extended, online, etc.) ■ Applying the qualities of informative/explanatory writing

Content	***Building Knowledge through Texts*** ■ Elements of culture include language, religion, clothing, customs, etc. ■ Identity is shaped by internal and external components ■ Details in a text work together to convey an overall meaning ■ Purpose and function of informative/explanatory texts ■ Relevant academic language includes *culture, stereotype, custom, photo essay,* and *relevant textual evidence*
Assessments **(D) Diagnostic** **(F) Formative** **(S) Summative**	***Diagnostic (Pre-Assessment)*** 1. Students will complete a Quickwrite that explains their definition of the word "culture" and that describes their understanding of how culture and identity are related. 2. After examining the Junior Scholastic cover from February 28th, 2011, students will answer the question, "What does the picture and the accompanying text tell you?" Students should provide rationale and text evidence for their interpretation. ***Formative Assessments*** Guided Reading and Guided Writing anecdotal notes, "Structured Notes" for literature circle meetings (this can be determined by teacher and is reflective of students' needs), reflections after each literature circle meeting, summaries of select portions of extended text, exit slips, discussions, and expository writing samples in response to short, informational texts. ***Summative Performance Assessment*** Students will construct a photo essay, with written explanation, that communicates how culture influences personal identity by citing evidence from a text read during the unit (see Performance Assessment description for more detail).
Texts/Resources	***Reading Short Text (nonfiction within grade-band complexity)*** ■ "Evolution of a Point Guard" (Jeremy Lin), *The New York Times*, February 24, 2012 ■ "I've Got Your Number," an editorial from *The New York Times* by Robe Imbriano (published in *Read All About It* by Jim Trelease) ■ "Hip-Hop at the Museum?" from "Toolkit Texts" selected by Stephanie Harvey & Anne Goudvis ■ "Marriage-- or Else" by Rod Nordland & Alissa J. Rubin, *Junior Scholastic,* February 28, 2011 ***Reading Extended Text (fiction and literary nonfiction) for Literature Circles)*** ■ *The Circuit* by Francisco Jimenez ***(autobiography)*** ■ *The Breadwinner* by Deborah Ellis ***(historical fiction)*** ■ *Seedfolks* by Paul Fleischman ***(realistic fiction)*** ■ *Holes* by Louis Sachar ***(realistic fiction)*** ***Mentor text for writing***: "Negotiating Asian-American Identity through Portraiture" from PBS Newshour, (http://www.pbs.org/newshour/art/blog/2011/10/negotiating-asian-american-identity-through-portraiture.html)

Learning Activities	***Hook—Develop Conceptual Understanding through Related Text and Vocabulary*** ■ Teacher shows image of Jeremy Lin when he was at Harvard. Students respond to Quickwrite prompt; teacher facilitates discussion of culture, identity, and stereotypes (SL6.1). ■ Students read about Jeremy Lin in "The Evolution of a Point Guard" from the *NY Times* (Feb. 24, 2012) and in small groups, discuss the relationship between Lin's cultural identity and basketball. (RI6.3). ***Preparing Students to Read*** ■ Students work in small groups to generate a list of elements that contribute to identity (food they eat, religious beliefs, traditions, celebrations, holidays, music they listen to, how students spend their free time, etc.). ■ Teacher guides students to create a graphic organizer with characteristics of CULTURE and IDENTITY; students write about their initial understanding of the relationship between culture and identity. ■ Teacher introduces the main focus of the unit, including Enduring Understandings and Essential Questions. ■ Teacher introduces how students will select images/pictures throughout the unit for the final assessment. ***Minilessons/Activities for Close Reading*** ■ Teacher determines a schedule to meet with specific Literature Circles weekly. ■ Throughout the unit, teacher uses short texts to model: • Close reading through think-alouds • Summarizing the text (RI6.2) • Practicing with Question and Answer Relationship Strategy (QAR) in order to reinforce literal and inferential comprehension (RI6.1) • Analyzing visual and print texts for the relationship between culture and identity • Note-taking that connects back to Essential Questions (routine writing)	**Strategies for Varied Learning Profiles** ■ Working in small groups is ideal for Sandra to practice the listening and speaking skills needed to develop academic language in the context of learning critical concepts. ■ The use of graphic organizers will help Sandra chunk pieces of content knowledge and information she can manipulate in the new language or in between languages (use of cognates for example). Sandra will have reasons to use language for real purposes. ■ Classroom discourse and the use of visual aids such as photos allows Sandra to use academic language to engage in learning activities which builds content and language knowledge in a natural context. ■ George's participation in group dialogue is key in that he is able to gather auditory information and respond in kind. The instructor should allow for George to maintain an oral transcript of the conversation and resulting list of elements.

	■ Teacher meets daily with Guided Reading groups to teach specific reading strategies and skills students will need to comprehend the texts for this unit. ***Conduct Discussions, Write Routinely, and Report Findings through Literature Circles*** ■ Teacher provides brief "booktalk" of each extended text and use student choice as a factor when determining groups. (RL6.10) ■ Pre-reading Activity: Students look at the cover of their literature circle text and examine the elements of the culture presented. Students write and share their ideas. (SL6.2, W6.9) ■ Teacher explains procedures for participating in literature circle meetings. Teacher can use "fishbowl" strategy to demonstrate how small groups conduct discussions around texts. (SL6.1) ■ Teacher models how to take notes while reading a text. As they're reading the text, students practice close reading (and other strategies learned during mini-lessons) to search for and record elements that are a part of the main character's culture. ■ Students meet 2-3 times per week in their Literature Circles and use their notes to anchor their discussions. Students write reflections following each group meeting. (SL6.1, W6.9) ■ Using the Essential Questions as a guide, students write summaries of select portions of the literature circle text. (RL6.2) ■ Students share the content from their literature circle text with the whole class, so that all students are familiar with the diverse texts (SL6.4) ***Minilessons/Activities for Teaching Writing to Develop and Convey Understanding, Cite Evidence, and to Study and Apply Language Conventions*** ■ Teacher reviews guidelines and rubric for Performance Assessment: *construct a photo essay, with written commentary, to complete the following directive: Describe how culture influences personal identity, referring to the texts you've read during this unit as evidence for your response.*	**Strategies for Varied Learning Profiles** ■ One way to facilitate Sandra's selection of a book is to ask her to connect something in the book to her own life. If ELLs see themselves in the theme or characters of the book they will be more inclined to engage in discussions about the text they read. ■ Sandra will further develop her listening and speaking skills of the English language by sharing information taken from the text and by listening to peers share their own information. ■ In instances where it is necessary to access visual representations of texts, George should be supported with auditory supports and the connections to the elements of culture should be made explicit. George should be provided with the textbook in an alternative print format as well. George can take notes on a braillewriter.

	■ Students will be introduced to informative/ explanatory writing by first being immersed in this mode of writing. Teacher will read aloud selections from *Negotiating Asian-American Identity through Portraiture*. Students will be guided through process of reading like a writer, noticing the qualities of the writing. (W6.2, L6.1, L6.2) ■ Students will be given collections of student magazines and trade books (Junior Scholastic, National Geographic Explorers, various high interest trade books). Students will be asked to choose one and look through the magazine or book for a topic that interests them. Students will be directed to use the text features to make predictions of what the text will be about. Teacher will use this experience to launch into a discussion of the purpose of informative/explanatory texts. Specifically, teacher will emphasize how authors use images and text to convey important ideas to readers. (RI6.5, W6.2, RI6.7) ■ Teacher will return to the shorter informational texts, as well as images (such as photos), to model how to construct the different parts of an informative/explanatory piece, including how to introduce a topic, how to organize the parts of the essay, how to use textual evidence to support the essay, what other types of evidence should be used as support, how to use transitions, etc. (W6.2, RI6.7) ■ Students will use select informational texts, as well as images that they've gathered, to practice composing each part of the informative/explanatory essay. (W6.6) ■ Students will spend time gathering evidence for the Performance Assessment. This includes using their Writer's Notebook to list specific evidence from their Literature Circle text that can be used for their photo essay. Students will also record evidence from the short informational texts that were read in class. (RI6.1, W6.2, W6.8) ■ Students will be engaged in the writing process, including brainstorming, gathering evidence, drafting, revising, and editing. (W6.5, W6.7) ■ Teacher will confer with students through independent or guided writing conferences. (W6.4, W6.5, L6.1, L6.2)	**Strategies for Varied Learning Profiles**

Sixth Grade Assessment

Unit One

Standards:

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Texts:

- Various texts from the unit (See unit plan for texts)

Description of Task

Students will construct a photo essay, with written commentary, to complete the following directive: Describe how culture influences personal identity, referring to the texts you've read during this unit as evidence for your response.

General Directions for Administering Assessment:

Teacher:
Students will be allowed three 40 minute reading and/or writing blocks to outline, draft, revise and complete their final product. Students must all write their commentary, but may orally present the final product if they choose. More or less time can be afforded according to teacher discretion. The teacher may also present the texts in digital format or through audiobooks to ensure that all students have access.

Only the final product will be evaluated as part of this assessment (as indicated by the standards above). Place the student directions on the board for all students to read and then read them aloud to the students. Take time to answer clarifying questions posed by the students.

Student Directions:
We've learned a lot over the last few weeks. Now it is time you synthesize what you've learned about culture and its influence on identity. You have three 40-minute sessions to develop a photo essay that describes how culture influences identity. You must use text evidence from the novel you read and from at least one of the informational photo essays you read during the last few weeks in order to support your description. To communicate your ideas visually and through writing, you can gather pictures from Google searches, the photo essays, and pictures you take on your own.

Considerations for students with disabilities:

George has a visual impairment. George's accommodations include:

- In constructing his essay, he may utilize a Braille writer to convey (verbal) vignettes or short phrases/sayings that make evident the connection between culture and personal identity.

Considerations for English Language Learners:

Sandra is a level 2 in her English Language Proficiency. Support strategies for Sandra include:

- Using labels to explain each photo with a short phrase in English including domain-specific words found in the texts from the unit.
- One on one reading support session where she and the teacher will review the main ideas of the texts.
- Access to a list of the domain-specific vocabulary words both in her language and in English.

Sixth Grade Scoring Tool for Assessment

Unit One

STANDARD	EMERGING *Student work does not achieve all of the "Meeting" criteria and is far below it.*	DEVELOPING Student work does not achieve all of the "Meeting" criteria but is close to it.	MEETING Student achieves all of the criteria listed below.	EXCEEDING Student achieves all the "Meeting" criteria and goes beyond.
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	☐ Textual evidence is not provided in the analysis.	☐ Textual evidence is generalized and does not provide strong support of the analysis of what the text says explicitly as well as inferences drawn from the text.	☐ Textual evidence is provided to support analysis of what the text says explicitly as well as inferences drawn from the text.	☐ Textual evidence provided is comprehensive and provides several examples that supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.7 Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	☐ Logical conclusion is not present.	☐ Logical conclusion about the common topic is present but is not supported with relevant textual evidence.	☐ Analysis integrates the main ideas and details in the "texts" ☐ Comparisons between various media formats build towards logical conclusions about the common topic.	☐ Comparisons between various media formats build towards multiple conclusions about the common topic which are supported by text evidence.

Sixth Grade Scoring Tool for Assessment (continued)

Unit One

STANDARD	EMERGING *Student work does not achieve all of the "Meeting" criteria and is far below it.*	DEVELOPING Student work does not achieve all of the "Meeting" criteria but is close to it.	MEETING Student achieves all of the criteria listed below.	EXCEEDING Student achieves all the "Meeting" criteria and goes beyond.
W.6.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	☐ Topic is not introduced. ☐ Topic is not developed. ☐ Transitions do not appropriately connect ideas and concepts. ☐ Precise language and domain-specific vocabulary is not used in the text. ☐ Formal style is not established. ☐ Does not have a concluding statement.	☐ Topic is introduced but does not provide a clear organization of ideas. ☐ Topic is loosely developed by insufficient facts, definitions, details and quotations. ☐ Transitions are used but are not consistently appropriate to the relationship among ideas and concepts. ☐ Precise language and domain-specific vocabulary is used inconsistently throughout the text. ☐ Formal style is established but not maintained. ☐ Concluding statement or section does not sufficiently address the information presented.	☐ Topic is introduced and provides a clear organization of ideas, concepts, and information using a clear text structure and text features when applicable. ☐ Topic is developed with relevant facts, definitions, concrete details, quotations, or other information and examples. ☐ Transitions are appropriate to clarifying relationships among ideas and concepts. ☐ Precise language and domain-specific vocabulary are used to inform about or explain the topic. ☐ Formal style is established and maintained throughout the text. ☐ Concluding statement or section sufficiently addresses and follows from the information or explanation presented.	☐ Introduction "hooks" reader with a compelling lead. ☐ Topic is developed using more than one organizational structure. ☐ Transitions used reflect sophisticated and nuanced relationships (*i.e. henceforth, thus, in accordance with*).

Eleventh Grade Curriculum Map

Quarter 1

Unifying Concepts	Essential Questions	Reading Complex Texts & Text to Support Writing 3-5 short texts; 1 extended text per quarter Balance between literary and informational text[1]	Performance Assessments
Q1 **Unifying Concepts** Individualism and Modernity	**Q1 Unit 1** How does an individual define him or herself in a complex world? Do our experiences shape us or do we have an innate self?	**Q1 Unit 1** Note: we selected short texts for the first unit of the year to build students' capacity to read complex texts. An extended text is included in Q1, Unit 2. **Short Texts** (literary, informational, editorial, cinematic) Excerpts from *Beowulf*, translation by Seamus Haney or Burton Raffel Excerpts from *Grendel* by John Gardner *Magna Carta* *Declaration of Independence* *Rights of Man* by Thomas Paine *Declaration of the Rights of Man* Excerpts from *Hamlet* by William Shakespeare Movie Clips of "To be or not to be" soliloquy (Ethan Hawke, Kenneth Branagh, and Mel Gibson) "Self Portrait" by A.K.Ramanujan	Beginning of Year (BOY): RI.11-12.1 and W.9 Performance Task (reading and writing about text with evidence) for Pre-Assessment*† **Q1 Unit 1** Teacher-created performance assessment Focus on argument Primary Standards Assessed: RI.11-12.1, RI.11-12.2 OR RL.11-12.1; RL.11-12.2 W.11-12.1; W.11-12.9
	Q1 Unit 2 How does modernity challenge the individual?	**Q1 Unit 2** **Extended Text** *Waiting for Godot* by Samuel Beckett **Short Texts** (informational and literary) Selected poems by W.H. Auden *Songs of Innocence* and Experience by William Blake *Prometheus Unbound* by Percy Bysshe Shelley Selected poems by William Wordsworth Selected poetry by W.B. Yeats "The Work of Art in the Age of Mechanical Reproduction" by Walter Benjamin	**Q1 Unit 2** Teacher-created performance assessment Focus on literary analysis in argument writing Primary Standards Assessed: RL.11-12.1; RL.11-12.2;11-12.4; W.11-12.1 End of Q1 Benchmark Assessment† W11-12.1 (argument writing) RL.11-12.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)

[1]We created this sample Curriculum Map as an example of a course of study in British and Postcolonial Literature. The Common Core State Standards suggest that in high school, students read U.S. Foundational Documents and Shakespeare each year; hence, this is also reflected in the Curriculum Map

* These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Eleventh Grade Curriculum Map

Quarter 2

Unifying Concepts	Essential Questions	Reading Complex Texts & Text to Support Writing 3-5 short texts; 1 extended text per quarter Balance between literary and informational text[1]	Performance Assessments
Q2 **Unifying Concepts** Individualism and Culture (race, class, and gender)	**Q2 Unit 3** (quarter-long unit) How does an individual conform to, counter, and redefine him or herself against social and cultural norms?	**Q2 Unit 3** (quarter-long unit) **Extended Text** *A Room of One's Own* by Virginia Woolf *The God of Small Things* by Arundhati Roy **Short Texts** (literary and informational) Excerpts from *The Canterbury Tales* by Geoffrey Chaucer Excerpts from *Learning to Labor* by Paul Willis *Persepolis* by Marjane Satrapi Excerpts from *Jane Eyre* by Charlotte Bronte Excerpts from *Wide Sargasso Sea* by Jean Rhys	**Q2 Unit 3 (quarter-long unit)** Teacher-created performance assessment Focus on extended research and argument Primary Standards Assessed: RI.11-12.1; RI.11-12.2;11-12.4; W11-12.1 End of Q2 Benchmark Assessment† W11-12.1 (argument writing) RL.11-12.1 (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)

[1]We created this sample Curriculum Map as an example of a course of study in British and Postcolonial Literature. The Common Core State Standards suggest that in high school, students read U.S. Foundational Documents and Shakespeare each year; hence, this is also reflected in the Curriculum Map

* These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Eleventh Grade Curriculum Map

Quarter 3

Unifying Concepts	Essential Questions	Reading Complex Texts & Text to Support Writing 3-5 short texts; 1 extended text per quarter Balance between literary and informational text[1]	Performance Assessments
Q3 **Unifying Concepts** Individualism and Power (power, colonialism, and imperialism)	**Q3 Unit 4** (quarter-long unit) How do power and politics affect individual identity?	**Q3 Unit 4** **Extended Text** *Heart of Darkness* by Joseph Conrad *Things Fall Apart* by Chinua Achebe *Nervous Conditions* by Tsitsi Dangarembja **Short Texts** (literary, informational, and cinematic) Excerpts from *Apocalypse Now* Excerpts from *Annie John* by Jamaica Kincaid "Gandhi on Non-Violence" (speech given in 1919) Selected Wartime Speeches by Winston Churchill Excerpts from *Orientalism* by Edward Said "An Image of Africa: Racism in Conrad's *Heart of Darkness*" by Chinua Achebe Selected poems by Wole Soyinka Selected poems by Derek Walcott Excerpts from *The Wretched of the Earth* by Franz Fanon "Decolonizing the mind: The politics of language in African literature" by Ngugi wa Thiongo	**Q3 Unit 4 (quarter-long unit)** Teacher-created performance assessment Focus on research Primary Standards Assessed: RL.11-12.6; RL.11-12.9; RI.11-12.6; RI.11-12.7; RI.11-12.8; W.11-12.2; W.11-12.5; W.11-12.7; W.11-12.8 End of Q3 Benchmark Assessment† W.11-12.2 (expository/informational writing) RI11-12.1 (text dependent questions that will provide students with the evidence needed to develop their argument writing piece)

[1]We created this sample Curriculum Map as an example of a course of study in British and Postcolonial Literature. The Common Core State Standards suggest that in high school, students read U.S. Foundational Documents and Shakespeare each year; hence, this is also reflected in the Curriculum Map

***** These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Eleventh Grade Curriculum Map

Quarter 4

Unifying Concepts	Essential Questions	Reading Complex Texts & Text to Support Writing 3-5 short texts; 1 extended text per quarter Balance between literary and informational text[1]	Performance Assessments
Q4 **Unifying Concepts** Individualism and Post-modernity (post-colonialism, postmodernism, and globalism)	**Q4 Unit 5** (quarter-long unit) How does an individual define him or herself in a complex world?	**Q4 Unit 5** (quarter-long unit) **Extended Text** *White Teeth* by Zadie Smith **Short Texts** (literary and informational) *Imaginary Homelands* by Salman Rushdie (selected essays) Excerpts from *Midnight's Children* by Salman Rushdie *The Algebra of Infinite Justice* by Arundhati Roy (selected essays)	**Q4 Unit 5** (quarter-long unit) Teacher-created performance assessment Focus on anecdotal narrative Primary Standards Assessed: RL.11-12.3; RL.11-12.5; RL.11-12.7; RI.11-12.3; RI.11-12.5; RI.11-12.7; W.11-12.3; W.11-12.6 End-of-Year (EOY): RI 11-12.1 and W.9 Performance Task (reading and writing about text with evidence) for Post-Assessment*†

[1]We created this sample Curriculum Map as an example of a course of study in British and Postcolonial Literature. The Common Core State Standards suggest that in high school, students read U.S. Foundational Documents and Shakespeare each year; hence, this is also reflected in the Curriculum Map

* These performance tasks will also be used to measure student growth for teacher evaluation.

† These will be provided by the district.

Unit Name: The Individual in a Complex World

Unit Description: By the end of the unit, students will have developed a deeper understanding of how writers and thinkers conceptualize identity and the self.

Length: 4-5 Weeks

Enduring Understandings	■ Individuals make meaning of the world through a strong sense of self ■ Individuals make choices based on their understanding of themselves ■ Readers summarize, synthesize, and evaluate a broad range of ideas and information presented in texts
Essential Questions	■ How does an individual define him/herself in a complex world? ■ Do our experiences shape us or do we have an innate self?
Common Core Standards ***Primary*** ***Secondary***	***Primary: Standards Assessed*** W 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. RL 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain RL 11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of a text, including how they interact and build on one another to produce a complex account; provide and objective summary of the text OR RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text ***Secondary: Standards Addressed*** RI.11-12.9;RI.11-12.10; RL.11-12.10; RI.11-12.3; RL. 11-12.3; W.11-12.4; W.11-12.5; W.11-12.10; SL.11-12.1

Cognitive Skills	***Reading, Writing, and Citing Textual Evidence*** ■ Literal and inferential comprehension ■ Summarizing ■ Draw conclusions from textual and/or visual evidence ■ Apply the qualities of analytical and argumentative writing
Content	***Building Knowledge through Texts*** ■ Western conception of self ■ Exploring the intersection of the self and the larger society ■ Details in a text work together to convey an overall meaning ■ Understand the connection between a variety of genres and modalities (plays, novels, essays, poems, movies, etc.)
Assessments **(D) Diagnostic** **(F) Formative** **(S) Summative**	***Diagnostic (Pre-Assessment)*** 1. Students will read "Imaginary Homelands" by Salman Rushdie 2. After reading the essay and participating in a teacher facilitated Socratic Seminar in which students will begin to address the question "What factors shape who we are?" Students should provide rationale for their interpretation. ***Formative Assessments*** ■ Writing in response to reading and discussion ***Summative Performance Assessment*** (see attached)
Texts/Resources	***Note: we selected short texts for the first unit of the year to build students' capacity to read complex texts. An extended text is included in Q1, Unit 2 (see grade 11 Curriculum Map).*** ***Reading Short Text (literary, informational, and argumentative within grade band complexity)*** ■ "Imaginary Homelands" by Salman Rushdie ■ Excerpts from The *Magna Carta* ■ Excerpts from the *Declaration of the Rights of Man* ■ Excerpts from *Rights of Man* by Thomas Paine ■ Excerpts from *Declaration of Independence* ■ Excerpts from *Essay Concerning Human Understanding* by John Locke ■ "Self-Portrait" by A.K. Ramanujan ■ Excerpts from *Beowulf* (translation by Seamus Heaney) ■ Excerpts from *Grendel* by John Gardner ■ Excerpts from *Hamlet* by William Shakespeare ■ Movie excerpts of *Hamlet* (1990, 1996, 2000)

Learning Activities		Strategies for Varied Learning Profiles
	Preparing Students to Read ■ Read Rushdie's introduction in the anthology "Imaginary Homelands" that examines identity and how individuals make sense of their experiences. ■ Response to reading: "According to Rushdie, what factors shape who we are?" ■ Students will discuss how the author Rushdie talks about individual identity and the metaphor of the broken mirror and fragmentation. ■ Introduce main focus of the unit, including Enduring Understandings and Essential Questions ■ Students will be directed to think about the essential question and how the individual is framed in the context of the readings that they will encounter. ***Week 1—The Revolutionary Idea of the Self*** **Short Texts:** Introduction to *Imaginary Homelands* by Salman Rushdie *Essay Concerning Human Understanding* by John Locke *Declaration of Independence* Teacher selected contemporary articles that reflect argument writing	■ Allow Thomas to import text into a digital format that allows him to chunk text for increased readability and allow for frequent checks for understanding. ■ Allow Thomas to capture Rushdie's interpretation of individual identity in a format that is easily accessible for the upcoming learning activities. ■ Small and large group discussion allows Lily to practice her listening and speaking skills.
	Minilessons/Activities for Close Reading ■ After reading the Rushdie's essay and introducing the unit, the teacher will select excerpts from *Essay on Human Understanding.* ■ Teacher will preview key concepts and vocabulary through Frayer Model. ■ Students will read and annotate, paying particular attention to Locke's claim about self and identity. ***Conduct Discussions, and Report Findings through Group Discussions*** ■ Teacher will lead discussion on the implications of this concept on how we think about individualism, the self, and personal identity: According to Rushdie, do our experiences shape us, or do we have an innate self?—after teacher led discussion, students will fill out a graphic organizer in which students will identify quotes/sections from the essay that support either position. ■ Teacher will choose relevant excerpts from the *Declaration of Independence*. Students will read and annotate. In small groups, students will complete graphic organizer. ■ Teacher will lead discussion on the emergence of the political self—how does modern government conceptualize the individual?	■ The use of graphic organizers and visual aids support Lily's understanding of key concepts. ■ Previewing key concepts and vocabulary is key in grounding Thomas in the text. Allow him to capture key terms in a reference document. ■ The instructor should set the stage for independent reading by explicitly stating the purpose for reading and allowing Thomas to, again, chunk text into discrete sections and organize notes along the structure he creates. ■ During small group discussions, strategically place Lily in a mixed ability group so that she receives support from her peers. ■ During small group discussions, ensure that Thomas remains on task by encouraging self-regulatory behaviors and reinforcing the time limitations attached to the tasks.

Learning Activities	***Minilessons/Activities for Teaching Writing to Develop and Convey Understanding***	**Strategies for Varied Learning Profiles**
	■ Students will be introduced to argument writing by first being immersed in this mode of writing. After initially reading the mentor text "Imaginary Homelands" to reflect upon the content and conceptual focus of the unit, the teacher will read aloud relevant sections of "Imaginary Homelands." Students will be guided through the process of "reading like a writer," paying particular attention to the rhetorical strategies the author makes within this mode in order to introduce a claim, provide supporting evidence, etc. ■ Students will be given collections of contemporary essays from magazines and newspapers that reflect argumentative writing. Students will be directed to identify the ways that the writer introduces, supports, and builds upon an argument. ***Week 2—Identity in conflict: Exploring Archetypes and Fixed Identities*** *Beowulf* translation by Seamus Heaney or Burton Raffel (excerpts) *Grendel* by John Gardner (excerpts) ***Preparing Students to Read*** ■ Teacher will provide some background knowledge on Anglo-Saxon culture and the historical context of the poem and the emergence of archetypes in literature. ■ Students will listen to excerpts from *Beowulf* downloaded from (http://www.wwnorton.com/college/english/nael/noa/audio.htm) ***Reading Short Complex Texts, Analyze Content Daily Routine Writing About Texts, and Conduct Discussions*** ■ Students will write in response to the question: Is Beowulf a hero? followed by a large group discussion on identity, heroism, and individualism. ■ In small groups, students will be working on the graphic organizer, pulling out direct quotes from the text that will respond to the question: Do our experiences shape us, or do we have an innate self? ■ Students will read excerpts from *Grendel* and revisit the question of hero/villain.	■ During large group discussions, the instructor should employ adequate wait time after queries to allow Thomas to digest queries and respond appropriately. ■ Large group discussion allows Lily to practice her listening and speaking skills. ■ Set a clear and explicit purpose for the review of contemporary articles. Thomas should be allowed to conduct a brief task analysis and determine how much time to devote to each aspect of the activity. Time should be built in for short, managed breaks, or the activity can be designed to allow Thomas to shift among foci in a way that maintains attention. ■ The instructor should explicitly remind Thomas of the purpose of the listening activity and encourage note-taking as he listens to the excerpts. ■ Chunk excerpts from Grendel and allow for Thomas to conduct checks for understanding on the bigger question of what defines a hero/a villain. ■ Allow time for Lily to talk through the differences between the texts in her native language in order to support her thinking about the texts.

Learning Activities		Strategies for Varied Learning Profiles
	■ Response to Writing: How does this re-telling of the Beowulf epic shift our understanding of what it means to be a hero? ■ Students will complete the graphic organizer to articulate their understanding of identity and experience after reading *Grendel.* ■ Teacher will facilitate a whole group discussion on identity and heroism. ***Written Analyses about Texts, Cite Evidence, and Study and Apply Language Conventions*** ■ Teacher will use a combination of shorter essays to model how to construct different parts of an argument/literary analysis piece, including how to introduce a topic, establish a claim, organize various parts of an essay, use specific rhetorical strategies, andsupport a claim with textual evidence. ***Week 3—Identity as Action: Moving Towards Ambiguity*** *Hamlet* by William Shakespeare (excerpts) **Short Texts:** Movie clips of the "To be or not to be" soliloquy by Hamlet (1990,1996,2000) "Self-Portrait" by A.K. Ramanujan (poem) ***Reading Extended Complex Texts*** ■ Students view different movie adaptations of Hamlet's "To Be or Not to Be" soliloquy. ■ In small groups students will discuss the differences in the three adaptations and how each version reflect the director's interpretation of Hamlet's identity. ■ Students will read selected excerpts of *Hamlet* and discuss the following question: What is Hamlet's struggle with who he is? How does he make sense of action and inaction? How are action and identity inter-related? ■ Students will complete the graphic organizer in response to the question: Do our experiences shape us, or do we have an innate self? ■ Students will also read "Self-Portrait" and discuss the significance of the father-son relationship in both the poem and *Hamlet*.	■ Ensure that Thomas maintains appropriate attention during the viewing of various movie adaptations by setting the stage for the discussion to follow that outlines the differences amongst said adaptations. Encourage note-taking to that end.

Learning Activities	***Written Analyses of Texts and Cite Evidence***	**Strategies for Varied Learning Profiles**
	■ Reflective writing: how is Locke's notion of identity reflected in Hamlet? Students will construct a short response in which they introduce a claim using a rhetorical strategy that they have encountered in the various essays they have read.	■ Thomas should be allowed the time and opportunity to plan for this task. Prior to drafting a response, he should formally decide upon a rhetorical strategy based on exposure to the teacher selected essays, access his reference point in Locke's concept of identity, and create a shell of his writing with a corresponding timeline for completion.
	Week 4—Performance Assessment	■ Lily should be provided with one-on-one reading support where she will get assistance in identifying the main idea of the text and how to use context clues to determine meanings of words.
	Written Analyses of Texts, Cite Evidence, and to Study and Apply Language Structures	
	■ Teacher will introduce the Performance Assessments to students.	
	■ Students will use selected literary and informational texts from the unit to begin composing the essay.	
	■ Students will spend time gathering evidence as well as utilize the evidence they have gathered throughout the unit captured in their graphic organizer. (RI.11-12.1, W.11-12. 1)	
	■ Students will be engaged in the writing process, including brainstorming, gathering evidence, drafting, revising, and editing. (W. 11-12.5)	
	■ Teacher will confer with students through independent or guided writing conferences. (W.11-12.4, W.11-12.5, L.11-12.1, L.11-12.2)	

Eleventh Grade Assessment

Unit One

Standards:

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

OR

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- R.I.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Texts:

- Various Texts from the unit (See unit plan for texts)

Description of Task

Description of Task 1:

Students will draw from the texts they've read during the unit as well as a John Locke quote to complete a diacritical journal.

Description of Task 2:

Students will write an essay in which they analyze the extent to which Locke's ideas about individuality are supported and/or opposed by the texts read in the unit and fit with their own conception of individuality.

General Directions for Administering Assessment:

Teacher:
Hand out the student directions as seen below. Have students read the directions, and then read them aloud. Answer any clarifying questions. Remind students they will be allowed two 40-minute class periods to complete task 1, which requires response and annotation of the various texts in the unit. Students may use alternative formats for the text such as iBooks or audio recordings if they choose. Students will have three 40 minute class periods to outline, draft, revise and complete their final product. More or less time can be afforded according to teacher discretion. Students also have the choice to use text-to-speech software to compose and may present their final product orally.

Eleventh Grade Assessment

Unit One

Student Directions:
According to the *Essay on Human Understanding*, John Locke believes the idea of individuality "reaches very little farther than our experience." In the excerpt we read, he states:

"All ideas come from sensation or reflection. Let us then suppose the mind to be, as we say, white paper, void of all characters, without any ideas: — How comes it to be furnished?...To this I answer, in one word, from EXPERIENCE. In that, all our knowledge is founded; and from that [knowledge] ultimately derives itself."

Reflect upon Locke's idea of individuality and complete a diacritical journal in which you paraphrase the meaning of the Locke quote and identify several pieces of textual evidence from the unit texts (including *Hamlet*) and how they support or oppose the central idea(s) of Locke. You have two 40-minute class periods to complete this task.

After you complete the diacritical journal, write an essay in which you analyze the extent to which Locke's idea of individuality is supported or opposed in the texts you have read, drawing upon the task you just completed. You may orally present the ideas of your essay when you are finished if you so choose. You will have to select at least three texts from the unit, one of which must be *Hamlet*, and supply the most relevant evidence from these texts to support a position on the validity of Locke's claim. In your conclusion you should discuss the extent to which the ideas of Locke and the sources selected fit with your own conception of individuality. You have three 40-minute class periods to complete this task.

Considerations for students with disabilities:

Thomas presents with significant weaknesses in the areas of executive functioning and attending. These weaknesses inhibit his ability to decode text accurately unless an allowance exists for the chunking of text followed by a brief check for understanding. These weaknesses also impede Thomas' ability to plan, strategize and organize resources relative to the tasks. Thomas needs support in planning and re-reading with a purpose (identify textual evidence that supports or opposes Locke's ideas). Thomas's accommodations include:

- Modeling the process for determining evidence versus non-evidence using portions of Hamlet as a model.
- Highlighting and integration of notes into digitally converted texts by using optical character recognition (OCR) software.
- Time for Thomas to talk through how he will manage timelines to guarantee task completion.
- Small, managed work breaks or allow for changes in work focus as Thomas completes both tasks one and two.
- Allow Thomas to schedule tasks and think through only the resources critical to work completion by setting up clear criteria for text selection.
- Allow for brief talk aloud surrounding Thomas's position on the validity of Locke's claim.
- Create a touchstone/reference point for Locke's position to allow for quick access to central idea that guides the work.

Considerations for English Language Learners:

Lily is an English Language Learner. According with her last ACCESS (Assessing Comprehension and Communication in English State-to-State) test she is in Level 3 (Developing). Because of her English proficiency level, her teacher will provide her with visual support (pictures) and auditory support (CD or teacher reading out loud). The following support strategies for Lily include:

- A one-on-one reading support session where she will get assistance in identifying the main ideas of the text and how to use context clues to determine meaning of words.
- Alternative pathways for accessing key content include charts or texts written in her first language.

Eleventh Grade Scoring Tool for Assessment

Unit One

STANDARD	EMERGING *Student work does not achieve all of the "Meeting" criteria and is far below it.*	DEVELOPING Student work does not achieve all of the "Meeting" criteria but is close to it.	MEETING Student achieves all of the criteria listed below.	EXCEEDING Student achieves all the "Meeting" criteria and goes beyond.
RI/RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	☐ Textual evidence is not cited. ☐ Inferences are not addressed in the analysis.	☐ Textual evidence cited is not relevant or is weakly connected to the analysis.	☐ Textual evidence is strong and thorough and supports analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	☐ Textual evidence is strong and thorough and reflects examples from throughout the text(s), and may use more than one quote from each text(s), clearly connecting to and supporting relevant points in the analysis. ☐ Understands the text at the literal, figurative, and implied levels. Can identify where interpretation is uncertain and provide specific textual evidence using precise and nuanced language (ambiguous, inconclusive, etc.). ☐ Provides analyses of the effects and/or intentionality of such uncertainty, with clear connections to author's purpose as inferred from the text.

Eleventh Grade Scoring Tool for Assessment (continued)

Unit One

STANDARD	EMERGING *Student work does not achieve all of the "Meeting" criteria and is far below it.*	DEVELOPING Student work does not achieve all of the "Meeting" criteria but is close to it.	MEETING Student achieves all of the criteria listed below.	EXCEEDING Student achieves all the "Meeting" criteria and goes beyond.
RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	☐ Analysis does not connect the elements of the story and their development in a logical way.	☐ Analysis makes a weak connection amongst the element of the story and how they are developed, leaving out one or more integral elements.	☐ Analysis illustrates the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g, where a story is set, how the action is ordered, how the characters are introduced and developed).	☐ Analysis thoroughly illustrates impact of the author's choices regarding how to develop and relate elements of a story or drama, citing clear and specific evidence on how these choices impact meaning of the text. ☐ Evaluates the effectiveness of author's choices and articulates sound rationale for theories as to why the author made such choices.
RI.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	☐ Analysis does not connect the individuals, ideas and events and their development in a logical way.	☐ Analysis makes a weak connection amongst the individuals, ideas and events and how they are developed, leaving out one or more integral concepts.	☐ Analysis illustrates the connections between a complex set of ideas or sequence of events and explains how specific individuals, ideas or events interact and develop over the course of the text.	☐ Analysis illustrates both clear and nuanced connections between a complex set of ideas or sequence of events and explains how specific individuals, ideas or events interact and develop over the course of the text, citing clear and specific evidence. ☐ Evaluates the effectiveness of author's choices and articulates sound rationale for theories as to why the author made such choices.

Eleventh Grade Scoring Tool for Assessment (continued)

Unit One

STANDARD	EMERGING *Student work does not achieve all of the "Meeting" criteria and is far below it.*	DEVELOPING Student work does not achieve all of the "Meeting" criteria but is close to it.	MEETING Student achieves all of the criteria listed below.	EXCEEDING Student achieves all the "Meeting" criteria and goes beyond.
W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	☐ The claim is not present. ☐ The claim does not acknowledge a counterclaim. ☐ The claim does not address relevance and/or significance of topic. ☐ The topic is not developed and does not include relevant facts, definitions, concrete details, quotations, or other information. ☐ Appropriate transitions are not evident. ☐ Language and domain specific vocabulary is not present. ☐ Formal style is not present. ☐ Concluding statement or section is not present.	☐ The claim is general and does not create a clear distinction between itself and the counterclaim. ☐ The claim acknowledges the relevance and/or significance of the topic but does not fully establish its significance through knowledge of topic. ☐ The introduction does not establish the structure of claim, counterclaim, reasons, and evidence. ☐ The topic is unevenly developed and some reasons are more heavily supported with relevant facts, definitions, concrete details, quotations, or other information and examples than other reasons.	☐ Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ☐ Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	☐ The claim is nuanced and remains constant throughout and is supported by several clear and specific claims. ☐ Develops own claim, thoroughly examining a wide range of evidence from the texts and implications of each; other opposing claims are examined consistently, in light of evidence from the texts, and evaluated against the writer's position and other claims in a way that is fair and balanced. ☐ Presents argument as a coherent and logical sequence of points relating the major claims and counterclaims, linked with a wide range of sophisticated transitional words and phrases that describe both immediate (by contrast, on the other hand, etc.) and long term connections (in sum) throughout the text. ☐ The topic thoroughly examines a wide range of evidence form the texts and implications for each; other opposing claims are examined consistently, in light of evidence form the texts, and evaluated against the writer's position and other claims in a way that is fair and balanced.

Eleventh Grade Scoring Tool for Assessment (continued)

Unit One

STANDARD	EMERGING *Student work does not achieve all of the "Meeting" criteria and is far below it.*	DEVELOPING Student work does not achieve all of the "Meeting" criteria but is close to it.	MEETING Student achieves all of the criteria listed below.	EXCEEDING Student achieves all the "Meeting" criteria and goes beyond.
W.11-12.1 (continued) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		☐ Relationships among ideas and concepts are not fully clarified through transitions in some instances. ☐ Language and domain specific vocabulary is unevenly presented. ☐ Formal style is inconsistent and some informal language is present. ☐ Concluding statement is not strongly connected to the information or explanation presented.	☐ Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ☐ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ☐ Provide a concluding statement or section that follows from and supports the argument presented.	☐ Provides an explicit conclusion that summarizes all major claims that have been developed and includes closing insight and implications.

Glossary

Term	Explanation
Primary Standards	The primary standards will be directly assessed in the summative performance assessment.
Secondary Standards	The secondary standards support the achievement of the primary standards. It is helpful to look across the CCSS strands—reading, writing, speaking, listening, and language—as a way to determine secondary standards that will be part of the unit.
Enduring Understandings	From Wiggins & McTighe: "An understanding refers to transferable, big ideas having enduring value beyond a specific topic; it is universal generalization." What we want students to understand and be able to use several years from now, after they have forgotten the details.
Essential Questions	Wiggins & McTighe: "Essential questions are not answerable with finality in a brief sentence; their aim is to stimulate thought, to provoke inquiry, and to spark more questions. Essential questions do not yield a single straightforward answer."
Cognitive Skills	The skills students must have in order to meet the standards
Content	The content of the unit is based on the disciplinary or topic-area concepts.
Summative Assessments	The "summary of student's achievement in relation to…learning standards" (Afflerbach, 2012).
Formative Assessments	The check for understanding mechanisms used throughout the unit to ensure each student gets the instruction needed to be successful on the summative performance assessment
Text and Resources	The collection of short and extended texts aligned to the standards and content
Mentor Texts	Texts that provide a model for the kind of writing that students are expected to produce. For example, if students are writing an informational text, a mentor text could be a feature article from a magazine.
Learning Activities	A series of tasks that students will engage in over the course of the unit. The activities are based on what students need to understand and be able to do for the performance assessment and are aligned to your standards and essential questions.
Text complexity	A multidimensional measure of the ideas, concepts, language, and structures that together make a text easier or more difficult for a student to read and understand. There are three elements to consider when matching a text to a reader: the qualitative aspects such as the language and knowledge demands; the quantitative aspects that measure things like word and sentence length; and reader and text considerations like the student's motivation, content knowledge, reading ability, and purpose (Fisher, Q&A for National Council of Teachers of English, 2012).

Term	Explanation
Short texts[1]	Selections would include short texts from across the curriculum of sufficient complexity for close reading that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking. In primary grades, one quarter emphasizes the reading of myths and fables. In high school, U.S. historical documents are included. Furthermore, there is a predictable pattern to focus on either American, British, or global literature.
Extended Texts	These should be extended, full-length works of literature (such as a novel or a play) or longer informational text, depending on the focus of the unit. In high school, it is suggested that teachers incorporate a play by Shakespeare each year. In grades K-2, of course, the use of "extended text" has been modified to be appropriate for younger readers.
Informational Text	In grades 3-5, informational text includes biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience (nonfiction is adjusted accordingly for grades K-2). In grades 6-12, informational text includes the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience.
Literary Text	In grades K-5, literary text includes adventure stories, folktales, legends, fables, fantasy, realistic fiction and drama, with a special emphasis on myth, as well as nursery rhymes, narrative poems, limericks and free verse. In grades 6-12, literary text includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads, and epics.
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. This includes quick writes, logs, journals, dialectical notebooks, and many other types of low-stakes writing.
Written Analyses	All analytic writing should put a premium on using evidence, as well as on crafting works that display some logical integration and coherence. These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting longer responses, allowing teachers to assess students' ability to paraphrase, infer and ultimately integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that incorporate research. Informative and argument writing fall under this heading.

[1]This definition, and the ones that follow, are taken directly from the PARCC Content Model Frameworks. We have added additional explanation as needed.

Term	Explanation
Research project	In each quarter for grades 3-12, students compose one extended project that uses research to address a significant topic, problem or issue. For grades 3-5, this task should entail integrating knowledge about a topic drawn from one or more texts from the quarter, taking brief notes on sources, and sorting evidence into provided categories. For grades 6-8, this task entails gathering and synthesizing 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 quarter. Students are expected at this stage to assess the credibility of each source, effectively and accurately quote or paraphrase sources, and include basic bibliographic information in their research. In grades 9-12, students are expected to assess the strengths and limitations of each source in terms of the task, integrate the information gathered in a manner that maintains the flow of ideas, and avoid overreliance on any one source. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally.
Narrative writing	In grades K-5, students are expected to write one or two narratives per quarter that reflect real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences; *author* literature; and deepen understandings of literary concepts, structures and genres through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing. In grades 6-12, the close attention to detail required to craft an effective and coherent narrative calls on a skill set similar to that being developed by other writing tasks, and as students mature as writers, their skill with narrative techniques also advances their analytic and explanatory prose.

Department of Literacy
Office of Curriculum and Instruction
125 South Clark Street
Chicago, Illinois 60603

cps.edu