

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase II, April 21, 2014
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Life Skills Language Arts (Grades 9-10)

Course Essential Questions:

- Why is it important for me to know basic skills associated with reading and writing?
- How are reading and writing skills used in everyday life?
- When and where will I use reading and writing in the community?
- What type of reading and writing skills will be important to my success in life?
- What tools could I use to assist me in everyday reading and writing tasks?
- Who could I turn to for assistance with tasks beyond my ability level?
- What are the potential risks of not developing or using everyday reading and writing skills?

Phase II Curriculum

Unit: Narrative Reading and Writing

Essential Questions:

Reading

- How do I determine the central idea of the text and select details to recount the text?
- How do I describe interactions between characters?
- How do I determine the meaning of words and phrases as they are used in a text?
- How do I determine the sequence of events in a story?
- How do I compare the representation of a subject or topic in two different artistic mediums?

Writing

- How do I write to convey ideas and information?
- How do I produce writing that is appropriate to a particular task, purpose, and audience?
- How do I develop writing by planning, revising, and adding more information?
- How will I use technology to produce and publish a writing product?
- How do I conduct a short research project?
- How will I routinely write over time for a range of tasks, purposes, and audiences?
- How do I use punctuation correctly?
- How do I spell words correctly?
- How do I use language to achieve desired

Essential Understandings:

Reading

- The central idea is the main topic being talked about in the text.
- Interactions are based on beliefs, actions and words spoken.
- Surrounding text information gives clues about the meaning of the words used.
- There is a beginning, middle and end with supporting details for each section.
- A story can be represented similarly and differently from one medium to the next.

Writing:

- Writing takes many forms to convey a particular message or idea.
- Writing needs to be adjusted to meet the task, purpose, and needs of the audience.
- Writing is an evolving process of brainstorming, charting, writing and revision.
- Various forms of technology can be used to produce, edit, and publish a product.
- In everyday living there are many reasons to write to convey meaning.
- Punctuation varies depending on the situation.
- Spelling skills can be expanded upon and aided with tools and resources.
- Writing for meaning requires reviewing,

meaning when writing or communicating?	editing, and re-writing to convey meaning.
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Curriculum Standards

Reading:

EERL.9-10.2. Determine the central idea of the text and select details that relate to it; recount the text.

EERL.9-10.3. Describe interactions between characters.

EERL.9-10.4. Determine the meaning of words and phrases as they are used in a text, including common analogies and figures of speech.

EERL.9-10.5. Determine the sequence of events in a story or drama.

EERI.9-10.7. Compare a selection of informational text about a person with another medium.

EERI.9-10.2. Determine the central idea of the text and select details to support it.

EERI.9-10.3. Determine connections drawn between ideas or events in informational text.

EERI.9-10.4. Determine meanings of words and phrases in informational text including figurative language.

EERI.9-10.5. Determine which sentences in a text support the claims of the author.

EERI.9-10.6. Determine an author's purpose or point of view.

EERI.9-10.7. Compare a selection of informational text about a person with another medium.

EERI.9-10.8. Delineate statements that support an argument.

Writing:

EEW.9-10.1.a-b. Write about a personal opinion and give more than one reason supporting and rejecting the claim.

EEW.9-10.2.a-b. Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.

EEW.9-10.3. Select an event or personal experience and write about it.

EEW.9-10.4. Produce writing that is appropriate to a particular task, purpose, and audience.

EEW.9-10.5. Develop writing by planning and revising own writing by adding more information.

EEW.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products.

EEW.9-10.7. Conduct short research projects to answer questions posed by self and others using multiple sources of information.

EEW.9-10.10. Write routinely over time for a range of tasks, purposes, and audiences.

Speaking and Listening:

EESL.9-10.5. Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.

EEL.9-10.2. Demonstrate understanding of use of conventions of standard English writing.

EEL.9-10.2.c. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

EEL.9-10.3. Use knowledge of language to achieve desired meaning when writing or communicating.

Language:

EEL.9-10.4. Determine or clarify the meaning of unknown and multiple meaning words.

EEL.9-10.4.c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.

EEL.9-10.5. Demonstrate understanding of multiple meaning of words and figurative language.

Knowledge/Content I Know....	Skills/Processes I can...
<p>Reading: <u>Narrative:</u></p> <ul style="list-style-type: none">● The central idea of a text and recounting details of the text.● Interactions between characters.● The meaning of words as they are used in a text.● The process of sequencing events in a story.● The representation of a subject or topic in two different artistic mediums. <p><u>Writing:</u></p> <ul style="list-style-type: none">● Develop writing by planning, revising and adding more information.● The use of technology to produce and publish a writing product.● The steps to conduct a short research project.● Writing is used over time across a range of tasks, purposes and audiences.● The correct use of punctuation.● The correct spelling of words.● Using language to achieve a desired meaning when writing or communicating.● Identifying the meaning of a word with multiple meanings.	<p>Reading: <u>Narrative:</u></p> <ul style="list-style-type: none">● I can identify the main idea of the story and identify two details related to the main idea to retell the story.● I can select words to describe the relationship between two characters.● I can identify the meaning of a word based on how it is used in a text.● I can determine the sequence of four or more events in the correct order.● I can compare and contrast two different representations of the same story. <p><u>Writing:</u></p> <ul style="list-style-type: none">● I can develop writing by planning, revising and adding more information.● I can use technology to produce and publish a writing product.● I can follow the steps to conduct a short research project.● I can write over time, across a range of tasks, purposes, and audiences.● I can write using correct punctuation.● I can write using correct spelling.● I can use language to achieve a desired meaning when writing or communicating.● I can identify the meaning of a word with multiple meanings. <p><u>Language:</u></p> <ul style="list-style-type: none">● I can use reference materials to clarify the meaning of unfamiliar words.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum	
Unit: Informational Reading and Writing	
<p>Essential Questions:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> ● How do I determine connections drawn between ideas or events in informational text? ● How do I determine which sentences in a text support the claims of the author? ● How do I determine the authors purpose or point of view? ● How do I compare a selection of informational text about a person with another medium? <p><u>Writing</u></p> <ul style="list-style-type: none"> ● How do I write to convey ideas and information? ● How do I produce writing that is appropriate to a particular task, purpose, and audience? ● How do I develop writing by planning, revising, and adding more information? ● How will I use technology to produce and publish a writing product? ● How do I conduct a short research project? ● How will I routinely write over time for a range of tasks, purposes, and audiences? ● How do I use punctuation correctly? ● How do I spell words correctly? ● How do I use language to achieve desired 	<p>Essential Understanding:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> ● Information or events impact outcomes. ● Information can be found in a text to support the author’s claim. ● The author has a purpose and point of view in his/her writing. ● Information can vary from one source to the next. <p><u>Writing</u></p> <ul style="list-style-type: none"> ● Writing takes many forms to convey a particular message or idea. ● Writing needs to be adjusted to meet the task, purpose, and needs of the audience. ● Writing is an evolving process of brainstorming, charting, writing and revision. ● Various forms of technology can be used to produce, edit, and publish a product. ● In everyday living there are many reasons to write to convey meaning. ● Punctuation varies depending on the situation. ● Spelling skills can be expanded upon and aided with tools and resources. ● Writing for meaning requires reviewing,

<p>meaning when writing or communicating?</p> <p><u>Language:</u></p> <ul style="list-style-type: none"> ● How do I use reference materials to clarify the meaning of unfamiliar words when reading? ● How do I clarify the meaning of unknown and multiple meaning words? ● How do I determine the meaning of a word with multiple meanings? 	<p>editing, and re-writing to convey meaning.</p> <ul style="list-style-type: none"> ● A research project requires many steps to reach completion. <p><u>Language:</u></p> <ul style="list-style-type: none"> ● Words with multiple meanings requires the use of text features to identify correct meaning of word. ● Resources such as a dictionary or online tool can be used to identify the meaning of unknown words.
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Curriculum Standards- DOK noted where applicable with Standards

Reading

- EERI.9-10.3.** Determine connections drawn between ideas or events in informational text.
- EERI.9-10.4.** Determine meanings of words and phrases in informational text including figurative language.
- EERI.9-10.5.** Determine which sentences in a text support the claims of the author.
- EERI.9-10.6.** Determine an author’s purpose or point of view.
- EERI.9-10.7.** Compare a selection of informational text about a person with another medium.
- EERI.9-10.8.** Delineate statements that support an argument.

Writing

- EEW.9-10.2.a-b.** Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.
- EEW.9-10.4.** Produce writing that is appropriate to a particular task, purpose, and audience.
- EEW.9-10.5.** Develop writing by planning and revising own writing by adding more information.
- EEW.9-10.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products.
- EEW.9-10.7.** Conduct short research projects to answer questions posed by self and others using multiple sources of information.
- EEW.9-10.10.** Write routinely over time for a range of tasks, purposes, and audiences.

Speaking and Listening:

- EESL.9-10.5.** Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.
- EEL.9-10.2.** Demonstrate understanding of use of conventions of standard English writing.
- EEL.9-10.2.c.** Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
- EEL.9-10.3.** Use knowledge of language to achieve desired meaning when writing or communicating.

Language:

- EEL.9-10.4.** Determine or clarify the meaning of unknown and multiple meaning words.
- EEL.9-10.4.c.** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
- EEL.9-10.5.** Demonstrate understanding of multiple meaning of words and figurative language.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> ● Connections can be drawn between ideas or events in informational texts. ● Sentences in texts are used to support a claim of the author. ● How to determining the author’s purpose or point of view. ● The process for comparing an informational text about a person with another medium. ● Statements that support an argument. 	<ul style="list-style-type: none"> ● I can determine connections between ideas and events in informational texts. ● I can read or listen to the text and tell which sentences identify the authors claim. ● After reading a text I can determine the authors purpose or point of view. ● I can compare information in a text to information in another medium. ● I can identify statements that support an argument.

Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

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Phase II Curriculum

Unit: Opinion/Persuasive Reading and Writing

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do I identify statements that support an argument? ● How do I write about a personal opinion and give more than one reason supporting or rejecting the claim? ● How do I select an event or personal experience and write about it? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> ● Identification of relevant facts verses opinion that support an opinion. ● Take a position on a topic and provide details to support your claim. ● Selecting a personal experience or event to write about requires consideration of the purpose and audience. ● Information or events impact outcomes. ● Information can be found in a text to support the authors claim. ● The author has a purpose and point of view in their writing. ● Information can vary from one source to the
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	<p>next.</p> <ul style="list-style-type: none"> • A research project requires many steps to reach completion. • Words with multiple meanings requires the use of text features to identify correct meaning of word. • Resources such as a dictionary or online tool can be used to identify the meaning of unknown words.
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Curriculum Standards- DOK noted where applicable with Standards

Reading

- EERI.9-10.5.** Determine which sentences in a text support the claims of the author.
- EERI.9-10.6.** Determine an author’s purpose or point of view.
- EERI.9-10.7.** Compare a selection of informational text about a person with another medium.
- EERI.9-10.8.** Delineate statements that support an argument.

Writing

- EEW.9-10.2.a-b.** Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.
- EEW.9-10.4.** Produce writing that is appropriate to a particular task, purpose, and audience.
- EEW.9-10.5.** Develop writing by planning and revising own writing by adding more information.
- EEW.9-10.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products.
- EEW.9-10.7.** Conduct short research projects to answer questions posed by self and others using multiple sources of information.
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Speaking and Listening:

- EESL.9-10.5.** Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.
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- EEL.9-10.2.c.** Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
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- EEL.9-10.5.** Demonstrate understanding of multiple meaning of words and figurative language.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • Writing for a personal opinion and giving more than one reason supporting or rejecting the claim. • Writing to convey ideas and information. 	<ul style="list-style-type: none"> • I can write my opinion and give reasons for my opinion. • I can write to convey meaning or information.

<ul style="list-style-type: none"> ● Selecting an event or personal experience and writing about it. ● Producing writing that is appropriate to a particular task, purpose and audience. 	<ul style="list-style-type: none"> ● I can selecting an event or personal experience and writing about it. ● I can produce writing that is appropriate to a particular task, purpose and audience.
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Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
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Phase V Learning Plan

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