| PK-12 Stage One: Guiding Document |
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| **Content: Language Arts - Reading** |

**PK-12 Long-term Transfer Goal(s):**

*Long-term aims of the PK-12 program. An overall end result of a student's education in Madison.*

*Students will be able to independently use their learning to:*

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| 1. | Use strategies to comprehend increasingly complex texts. |
| 2. | Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence. |
| 3. | Comprehend and engage with a variety of texts in order to become independent, critical thinkers. |
| 4. | Choose and read a variety of genres and texts with purpose, engagement, and enjoyment. |
| 5. | Evaluate the author's message and purpose, citing text evidence to support conclusions. |
| 6. | Compare and contrast informational and literary texts to synthesize information to grow and change a position. |
| 7. | Compare and contrast literary patterns across texts to engage with traditional characters, motifs and lessons. |
| 8. | Identify and critique the merit and purpose of a text, citing craft, structure and organization to justify opinion. |
| 9. | Design research questions and identify credible resources to expand knowledge and understanding of a topic or issue using print and digital sources. |

# *Stage One: Guiding Document for* **Language Arts - Reading**

| Standards: | Understandings: | Essential Questions: |
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| **Key Ideas and Details**<br>CCSS.ELA-Literacy.CCRA.R.1<br>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.<br><br>CCSS.ELA-Literacy.CCRA.R.2<br>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.<br><br>CCSS.ELA-Literacy.CCRA.R.3<br>Analyze how and why individuals, events, or ideas develop and interact over the course of a text | ● Readers support their conclusions (inferences and interpretations) by citing evidence within the text.<br><br>● Readers question the text, consider different perspectives and examine author and bias.<br><br>● Readers reflect on their own schema and bias in order to suspend judgment and consider alternate perspectives.<br><br>● Readers apply specific and varying strategies to understand a variety of texts.<br><br>● Readers monitor their comprehension and use strategies when meaning breaks down.<br><br>● Readers choose and read a wide variety of texts and genres with a variety of purposes to grow and change their thinking.<br><br>● Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).<br><br>● Readers choose books that interest them, are enjoyable, and are understandable. | ● How and why do I choose what I read?<br><br>● Whose story is it?<br><br>● What is this text really about?<br><br>● What does the author want me to think?<br><br>● How do authors use characters to teach readers about real people and problems?<br><br>● How does this text challenge my thinking about this topic?<br><br>● How do I support and prove my thinking? |

# Stage One: Guiding Document for **Language Arts - Reading**

| Standards: | Understandings: | Essential Questions: |
|---|---|---|
| **Craft and Structure:**<br>**CCSS.ELA-Literacy.CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.<br>**CCSS.ELA-Literacy.CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.<br>**CCSS.ELA-Literacy.CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text<br><br>**Integration of Knowledge and Ideas:**<br>**CCSS ELA - Literacy CCRA.R.7** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.<br>**CCSS ELA - Literacy CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.<br>**CCSS ELA - Literacy CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | ● By comparing texts, readers often gain greater insights into those texts.<br><br>● Readers recognize that authors don't always say things directly or literally; sometimes they convey ideas indirectly (e.g. metaphor, satire, irony)<br><br>● Readers read a wide variety of texts to broaden their perspective and understanding.<br><br>● Readers use text structures and features to understand, question, and interpret text.<br><br>● Readers notice and note what an author tells them / leaves out, and considers connections to what they think they know to develop questions that lead to the design of research. | ● How do readers compare and contrast text sets to broaden their perspectives?<br><br>● What techniques/craft moves do authors use to match their purpose and message to their audience?<br><br>● How do the techniques/craft moves authors use impact the meaning of the text?<br><br>● How can a variety of texts give me insight?<br><br>● How and why do readers develop questions worthy of research and inquiry?<br><br>● Have I seen this pattern/idea before? What do I know about this genre that will help me tackle this text? |

## Stage One: Guiding Document for **Language Arts - Reading**

| Standards: | Understandings: | Essential Questions: |
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| **Range of Reading and Level of Text Complexity**<br>**CCSS ELA - Literacy CCRA.R.10**<br>Read and comprehend complex literary and informational texts independently and proficiently. | | |
| **Speaking and Listening Anchor Comprehension and Collaboration**<br><br>**CCSS.ELA-Literacy.CCRA.SL.1**<br>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.<br><br>**CCSS.ELA-Literacy.CCRA.SL.2**<br>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.<br><br>**CCSS.ELA-Literacy.CCRA.SL.3**<br>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | ● Readers and writers engage in discourse to suspend judgment, consider multiple perspectives, and become independent thinkers.<br><br>● Readers and writers come to discussions prepared with text evidence to support their ideas or point of view.<br><br>● Readers and writers gather evidence during discussions in order to prepare for future discussion and follow up writing.<br><br>● Readers and writers follow agreed upon rules and protocols to engage in discussion. | ● How do readers and writers collaborate to come to a new understanding or position about a topic?<br><br>● What process do effective speakers use to prepare and present information to a variety of audiences? |

| PK-12 Stage One: Guiding Document |
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| **Content: Language Arts- Writing** |

**PK-12 Long-term Transfer Goal(s):**

*Long-term aims of the PK-12 program. What is your mission? Is it important? An overall end result of a student's education in Madison.*

*Students will be able to independently use their learning to:*

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| 1. | Use a variety of planning tools and sources to gather and to create independent goals and ideas for writing. |
| 2. | Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages. |
| 3. | Structure writing to prove a thesis/claim/opinion using and citing best evidence to convince the intended audience and support the argument. |
| 4. | Evaluate writing using a variety of tools and mentor writing to identify areas of strength and set goals for future development |
| 5. | Generate and capture ideas (e.g., from mentor authors, personal experiences) to explore in writing. |
| 6. | Present information and ideas using appropriate grammar, spelling and vocabulary to convey the message. |
| 7. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 8. | Develop and revise a plan for writing to match their intended audience, purpose and message. |
| 9. | Research and present information to expand knowledge and understanding of a topic. |
| 10. | Synthesize information from a variety of sources to take and support a position. |

## Stage One: Guiding Document for **Language Arts - Writing**

| Standards: | Understandings: | Essential Questions: |
|---|---|---|
| **Text Types and Purposes:**<br><br>CCSS.ELA-Literacy.CCRA.W.1<br>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.<br><br>CCSS.ELA-Literacy.CCRA.W.2<br>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.<br><br>CCSS.ELA-Literacy.CCRA.W.3<br>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. | ● Audience and purpose influence the structure, language, and style to achieve a goal effectively.<br><br>● Writers choose organizational patterns and techniques to elicit an intended response from the reader.<br><br>● Writers support and elaborate on their claims and ideas with description and detail.<br><br>● Writers write what they know. | ● How does a writer get inspired to write?<br><br>● How does style impact message?<br><br>● How and why do writers purposefully use and abuse writing conventions?<br><br>● How do writers present their thoughts and experiences in authentic ways?<br><br>● What options should I consider to engage my reader?<br><br>● How do I make the reader consider my side of the argument?<br><br>● How does my audience influence what I write and the way I write? How do I know if it worked for the reader?<br><br>● How am I engaging my reader to learn? |

## Stage One: Guiding Document for **Language Arts - Writing**

| Standards: | Understandings: | Essential Questions: |
|---|---|---|
| **Production and Distribution of Writing**<br><br>CCSS.ELA-Literacy.CCRA.W.4<br>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>CCSS.ELA-Literacy.CCRA.W.5<br>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.<br><br>CCSS.ELA-Literacy.CCRA.W.6<br>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others | ● Writers use all they know every time they write.<br><br>● Effective writing is supported with sound evidence, sufficient detail, and/or valid reasoning.<br><br>● Effective presentations are supported with sound evidence and sufficient detail.<br><br>● Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.<br><br>● Writers write for an authentic audience and choose their modality and style to match that audience.<br><br>● Writers write under the influence of mentor authors, using craft, style and organizational structures. | ● How do writers improve their work?<br><br>● Why should I care about what others think about my writing?<br><br>● How do writers decide how and when to use feedback from others?<br><br>● What opportunities does technology offer for producing, publishing, interacting and collaborating with others?<br><br>● In what areas do I need to grow as a writer? How can I take action (e.g., goal-setting, topic generation)?<br><br>● How do I capture ideas that are important to me? What ideas are worth growing? How do I do that in my writing? |

# Stage One: Guiding Document for **Language Arts - Writing**

| Standards: | Understandings: | Essential Questions: |
|---|---|---|
| **Research to Build and Present Knowledge**<br><br>**CCSS.ELA-Literacy.CCRA.W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.<br><br>**CCSS.ELA-Literacy.CCRA.W.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.<br><br>**CCSS.ELA-Literacy.CCRA.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. | ● Authors have a position or perspective and readers can agree or disagree with it.<br><br>● Readers analyze and evaluate the information an author chooses to include and exclude.<br><br>● Readers create text sets to analyze a topic, problem or issue from many perspectives.<br><br>● Readers question everything. | ● What questions are important to ask? What is worth investigating?<br><br>● How and why do writers use questions to focus their research?<br><br>● How do readers analyze a problem and present their own position? |
| **Range of Writing**<br><br>**CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.** | ● Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.<br><br>● Writing is never finished.<br><br>● Writers explore ideas that are important to them for a variety of audiences, purposes, and messages.<br><br>● Writers match their structure and style to their audience, purpose and message. | ● Why do readers and writers use a process to plan and revise their work?<br><br>● How do I choose the best story to relate important information about myself to my audience?<br><br>● How does my audience influence what I write and the way I write? How do I know if it worked for the reader? |

# Stage One: Guiding Document for **Language Arts - Writing**

| Standards: | Understandings: | Essential Questions: |
|---|---|---|
| **Speaking and Listening Anchor**<br>**Presentation of Knowledge and Ideas**<br><br>**CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**<br><br>**CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**<br><br>**CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.** | ● Writers use a variety of print and digital tools to share their writing with their intended audience.<br><br>● Writers apply their knowledge of audience and literary elements to propose something novel.<br><br>● Writers choose and use publishing tools with purpose.<br><br>● Successful writers use a big-picture framework to structure a presentation<br><br>● Thinkers engage in discourse to suspend judgment, consider multiple perspectives, and become independent thinkers. | ● What is the best modality and structure to match my audience, purpose and message?<br><br>● How do writers leverage technology to communicate ethically, effectively and responsibly?<br><br>● How do we use reading and writing to impact the thinking of others?<br><br>● How do successful writers present cohesive and engaging presentations to multiple audiences? |