



## Course Numbers

LA911/912

# ELA Foundations I

## 2017-2018

A 2.0 language credit course that focuses on integrating reading skills, writing skills, and vocabulary building from study of narrative and informational oral and written text. This course includes teaching of foundational reading and writing skills.







### Standards-Referenced Grading Basics

<http://ell.dmschools.org>

<http://grading.dmschools.org>

June, 2017

The teacher designs instructional activities that grow and measure a student’s skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called **learning targets**. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

	The targets at this level can be <b>changed</b> .
	Targets at this level can <b>not</b> be changed.
	<b>More</b> targets can be added to this level.
	<b>No</b> targets are written at this level.

When identifying a Topic Score, the teacher looks at all evidence for the topic. The table to the **right** shows which Topic Score is entered based on what the Body of Evidence shows.

Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.

Evidence shows the student can...	Topic Score
Demonstrate all learning targets from Level 3 and Level 4	4.0
Demonstrate all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrate all learning targets from Level 3	3.0
Demonstrate some of the Level 3 learning targets	2.5
Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3	2.0
Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets	1.5
Demonstrate none of the learning targets from Level 2 or Level 3	1.0
Produce no evidence appropriate to the learning targets at any level	0

### Multiple Opportunities

*It’s not about going back to do a retake, or back to redo something; it’s about going forward, continually scaffolding student learning through multiple opportunities, and noting that improved learning.* Our curriculum builds on itself. “Multiple opportunities” are about taking an assessment and connecting it to past topics. It’s about allowing students to demonstrate their learning multiple times in units subsequent to their current unit, or when learning is scaffolded into future units.

#### Guiding Practices of Standards-Referenced Grading

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester’s end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

Course Map

Unit	Estimated Duration	Content Standards	Grading Topics	Year-Long Standards
<b>Unit One: Informational Text</b>	9 weeks	Reading Informational Text 1 Reading Informational Text 2 Reading Informational Text 3 Reading Foundations 1	<ul style="list-style-type: none"> <li>Determine Central Idea/Theme</li> </ul>	<i>Collected and Reported:</i> <ul style="list-style-type: none"> <li>Decoding and Word Analysis (RF 2, RF 3)</li> <li>Constructing Writing (W4, W5)</li> <li>Applying Grammar and Mechanics (L1, L2)</li> </ul> <i>Collected And Reported Semester Two:</i> <ul style="list-style-type: none"> <li>Determining Meaning of Words and Phrases (RL 4, RI 4)</li> </ul>
		Writing 2	<ul style="list-style-type: none"> <li>Writing Informational Text</li> </ul>	
<b>Unit Two: Narrative Text</b>	9 weeks	Reading Literature I Reading Literature 2 Reading Literature 3 Reading Foundations 1	<ul style="list-style-type: none"> <li>Determine Central Idea/Theme</li> </ul>	
		Writing 3	<ul style="list-style-type: none"> <li>Writing Narrative Text</li> </ul>	
<b>Unit Three: Research</b>	9 weeks	Reading Informational Text 1 Reading Informational Text 9 Speaking and Listening 4	<ul style="list-style-type: none"> <li>Integrating Multiple Texts (Collecting information)</li> </ul>	
<b>Unit Four: Opinion Text</b>	9 weeks	Reading Informational Text 6 Reading Informational Text 4 Foundational Skills 2-3	<ul style="list-style-type: none"> <li>Analyze Author's Point of View</li> </ul>	
		Writing 1	<ul style="list-style-type: none"> <li>Writing Opinion Text</li> </ul>	

## Textbooks

Saddleback: Welcome Newcomers  
Phonics Decode 1  
Phonics Develop 2  
Emerge



## Year-Long Topics

### **Organizing Principles**

Some skills are so fundamental to the function and organization of a course that they persist throughout the course instead of being limited to a specific unit. These skills are described in this section of the curriculum guide and should be taught in tandem with unit-based instruction throughout the year.

### **Considerations**

#### Decoding and Word Analysis

The targets for this scale come from the CCSS *Building the Foundations* guide. These are foundational reading skills that our Newcomer students may not have been exposed to prior to entering DMPS schools.

#### Constructing Writing

This topic is used specifically when producing or revising work generated by a different writing standard. The same scale is used for both semesters.





#### Applying Grammar and Mechanics

The intent of this topic is for the learning targets to be taught in context of speaking and writing tasks.

#### Determining Meaning of Words and Phrases

This topic is collected both semesters, but reported out semester two only. Activities used to collect evidence for this topic should be rooted in text-based or oral vocabulary, not the vocabulary words associated with the academic scales in this curriculum guide.

**Unit One: Informational Text**

Grading Topic: <b>Determine Main Idea/Theme</b>	
<b>4</b> 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
<b>3</b>  <b>Learning Goal</b>	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. Explain how key details support the main idea</li> <li>B. Cite textual evidence to support answers</li> <li>C. Describe the connection between events, ideas, or steps in a procedure</li> </ul>
<b>2</b> 	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. Determine key details of a text</li> <li>B. Retell key details</li> <li>C. Answer questions to show understanding of a text</li> </ul>
<b>1</b> 	Student's performance reflects insufficient progress towards foundational skills and knowledge.





**Standard Language: CCSS ELA RI.3.1**  
 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Standard Language: CCSS ELA RI.2.3**  
 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**Teacher Clarifications and Notes:**

**Academic Vocabulary**

Retell, main idea, details, textual evidence, cite, support, sequence, events, connection, describe





Grading Topic: <b>Writing Informational Text</b>	
<b>4</b> 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
<b>3</b>  <b>Learning Goal</b>	<i>Students demonstrate they have the ability to:</i> A. Introduce a topic using a topic sentence B. Develop the topic with facts C. Connect ideas using linking words D. Provide a concluding sentence
<b>2</b> 	<i>Students demonstrate they have the ability to:</i>  A. Identify level three elements in a model text
<b>1</b> 	Student's performance reflects insufficient progress towards foundational skills and knowledge.

**Standard Language: CCSS ELA W.4.2**  
 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Teacher Clarifications and Notes:**

**Academic Vocabulary**  
 Introduce, topic, topic sentence, connect, ideas, linking words, concluding sentence

**Unit 2: Narrative Text**

Grading Topic: <b>Determine Main Idea/Theme</b>	
<b>4</b> 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
<b>3</b>  <b>Learning Goal</b>	<i>Students demonstrate they have the ability to:</i> A. Explain how key details support the central idea or theme B. Describe how characters respond to events and challenges C. Cite textual evidence to support answers D. Describe the connection between events, ideas, or steps in a procedure
<b>2</b> 	<i>Students demonstrate they have the ability to:</i> A. Determine key details of a text B. Retell key details (e.g. major events, challenges, etc.) C. Answer questions to show understanding of a text
<b>1</b> 	Student's performance reflects insufficient progress towards foundational skills and knowledge.





**Standard Language: CCSS ELA RL.3.1**  
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
**Standard Language: CCSS ELA RL.2.3**  
Describe how characters a story respond to major events and challenges.

**Teacher Clarifications and Notes:**

**Academic Vocabulary**  
Retell, main idea, details, textual evidence, cite, support, sequence, events, connection, describe, lesson, moral, events, challenges, central message



**Grading Topic:  
Writing Narrative Text**

<p><b>4</b> </p>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.</p>
<p><b>3</b>  <b>Learning Goal</b></p>	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. Introduce an event and characters</li> <li>B. Organize a narrative in chronological order</li> <li>C. Use transition words (such as first, second, third, then, finally) to connect events</li> <li>D. Describe the events with specific details</li> </ul>
<p><b>2</b> </p>	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. Identify story elements (such as characters; setting; plot parts including beginning, middle, and end) in a sample narrative</li> </ul>
<p><b>1</b> </p>	<p>Student's performance reflects insufficient progress towards foundational skills and knowledge.</p>

**Standard Language: CCSS ELA W. 4.3**





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

**Teacher Clarifications and Notes:**

**Academic Vocabulary**

Narrative, event, character, plot, setting, chronological order, transition words, specific details

## Semester One Year-Long Topics

Grading Topic: <b>Decoding and Word Analysis</b>	
<b>4</b> 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
<b>3</b>  <b>Learning Goal</b>	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. Decode regularly spelled one-syllable words.</li> <li>B. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>C. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (word families)</li> </ul>
<b>2</b> 	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li> <li>B. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> </ul>
<b>1</b> 	Student's performance reflects insufficient progress towards foundational skills and knowledge.





**Standard Language: CCSS ELA Foundational Skills**

**RF.1** Demonstrate understanding of the organization and basic features of print.

**RF.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**Teacher Clarifications and Notes:**

Grading Topic: <b>Constructing Writing</b>	
<b>4</b> 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
<b>3</b>  <b>Learning Goal</b>	<i>Students demonstrate they have the ability to:</i> A. Produce clear writing in which the development and organization are appropriate to task, purpose, and audience
<b>2</b> 	<i>Students demonstrate they have the ability to:</i> A. Identify the purpose and audience of a text or speech B. Plan writing using a template or graphic organizer
<b>1</b> 	Student's performance reflects insufficient progress towards foundational skills and knowledge.





**Standard Language: CCSS ELA W.4.4**  
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Standard Language: CCSS ELA W.4.5**  
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**Teacher Clarifications and Notes:**

- The same scale is used for both semesters.

**Academic Vocabulary**  
Organization, task, purpose, audience, plan, revise, edit

Grading Topic: Applying Grammar and Mechanics	
<b>4</b> 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
<b>3</b>  <b>Learning Goal</b>	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. Use verbs, nouns, and adjectives correctly in writing</li> <li>B. Form and use regular and irregular plural nouns</li> <li>C. Use correct capitalization</li> <li>D. Spell high frequency words (such as the, and, is, it, on) correctly, consulting references as needed</li> </ul>
<b>2</b> 	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. Identify parts of speech in a sample text (such as noun, verb, adjective)</li> <li>B. Identify appropriate use of Level 3 conventions in a sample text</li> <li>C. Apply Level 3 conventions in isolation</li> </ul>
<b>1</b> 	Student's performance reflects insufficient progress towards foundational skills and knowledge.

**Standard Language: CCSS ELA L.3.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.





**Standard Language: CCSS ELA L.3.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Teacher Clarifications and Notes:**





Collected but Reported in Semester Two

**Standard Language: CCSS ELA RL.4**  
 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found *in mythology*.  
**Standard Language: CCSS ELA RI 4**  
 Determine the meaning of general academic and domain-specific words or phrases in a text *relevant to grade 4 topic or subject area*.

Grading Topic: Determine Meaning of Words and Phrases	
<b>4</b> 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
<b>3</b>  Learning Goal	<i>Students demonstrate they have the ability to determine the meaning of words and phrases by:</i>  A. Using context B. Using Resources
<b>2</b> 	<i>In isolated practice students demonstrate they have developed the ability to determine the meaning of words and phrases by:</i>  A. Using context B. Using resources
<b>1</b> 	Student's performance reflects insufficient progress towards foundational skills and knowledge.

**Teacher Clarifications and Notes:**

## Unit Three: Research

Grading Topic: <b>Integrating Multiple Texts</b>	
<b>4</b> 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
<b>3</b>  <b>Learning Goal</b>	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. Integrate information from two or more sources on the same topic into a cohesive presentation</li> <li>B. Organize information in clear sections in a presentation</li> <li>C. Develop the topic with relevant facts in a presentation</li> <li>D. Speak clearly in an understandable pace about topic</li> </ul>
<b>2</b> 	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. Compare and contrast the main ideas and important details of two texts on the same topic.</li> <li>B. Identify main idea of a text.</li> <li>C. Identify key details supporting main idea of a text.</li> </ul>
<b>1</b> 	Student's performance reflects insufficient progress towards foundational skills and knowledge.

### Academic Vocabulary

compare and contrast, main idea, details, research, relevant, source, digital, notes, categorize, integrate, topic, section, organize, relevant, pace, clearly

#### Standard Language: CCSS ELA R.9

Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the author takes.

#### Standard Language: CCSS ELA RI.3.9

Compare and contrast the most important points and key details presented in two texts on the same topic.

#### Standard Language: CCSS ELA RI.4.9





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

#### Standard Language: CCSS ELA SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### Teacher Clarifications and Notes:

**Unit 4: Opinion Text**





Grading Topic: <b>Analyzing Author's Point of View</b>	
<b>4</b> 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
<b>3</b>  <b>Learning Goal</b>	<i>Students demonstrate they have the ability to:</i> A. Identify the purpose of a text. B. Cite specific textual evidence to support author's purpose
<b>2</b> 	<i>Students demonstrate they have the ability to:</i> A. Identify the main idea of a text. B. Identify key details of a text.
<b>1</b> 	Student's performance reflects insufficient progress towards foundational skills and knowledge.

**Standard Language: CCSS ELA RI.2.6**  
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Standard Language: CCSS ELA RI.4.1**  
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inference from the text.

**Teacher Clarifications and Notes:**

**Academic Vocabulary**  
main idea, details

Grading Topic: <b>Writing Opinion Text</b>	
<b>4</b> 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
<b>3</b>  <b>Learning Goal</b>	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. State an opinion in a topic sentence.</li> <li>B. Provide reasons to support the opinion</li> <li>C. Use linking words and phrases (such as because, therefore, since, finally, for example) to connect opinion and reasons</li> <li>D. Provide a concluding sentence re-stating the opinion</li> </ul>
<b>2</b> 	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. State an opinion on a familiar topic.</li> <li>B. Identify the level three elements in a model text.</li> </ul>
<b>1</b> 	Student's performance reflects insufficient progress towards foundational skills and knowledge.





**Standard Language: CCSS ELA W.3.1**  
Write opinion pieces on topics or texts, supporting a point of view with reasons.

**Teacher Clarifications and Notes:**

**Academic Vocabulary**  
Opinion, support, therefore, since, in conclusion, for example, finally



## Semester Two Year-Long Topics





Grading Topic: <b>Decoding and Word Analysis</b>	
<b>4</b> 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
<b>3</b>  <b>Learning Goal</b>	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. Know the spelling–sound correspondences for common consonant digraphs (emphasizing ch, sh, and th)</li> <li>B. Decode two–syllable words following basic patterns by breaking the words into syllables.</li> <li>C. Read words with inflectional endings (such as –ed, –s, –ing, –er, –est).</li> <li>D. Recognize and read language level–appropriate irregularly spelled words.</li> </ul>
<b>2</b> 	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. Add or substitute individual sounds (phonemes) in simple, one–syllable words to make new words (word families).</li> <li>B. Decode regularly spelled one–syllable words. Blend and segment onsets and rimes of single–syllable spoken words</li> </ul>
<b>1</b> 	Student’s performance reflects insufficient progress towards foundational skills and knowledge.

**Standard Language: CCSS ELA Foundational Skills**

**RF.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**Teacher Clarifications and Notes:**





Grading Topic: <b>Constructing Writing</b>	
<b>4</b> 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
<b>3</b>  <b>Learning Goal</b>	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. Produce clear writing in which the development and organization are appropriate to task, purpose, and audience</li> <li>B. Develop and strengthen writing as needed by planning, revising, and editing</li> </ul>
<b>2</b> 	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. Identify the purpose and audience of a text or speech</li> <li>B. Plan writing using a template or graphic organizer</li> </ul>
<b>1</b> 	Student's performance reflects insufficient progress towards foundational skills and knowledge.

**Standard Language: CCSS ELA W.4.4**  
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Standard Language: CCSS ELA W.4.5**  
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**Teacher Clarifications and Notes:**





**Academic Vocabulary**  
Organization, task, purpose, audience, plan, revise, edit

Grading Topic: Applying Grammar and Mechanics	
<b>4</b> 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
<b>3</b>  <b>Learning Goal</b>	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. Form and use the simple (e.g. <i>I walked, I walk, I will walk</i>) verb tenses, including irregular verbs</li> <li>B. Ensure subject-verb and pronoun-antecedent agreement</li> <li>C. Produce simple and compound sentences (using conjunctions such as and, but, or)</li> <li>D. Use a comma before a coordinating conjunction in a compound sentence</li> </ul>
<b>2</b> 	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. Identify parts of speech in a sample text (such as noun, verb, adjective)</li> <li>B. Identify appropriate use of Level 3 conventions in a sample text</li> <li>C. Apply Level 3 conventions in isolation</li> </ul>
<b>1</b> 	Student's performance reflects insufficient progress towards foundational skills and knowledge.

**Standard Language: CCSS ELA L.3.1**  
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Standard Language: CCSS ELA L.3.2**  
 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Teacher Clarifications and Notes:**

Grading Topic: <b>Determine Meaning of Words and Phrases</b>	
<b>4</b> 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
<b>3</b>  <b>Learning Goal</b>	<i>Students demonstrate they have the ability to determine the meaning of words and phrases by:</i> A. Using context B. Using Resources
<b>2</b> 	<i>In isolated practice students demonstrate they have developed the ability to determine the meaning of words and phrases by:</i> A. Using context B. Using resources
<b>1</b> 	Student's performance reflects insufficient progress towards foundational skills and knowledge.

**Standard Language: CCSS ELA RL.4**

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found *in mythology*.

**Standard Language: CCSS ELA RI 4**

Determine the meaning of general academic and domain-specific words or phrases in a text *relevant to grade 4 topic or subject area*.

**Teacher Clarifications and Notes:**