Language Arts Reading Guiding Document

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:

1. Choose and read across genres and texts for specific purposes.
   - SELF AWARENESS
   - DECISION MAKING
2. Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence.
   - INQUIRY
   - COLLECTIVE INTELLIGENCE
   - DECISION MAKING
   - ALTERNATE PERSPECTIVES
3. Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers.
   - ANALYZING
   - SELF AWARENESS
4. Listen, exchange, evaluate, and build upon ideas.
   - ANALYZING
   - COLLECTIVE INTELLIGENCE
   - SELF AWARENESS
   - DECISION MAKING
   - ALTERNATE PERSPECTIVES
5. Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions.
   - ANALYZING

6. Compare and contrast literary patterns across texts.
    - ANALYZING
7. Compare and contrast informational and literary texts to analyze information to identify possible underlying assumptions, patterns, and relationships to make inferences.
    - ANALYZING
    - IDEA GENERATION
    - ALTERNATE PERSPECTIVES
8. Research and identify credible resources to expand knowledge and understanding of a topic or issue.
    - INQUIRY
    - CITIZENSHIP
    - ALTERNATE PERSPECTIVES

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

Standards: (Key Ideas and Details)	Understandings:	Essential Questions:
★ CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Readers use appropriate strategies to construct meaning from texts.	• What's my strategy for reading this text? How do I know if it is working? • What do good readers do?
	2. Readers make inferences about a text by using text evidence to support their thinking.	• How do I support and prove my thinking? • What do good readers do?
	3. Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text.	• How do I support and prove my thinking? • What do good readers do?
	4. Readers identify how specific details shape and refine the themes and central ideas as they emerge and develop across a text.	• What is this text really about? (e.g. theme, main idea, moral)?
	5. Readers recognize that authors don't always say things literally; sometimes they convey their ideas indirectly (e.g., metaphor, satire, irony).	• What does close reading require?
CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	1. Great literature is intentionally crafted to explore enduring human themes transferable across time and place.	• How does this text challenge my thinking about this topic? How should I read it?
	2. Readers identify key details to summarize and analyze objectively and accurately.	• How might I best retell this story?

Standards: (Key Ideas and Details)	Understandings:	Essential Questions:
CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	1. Readers ask and answer questions to deepen understanding and promote further thinking.	• How do people/characters, events, and ideas develop within the text?
	2. Identifying a text's genre, purpose, and organizational structure helps readers analyze and comprehend the text.	• How does what I read (e.g. text structure, story elements) influence what I think? • How do I use what I know about this genre to tackle this text? • How does my purpose influence how I should read?

Standards: (Craft and Structure)	Understandings:	Essential Questions:
★ 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.	1. Readers examine the connotative and figurative meaning of words to explore nuances in language across various genres and topics.	• How do I figure out the meaning of unknown words/phrases/ concepts?
	2. Readers recognize that words and phrases can have literal or figurative meaning.	• How do the techniques/craft moves authors use impact the meaning of the text?
	3. Readers examine an author's word choice to interpret point of view, meaning, mood, or tone.	• How do the techniques/craft moves authors use impact the meaning of the text?
	4. Readers pay close attention to details that are emphasized, altered, or absent.	• How do readers use close reading techniques?
	5. Readers analyze how subject/content presented in two or more formats present different perspectives.	• What insights can we gain by comparing texts?

Standards: (Craft and Structure)	Understandings:	Essential Questions:
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.	1. Texts have structures and follow a predictable sequence.	• How do I use text structures and features to better comprehend the text? • How does what I read (e.g. text structure, story elements) influence how I should read it?
	2. Identifying a text's genre, purpose, and organizational structure helps readers analyze and comprehend the text.	• How do authors develop ideas, characters, and events within the text? • How do I use what I know about this genre to tackle this text?
CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.	1. Determining an author's point of view and craft moves helps the reader better interpret and explain the text.	• How do authors use language and stylistic choices to convey their meaning? • What's the author's point of view? How does it influence the author's message and reader's interpretation?

Standards: (Integration of Knowledge and Ideas)	Understandings:	Essential Questions:
CCSS ELA - Literacy CCRA.R.7 & 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.	1. Readers examine and analyze the validity and credibility of print, resources, and claims.	• What makes me think this text is credible?
	2. Readers examine and analyze how evidence can be used in a claim or create opportunities for fallacy.	• How do readers analyze evidence to validate or disprove a claim?
	3. The effectiveness of an argument depends on the clarity of the claims, the logic of the reasoning, and the supportive evidence.	• What makes an argument effective? How do I evaluate an argument?

Standards: (Integration of Knowledge and Ideas)	Understandings:	Essential Questions:
★ 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.	1. Readers compare multiple sources/texts to build a deeper understanding of similar topics or themes and authors' purpose.	• How can I use multiple texts to deepen my understanding of a topic or theme?
	2. Critical readers question the text, consider different perspectives, and look for author bias.	• How do I know if a text/author is credible? • Why do I analyze different perspectives and approaches that authors take?

Standards: (Range of Reading and Level of Text Complexity)	Understandings:	Essential Questions:
★ CCSS ELA - Literacy CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.	1. Readers use appropriate strategies to construct meaning from texts.	• What is my strategy for reading this text? How do I know if it is working? • What do good readers do?
	2. Readers make meaning through a careful reading of the text(s) and connections to the topic.	• How do my experiences influence my reading and understandings of this text? • What is the author trying to tell me? • What is the text really about?
	3. Knowing the structure of the language (syntax, word choice, etc.) helps to facilitate meaning.	• How does understanding the structure of language help us understand the text?
	4. As one's knowledge base increases, the quality of thinking, meaning-making and communication can improve.	• In what ways do the interpretations of other readers influence my own understanding of the text?

Standards: (Speaking & Listening Anchor - Comprehension and Collaboration)	Understandings:	Essential Questions:
★ CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively build on those of others.	1. Readers and writers engage in respectful discourse to consider multiple perspectives and become independent thinkers, all while suspending judgment.	• How do readers and writers collaborate to come to a new understanding or position about a topic?
	2. Readers and writers express their thinking clearly and build on the ideas of others.	• What process do effective speakers use to prepare and present information to a variety of audiences?
CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats (including visually, quantitatively, and oral) including a speaker's point of view, reasoning, and use evidence of rhetoric.	1. Readers and writers come to discussions prepared with text evidence from diverse formats to support their ideas or point of view.	• How do readers and writers prepare for meaningful discussions?
CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	1. Readers and writers question speakers, considering different perspectives and examining author and bias.	• How do readers and writers evaluate different perspectives?

Standards: (Reading Foundational Skills Anchor - Presentation of Knowledge and Ideas)	Understandings:	Essential Questions:
★ CCSS.ELA-Literacy.CCRA.RF.1 Print Concepts ★ CCSS.ELA-Literacy.CCRA.RF.2 Phonological Awareness ★ CCSS.ELA-Literacy.CCRA.RF.3 Phonics and Word Recognition ★ CCSS.ELA-Literacy.CCRA.RF.4 Fluency	1. Readers apply knowledge of the organization and basic features of print. 2. Readers apply knowledge of spoken words, syllables, and sounds. 3. Readers apply knowledge of phonics and word analysis skills in decoding words. 4. Readers read grade-level texts with sufficient accuracy and fluency to support comprehension.	• Why do we have/need rules of language?

Language Arts Writing Guiding Document

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:

1. Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.
   - PRODUCT CREATION
   - DESIGN
   - INQUIRY
2. Intentionally select a structure for writing for a variety of genres.
   - DESIGN
   - DECISION MAKING
3. Present information and ideas using appropriate grammar, spelling, and vocabulary to convey the message.
   - SELF AWARENESS
   - PRODUCT CREATION
4. Through the intentional use of elaboration and author's craft techniques, develop ideas to engage the intended audience for a specific purpose.
   - DESIGN
5. Provide clarity and refinement of ideas for a specific audience or purpose (inform, persuade, entertain).
   - SELF AWARENESS
   - DECISION MAKING
6. Use a variety of tools to identify areas of personal strengths and style.
   - SELF AWARENESS
   - DESIGN

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

Standards: (Text Types and Purposes)	Understandings:	Essential Questions:
CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	1. Writing is a process for clarifying as well as expressing one's thinking.	• What makes clear and effective writing?
	2. Writers support and elaborate on their claims or ideas with appropriate evidence, description, and detail.	• How do I best support my purpose for writing?
	3. Audience and purpose influence the structure, language, and style to achieve a goal effectively.	• Why am I writing? What is my purpose for writing? • Who is my audience? What will work best for my audience?
	4. Writers choose organizational patterns and techniques to elicit an intended response from the reader.	• How do I best organize my writing based on the genre? • How do I present my ideas to engage my audience? • How and why do writers use text structures and text features?
	5. Writers use a cyclical process of planning, drafting, revising, editing, publishing, and reflecting.	• How does following the writing process help a writer craft an effective piece of writing?

Standards: (Production and Distribution of Writing)	Understandings:	Essential Questions:
CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	1. Writers make deliberate choices regarding content, language, and style to convey their message to a target audience.	• Why am I writing? What is my purpose? • How do I engage my audience throughout my writing? • How do I develop my writing to best engage my audience? • How do I capture ideas that are important to me? What ideas are worth growing? How do I do that in my writing?
	2. Writing is strengthened through a cyclical process involving planning, revising, editing, and rewriting, or trying a new approach.	• How do I develop and refine my idea(s)? • What revisions/edits do I need to make to improve my writing? • How do I know when my writing is ready to publish? • In what areas do I need to grow as a writer? How can I take action (e.g., goal-setting, topic generation)?
	3. A writer's choice of language and style establish a voice to help personalize the text.	• How do I develop my writer's voice?
	4. Writers seek and use feedback to improve the quality of their writing.	• How can I get and use helpful feedback to improve my writing? • In what areas do I need to grow as a writer? How can I take action (e.g., goal-setting, topic generation)?
CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	1. Different publishing media (e.g. digital, print) influence content, structure, and style.	• How does where I publish influence how I write? • What's the best medium for my message?

Standards: (Research to Build and Present Knowledge)	Understandings:	Essential Questions:
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.	1. Writers gather information about a topic based on prior knowledge.	• What questions are important to ask? What is worth investigating?
	2. Writers gather and evaluate information across texts.	• What questions are important to ask? What is worth investigating? • How and why do researchers use text structures while they read and take notes?
	3. Clear and focused questions help researchers find desired information.	• What questions are important to ask? What is worth investigating?
	4. Research involves a cyclical inquiry process.	• How do I research a topic?
★ 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	1. Writers integrate their thoughts using prior knowledge and informational texts.	• How can I support my thoughts, findings and conclusions? • How do I collect, organize, and analyze information from multiple sources?
	2. Writers integrate their thoughts with evidence from authors/texts (and provide proper citations).	
	3. Writers consider purpose and audience when choosing information from multiple sources.	• How do I collect, organize, and analyze information from multiple sources?
★ CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	1. Researchers evaluate the credibility and accuracy of information.	• How do I know a source is credible?
	2. There are clear rules and laws for acknowledging and documenting sources.	• Why and how should I document my sources?

Standards: (Range of Writing)	Understandings:	Essential Questions:
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.	1. Writers consider volume for the purpose, audience, and task.	• How do I determine volume based on purpose, audience, and task?

Standards: (Speaking and Listening Anchor - Presentation of Knowledge and Ideas)	Understandings:	Essential Questions:
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.	1. Writers consider their audience and message when considering modality and structure.	• What is the best modality and structure to match my audience, purpose and message?
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.	1. Writers use technology to engage their audience and communicate their message.	• How do writers leverage technology to communicate ethically, effectively, and responsibly?
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.	1. Writers consider their audience and settings when presenting.	• How do writers present cohesive and engaging presentations to multiple audiences and settings?

Standards: (Language Anchor - Presentation of Knowledge and Ideas)	Understandings:	Essential Questions:
CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Rules of grammar, spelling and mechanics are conventions of language that guide writers and readers. 2. Writers adhere to established rules of grammar, spelling, mechanics to ensure clarity of communication.	• Why do we have/need rules of language?
★CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. ★CCSS.ELA-Literacy.CCRA.L.5 is based on language and word relationships (varies throughout grade levels).	1. Readers use a variety of strategies to determine the meaning of technical language and the meaning of unfamiliar words.	
★CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	1. Readers and writers use content-specific vocabulary.	