School District U-46
Ninth Grade Through Twelfth Grade Reading/Writing Across the Curriculum

Literacy Component	ILS Standards/	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
Vocabulary	1.A. Apply word analysis and vocabulary skills to comprehend selections. *****English Language Proficiency Standards** *Grade Level Cluster 9-12*	I explicitly teach, model, and provide planned opportunities for **vocabulary growth** by: • **inferring word meaning from taught roots, prefixes, and suffixes,** • **using synonyms and antonyms to define words,** • **using context to determine the denotative and connotative meanings of words,** • **determining the meaning of a word in context when it has multiple meanings,** • **interpreting common idioms, similes, analogies, and metaphors, and** • **use of graphic organizers.** • I explicitly teach and provide planned opportunities for students to **learn new key vocabulary and academic content vocabulary.**	1	**Formative** **Summative**	Word Study Shared Reading Guided Reading Independent Reading	**See Vocabulary Appendix** • Read Aloud • Text Talk • Word Walls • Word/Concept Mapping • Semantic Features Analysis • Frayer Model • Four Square • Word Questioning

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Literacy Component	ILS Standards/	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
Comprehension	1.C. Comprehend a broad range of reading materials. 2.A. Understand how literary elements and techniques are used to convey meaning. 2.B. Read and interpret a variety of literary works. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 9-12*	I explicitly teach, model, and provide planned opportunities for students to: • **make logical predictions about text before, during, and after reading,** • **use information from the text to verify predictions,** • **connect important ideas in the text,** • **link the text to previous experiences and knowledge, and** • **develop metacognitive skills.**	3	**<u>Formative</u>** **<u>Summative</u>**	Think Aloud Shared Reading Guided Reading Independent Reading	**See Comprehension Appendix** • KWL/KWL Plus/ • BKWLQ
Comprehension	1.C. Comprehend a broad range of reading materials. 2.A. Understand how literary elements and techniques are used to convey meaning. 2.B. Read and interpret a variety of literary works. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 9-12*	I explicitly teach, model, and provide opportunities for students to read **informational text to:** • **connect, relate, interpret, and integrate information from various sources,** • **synthesize key points and supporting details to form conclusions,** • **recognize how illustrations reflect, interpret, and enhance the text,** • **draw conclusions based on information found in individual information and data, and** • **explain how visual information and data support written text**.	1	**<u>Formative</u>** **<u>Summative</u>**	Shared Reading Guided Reading Independent Reading Content Area Reading	**See Comprehension Appendix** • Venn Diagram • QARs • Retelling • Reciprocal Teaching • Read/Recall/Check/ • Summarize • Book Pass • Question Game • Anticipation Guides • ReQuest • Two-Column Notes- • Hypothesis/Proof and Problem/Solution

Appendixes will be continually updated and expanded to coordinate with district-wide staff development.
***** Suggested time for introduction – Continuous reinforcement will be needed. **Assessment is still a work in progress. ***English Language Proficiency Standards are a work in progress.

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Literacy Component	ILS Standards/	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
Comprehension	2.A. Understand how literary elements and techniques are used to convey meaning. 2.B. Read and interpret a variety of literary works. *****English Language Proficiency Standards** *Grade Level Cluster 9-12*	I explicitly teach, model, and provide opportunities for students to read **fictional text to:** • **identify the author's point of view,** • **paraphrase, summarize, synthesize, and evaluate information from a variety of texts,** • **analyze and evaluate the author's word choice,** • **use literacy themes to connect recurring problems over time and across cultures,** • **make connections from text to text, text to self, and text to world,** • **determine which literary elements / techniques are dominant and subordinate in text,** • **explain how the story elements, point of view, and theme contribute to understanding the text,** • **compare story elements across text,** • **explain how specific elements and techniques** (dialect, setting, vocab.) **enhance characterization.**	1	**Formative** **Summative**	Shared Reading Guided Reading Independent Reading	**See Comprehension Appendix** • Story Map • Venn Diagram • Retelling • Question Game .

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Literacy Component	ILS Standards/	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
Comprehension	2.A. Understand how literary elements and techniques are used to convey meaning. 2.B. Read and interpret a variety of literary works. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 9-12*	I explicitly teach, model and provide students with opportunities **to make inferences** using evidence in the text and using prior knowledge to: • **summarize ideas from text to make and defend accurate inferences about character traits and motivation,** • **make inferences, draw conclusions, and make connections from text to text, text to self, and text to world, and** • **make inferences and draw conclusions about contexts, events, character, and settings.**	1	**<u>Formative</u>** **<u>Summative</u>**	Shared Reading Guided Reading Independent Reading	**See Comprehension Appendix** QARs Two Column Notes Opinion/Proof
Comprehension	1.B. Apply reading strategies to improve understanding and fluency. ***<u>English Language Proficiency Standards</u> *Grade Level Cluster 9-12*	I explicitly teach, model, and provide opportunities for students to use **fix-up strategies**	3	**<u>Formative</u>** **<u>Summative</u>**	Think Aloud Shared Reading Guided Reading Independent Reading	**See Comprehension Appendix** <u>Teaching students to use:</u> • ask questions when they do not understand text, • identify what is difficult, • re-read text • read ahead • use context clues and visual clues • seek additional information, and • clarify terminology.

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Literacy Component	ILS Standards/	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
Comprehension	2.A. Understand how literary elements and techniques are used to convey meaning. 2.B. Read and interpret a variety of literary works. ***<u>English Language Proficiency Standards</u>** *Grade Level Cluster 9-12*	I explicitly teach, model, and provide opportunities for students **to use** graphic organizers.	1	**<u>Formative</u>** **<u>Summative</u>**	Shared Reading Guided Reading Independent Reading	**See Comprehension Appendix** • Venn diagram, • Time lines, • Mapping, and • Two column notes
Writing	3.B. Compose well-organized and coherent writing for specific purposes and audiences. 3.C. Communicate in writing to address a variety of purposes. ***<u>English Language Proficiency Standards</u>** *Grade Level Cluster 9-12*	I explicitly teach, model, and provide opportunities for students to use **prewriting** strategies to generate and organize ideas for: • **introducing voice,** • **webbing,** • **brainstorming,** • **outlining,** • **listing,** • **note taking, and** • **graphic organizers.**	1	**<u>Formative</u>** **<u>Summative</u>**	Shared Reading Guided Reading Independent Reading	

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Literacy Component	ILS Standards/	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
Writing	3.A. Use correct grammar, spelling, punctuation, capitalization, and structure. *****English Language Proficiency Standards** *Grade Level Cluster 9-12*	I explicitly teach, model, and provide opportunities for students **to write** using: • **fully developed paragraphs** (topic sentences, details, summaries/conclusions) **and a variety of sentences, e.g**. (compound, complex) • **subject/verb agreement,** • **proper capitalization,** • **appropriate punctuation,** • **using regular verbs, irregular verbs, adverbs, prepositions, and coordinating conjunctions, and** • **correct spelling**.	1	**Formative** **Summative**	Shared Reading Guided Reading Independent Reading	

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Literacy Component	ILS Standards/	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
Writing	3.B. Compose well-organized and coherent writing for specific purposes and audiences. 3.C. Communicate in writing to address a variety of purposes. ***<u>English Language Proficiency Standards</u>** *Grade Level Cluster 9-12*	I explicitly teach, model, and provide opportunity for students to write a **narrative/report** that: • **establishes a clear thesis statement/ point of view,** • **includes supporting paragraphs for the thesis using relevant information,** • **uses words that describe and explain,** • **presents ideas in sequence,** • **provides transition to link paragraphs,** • **concludes with a paragraph that summarizes, and** • **engages the reader**	1	**<u>Formative</u>** **<u>Summative</u>**	Shared Writing Guided Writing Independent Writing	

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Literacy Component	ILS Standards/	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
Writing	3.B. Compose well-organized and coherent writing for specific purposes and audiences. 3.C. Communicate in writing to address a variety of purposes. ***<u>English Language Proficiency Standards</u>** *Grade Level Cluster 9-12*	I explicitly teach, model, and provide opportunities for students to write an **expository** piece that: • **establishes and supports a central idea with a topic sentence at or near the beginning of the paragraph,** • **includes supporting paragraphs with simple facts, details, and explanations,** • **presents ideas in sequence,** • **provides transitions to link paragraphs,** • **concludes with a paragraph that summarizes the points,** • **uses words that describe and explain,** • **uses simple and compound sentences, and** • **creates interesting sentences.**	2	**<u>Formative</u>** **<u>Summative</u>**	Shared Writing Guided Writing Independent Writing	

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Literacy Component	ILS Standards/	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
Writing	3.B. Compose well-organized and coherent writing for specific purposes and audiences. 3.C. Communicate in writing to address a variety of purposes. ***<u>English Language Proficiency Standards</u>** *Grade Level Cluster 9-12*	I explicitly teach, model, and, provide opportunities for students to write a **persuasive** piece that: • **develops a controlling idea/position that makes a clear and informed judgment,** • **includes relevant and appropriate information and arguments,** • **supports arguments with evidence,** • **concludes with a paragraph that summarizes the points, and** • **engages the reader.**	3	**<u>Formative</u>** **<u>Summative</u>**	Shared Writing Guided Writing Independent Writing	

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Literacy Component	ILS Standards	Teacher Clarification	Cycle *	Assessment *	Instructional Components	Instructional Activities
Writing	3.A. Use correct grammar, spelling, punctuation, capitalization, and structure. ***English Language Proficiency Standards* *Grade Level Cluster 9-12*	I explicitly teach, model, and provide opportunities for students to **edit their work** while checking for the following: • **interesting for the reader,** • **presentation of important ideas using organizational structures, such as chronological order, cause-and-effect, or similarity and difference,** • **development of new ideas in separate paragraphs,** • **provides details and examples to support ideas,** • **has a concluding paragraph that summarizes important ideas,** • **uses a variety of descriptive words, and** • **uses simple and compound sentences.**	2	**Formative** **Summative**	Shared Writing Guided Writing Independent Writing	