

English Language Arts Curriculum Overview, K-12

Presented by:
Brooke Benavides
ELA Coordinator, K-12



K-12, BALANCED LITERACY APPROACH TO CURRICULUM

In a balanced literacy approach, educators plan for purposeful, authentic experiences in both reading and writing.

To support this approach, our curriculum documents now balance the following in language arts literacy:

- authentic reading & writing opportunities
- student choice vs. teacher choice
- genres
- text types
- text complexity



NEW CURRICULUM UNITS

- All curriculum units, K-12, have a scope and sequence document preceding all unit plans. The purpose of the scope and sequence is to ensure consistency across all buildings, in all classrooms, at all grade levels.

Each unit includes:

- Standards
- Rationale/Summary
- Essential Questions
- Enduring Understandings.
- Objectives: *Goals & Teaching Points*
- Common Assessments
- Resources/Technological Tools



Scope and Sequence

Month	Reading Workshop	Writing Workshop	Word Study
Sept-Oct	<u>Unit 1a: Second Grade Reading Growth Spurt</u> (Book 1)	<u>Unit 1b: Lessons from the Masters: Improving Narrative Craft</u> (Book 1)	<i>Differentiated, based upon the results of the Spelling Inventory, utilizing Words Their Way</i>
Nov-Dec	<u>Unit 2a: Becoming Experts: Reading Nonfiction</u> (Book 2: Bends 1 & 2)	<u>Unit 2b: A How-To Guide to Nonfiction</u>	
Jan-Feb	<u>Unit 3a: Studying Characters and Their Stories</u> (If, Then)	<u>Unit 3b: Writing Gripping Fictional Stories</u> (If, Then and parts of grade 1 scenes to stories unit)	
Feb-March	<u>Unit 4a: Bigger Books Mean Amping Up Reading Power</u> (Book 3)	<u>Unit 4b: Poetry: Big Thoughts in Small Packages</u> (Book 4)	
April-May	<u>Unit 5a: Reading Nonfiction Cover to Cover</u> (Nonfiction Cover to Cover, If...Then and Book 2, Bend 3)	<u>Unit 5b: Lab Reports and Science Books</u> (Book 2)	
May-June	<u>Unit 6a: Series Book Clubs</u> (Book 4)	<u>Unit 6b: Writing About Reading</u> (Book 3)	GRADE 2

Elementary Curriculum (K-6)



IC SCHOOLS

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Sample: Grade 2

Second Grade Reading Growth Spurt

Goal

- Readers will take charge of their reading.

Essential Question

- How do readers take charge of their reading?

Enduring Understanding

- Readers take charge of their reading by making choices and reading with purpose and understanding.

Students will be able to:

- Readers choose how to read. (Session 1: Mini-Lesson)
- Readers take a sneak peek to decide how a book wants to be read. (Session 2: Mini-Lesson)
- Readers get stronger by reading a lot. (Session 3: Mini-Lesson)
- Readers read in longer phrases, scooping up snap words. (Session 4: Mini-Lesson)
- Readers keep tabs on comprehension. (Session 5: Mini-Lesson)
- Readers can mark their thinking with a Post-it. (Session 6: Mini-Lesson)



Scope and Sequence

GRADE 9

Month	Reading Workshop	Writing Workshop
September to early October	Unit 1: Narrative Nonfiction Book Clubs	
early October to Nov 7		Unit 2: Narrative Nonfiction
November 8 to mid- Dec	Unit 3: Research (Student Choice)	
mid-Dec to January 24		Unit 4: Research (Argument)
January 25 to early March	Unit 5: Historical Fiction Book Clubs	
mid-March to April 10		Unit 6: Research (Informational: Writing About Topics in Historical Fiction)
April 11 to Early May	Unit 7: Multiple Perspectives in Literature (One Book, Multiple Lenses)	
mid-May to June 15		Unit 8: Literary Essay

Secondary Curriculum (7-12)

Public Schools
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Sample: Grade 9

Writing: Narrative Nonfiction

Goal

- Writers generate ideas of whose true story needs to be told and why.

Essential Question

- How do we choose which stories to tell and how do we capture those stories?

Enduring Understanding

- Writers choose stories that matter and capture those stories with compelling details.

- Writers choose people/moments to write about and identify the purpose for writing each story.
 - Writers ask themselves: Who am I writing about/for and why?
 - They consider writing to
 - Gain clarity, perspective, or awareness
 - Relive a moment
 - Teach a lesson
 - Build empathy
- Writers generate anecdotes—small moment stories—that capture the tensions in their lives, that show pivotal points, and life themes.
 - If they feel stuck for ideas, writers rely on what they already know. One way to do this is by listing out the strategies they've learned for collecting small moments (first times, last times, important people, places, things, issues) in a notebook and then using one of them to quickly develop new topics to write about.
- Writers conduct research to become informed and generate stories when writing about people or topics that are not personally connected to them.



BENEFITS OF OUR NEW ELA CURRICULUM, K-12

- Allows for a differentiated approach to instruction
 - Teaching points are not just for “whole class instruction”
- Provides ample opportunities for student choice in reading and writing
 - Independent reading
 - Book clubs
 - Student-selected writing experiences
- Promotes thinking and discovery through conversation and reflection
 - Partnerships
 - Reading & writing notebook
 - Use of mentor texts
- Values and supports students growth
 - Feedback
- Professional development will support teacher implementation

