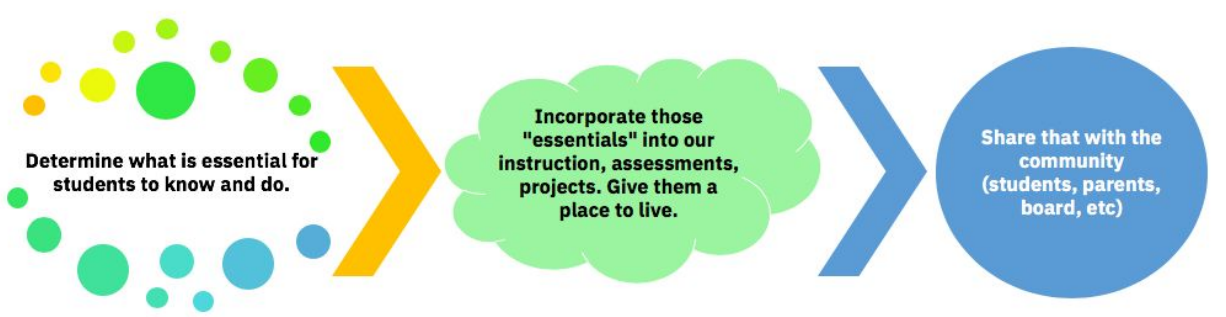


| Vision of a Graduate  | ELA Anchor Standards  | Parker Critical Skills  | NCTE Standards   |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>● Spelling Grammar Conventions</li> <li>● Ask Good Research Questions</li> <li>● Use Rubric to Revise / Assess</li> <li>● Recognize POV / Perspective in Lit and Life</li> <li>● Make / understand inferences</li> <li>● Rigor and self-directed discourse</li> <li>● Presentation / Speaking Skills</li> <li>● Communicate Through Writing</li> <li>● Working Independently and in Groups</li> <li>● Reflect and Improve on Their Work</li> </ul> | <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. Read closely to determine what a text states explicitly and to make logical inferences from it.</li> <li>2. Determine central ideas or themes of a text and analyze their development.</li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ol> <p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Interpret words and phrases as they are used in a text</li> <li>5. Analyze the structure of texts</li> <li>6. Assess how point of view or purpose shapes the content and style of a text.</li> </ol> <p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>7. Integrate and evaluate content presented in diverse media and formats,</li> <li>8. Delineate and evaluate the argument and specific claims</li> </ol> <p><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <ol style="list-style-type: none"> <li>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>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.</li> <li>3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.</li> </ol> <p><b>Production and Distribution of Writing</b></p> <ol style="list-style-type: none"> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>6. Use technology to produce and publish writing and to interact and collaborate with others.</li> </ol> <p><b>Research to Build and Present Knowledge</b></p> <ol style="list-style-type: none"> <li>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>8. When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>9. Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.</li> </ol> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Identify form and genre of text</li> <li>● Use reading strategies (annotations, visualization)</li> <li>● Recognize elements of text</li> <li>● Understand sequence of text</li> <li>● Infer meanings of word</li> <li>● Summarize main ideas</li> <li>● Create questions about a text</li> <li>● Distinguish fact from opinion</li> <li>● Analyze POV and support with evidence</li> <li>● Compare and contrast ideas</li> <li>● Connection within / across texts</li> <li>● Evaluate writers craft</li> <li>● Identify and seek help with reading problems</li> <li>● Use reading journal or log</li> <li>● Discuss reading with others</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Write with purpose and make it clear</li> <li>● Narrow topic, support with specific detail / evidence</li> <li>● Cite sources</li> <li>● Tone / voice suits the purpose</li> <li>● Show rather than tell</li> <li>● Use precise words</li> <li>● Correct spelling and grammar</li> <li>● Use prewriting and drafts to shape and revise writing</li> <li>● Get feedback and reflect on work / process</li> </ul> <p><b>Listening / Media Analysis</b><br/>(Similar to Reading w/ other media included)</p> <p><b>Oral Presentation</b></p> <ul style="list-style-type: none"> <li>● Communicate clear message</li> <li>● Info is substantive and accurate</li> <li>● Organized to move presentation forward</li> <li>● Use rhetorical strategies</li> <li>● Use eye contact, body language, pace, and emphasis to engage audience</li> <li>● Prepare for presentation</li> <li>● Reflect on process and work</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>● Brainstorm and organize ideas</li> <li>● Narrow focus for research questions</li> <li>● Use a variety of sources and decide which help answer questions / topic</li> <li>● Organize and document sources (bibliography)</li> <li>● Plan and manage your time</li> <li>● Reflect on process / revise research questions</li> </ul> | <ol style="list-style-type: none"> <li>1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</li> <li>2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.</li> <li>3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sentence structure, context, graphics).</li> <li>4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</li> <li>5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</li> <li>6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</li> <li>7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.</li> <li>8. Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.</li> <li>9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</li> <li>10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.</li> <li>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</li> <li>12. Students use spoken, written, and visual language to accomplish their own purposes.</li> </ol> |
|  <p>Determine what is essential for students to know and do.</p> <p>Incorporate those "essentials" into our instruction, assessments, projects. Give them a place to live.</p> <p>Share that with the community (students, parents, board, etc)</p>  |   |   |  |