

**Davison Community Schools**  
**ADVISORY CURRICULUM COUNCIL**  
*Phase II, April 2014*

**Life Skills Language Arts (CI ELA 11-12)**

**Course Essential Questions (from Phase I report):**

- Why is it important for me to know basic skills associated with reading and writing?
- How are reading and writing skills used in everyday life?
- When and where will I use reading and writing in the community?
- What type of reading and writing skills will be important to my success in life?
- What tools could I use to assist me in everyday reading and writing tasks?
- Who could I turn to for assistance with tasks beyond my ability level?
- What are the potential risks of not developing or using every day reading and writing skills?

**Phase II Curriculum**

**Unit: Narrative Reading and Writing**

**Essential Questions:**

**Narrative Reading**

- How do I create a summary for an unfamiliar text?
- How do characters develop over the course of a story?
- How do words or phrases with multiple meanings have an impact on meaning or tone of a text?
- How do I compare two or more recorded or live productions of a play, story, drama or poem?

**Narrative Writing**

- How do I write to convey ideas and information using a clear organization and including facts, details, and other information as well as graphics and multimedia as needed?
- How do I produce writing that is appropriate to a particular task, purpose or audience?
- How do I develop and strengthen writing as needed by planning, revising, editing, and rewriting?
- How do I use technology, including the internet to produce, publish, and update an individual or shared writing project?

**Essential Understanding:**

**Narrative Reading**

- The summary contains the main points of the text.
- Characters develop through their actions and dialogue.
- Words with multiple meanings can change the way a text is interpreted if not interpreted correctly.
- Comparing requires looking at the similarities and differences of two or more works.

**Narrative Writing**

- Writing to convey meaning requires organization, planning, writing and editing before presentation of work.
- It is important to know the purpose of writing and the audience the writing is trying to target.
- Developing and strengthening writing is a process that involves planning, revising, editing, and rewriting.
- Technology is a useful tool in producing, publishing, and updating writing projects.

## Curriculum Standards- DOK noted where applicable with Standards

### **Reading:**

**EERL.11-12.2.** Provide a summary of an unfamiliar text.

**EERL.11-12.3.** Explain how characters develop over the course of a story.

**EERL.11-12.4.** Determine how words or phrases with multiple meanings have an impact on meaning or tone of a text.

**EERL.11-12.7.** Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.

### **Writing:**

**EEW.11-12.3.** Select an event or personal experience and write about it.

**EEW.11-12.4.** Produce writing that is appropriate to a particular task, purpose, and audience.

**EEW.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, and rewriting.

**EEW.11-12.6.** Use technology, including the Internet, to produce, publish and update an individual or shared writing project.

**EEW.11-12.7.** Conduct short research projects to answer questions posed by self and others using multiple sources of information.

### **Speaking and Listening:**

**EESL.11-12.1.** Initiate and participate in collaborative discussions.

**EESL.11-12.1.b.** Work with peers to set rules, goals, and deadlines to promote democratic discussions.

**EESL.11-12.1.c.** Ask and answer questions to verify or clarify own ideas and understandings during a discussion.

**EESL.11-12.1.d.** Restate comments or claims made by others during a discussion.

**EESL.11-12.2.** Determine the credibility and accuracy of information presented across diverse media or formats.

**EESL.11-12.3.** Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported).

**EESL.11-12.5.** Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.

### **Language:**

**EEL.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**EEL.11-12.1.b.** Use appropriate resources to resolve issues involving grammar usage, punctuation, and spelling (e.g., end of sentence punctuation, commas, question marks, exclamation points, hyphenation, parentheses, and colons).

**EEL.11-12.2.** Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication.

**EEL.11-12.4.** Demonstrate knowledge of the meaning of words and phrases drawn reading and academic content.

**EEL.11-12.4.d.** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.

**EEL.11-12.5.** Demonstrate understanding of figurative language and words relationships.

## LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● A summary from an unfamiliar text includes the main ideas and details of the selection.</li> <li>● Character development occurs over the course of a story through character words, character actions, physical description, what others say about the character, and what the author reveals directly about that character.</li> <li>● Words or phrases with multiple meanings have an impact on meaning or tone of a text.</li> <li>● How to comparing two or more recorded or live productions of a play, story, drama, or poem by examining characters, setting, theme, and plot.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● I can create summary for an unfamiliar text.</li> <li>● I can understand and identify how characters develop over the course of a story.</li> <li>● I can identify the meaning of a word with multiple meanings in a text.</li> <li>● I can compare two or more recorded or live productions of a play, story, drama, or poem.</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<p><b>Common Summative Unit Assessments:</b></p>	<p><b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b></p>
<b>Phase V Learning Plan</b>	

<b>Phase II Curriculum</b>	
<b>Unit: Informational Reading and Writing</b>	
<p><b>Essential Questions:</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● How do I summarize an informational text?</li> <li>● How do specific events develop over the course of the text?</li> <li>● How do I determine the meaning of words or phrases within an informational text?</li> <li>● How do I analyze information presented in different media on related topics to answer questions or solve problems?</li> </ul>	<p><b>Essential Understanding:</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Summarizing an informational text requires the identification of key pieces of information.</li> <li>● Events in a text develop based on choices made.</li> <li>● To determine the meaning of unknown words reference materials can be used.</li> <li>● Information can be used to guide decision making.</li> </ul>

**Writing:**

- How do I write to convey ideas and information using a clear organization and including facts, details, and other information as well as graphics and multimedia as needed?
- How do I produce writing that is appropriate to a particular task, purpose or audience?
- How do I develop and strengthen writing as needed by planning, revising, editing, and rewriting?
- How do I use technology, including the internet to produce, publish, and update an individual or shared writing project?
- How do I conduct a short research project to answer questions posed by self and others using multiple sources of information?

**Writing:**

- Writing to convey meaning requires organization, planning, writing and editing before presentation of work.
- It is important to know the purpose of writing and the audience the writing is trying to target.
- Developing and strengthening writing is a process that involves planning, revising, editing, and rewriting.
- Technology is a useful tool in producing, publishing, and updating writing projects.
- Locating information to answer questions posed by self or others using multiple sources is an important skill.

**Curriculum Standards- DOK noted where applicable with Standards**

**Reading:**

**EE.RI.11-12.1** Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.

**EERI.11-12.2.** Provide a summary of an informational text.

**EERI.11-12.3.** Explain how specific events develop over the course of the text.

**EERI.11-12.4.** Determine the meaning of words or phrases within an informational text.

**EERI.11-12.6.** Determine how the author's style affects the purpose of the text.

**EERI.11-12.7.** Analyze information presented in different media on related topics to answer questions or solve problems.

**EE.RI.11-12.8** Determine whether the claims and reasoning enhance the author's argument in an informational text.

**EE.RI.11-12.9** Compare and contrast arguments made by two different texts on the same topic.

**EE.RI.11-12.10** Demonstrate understanding while actively engaged in reading or listening to literary non-fiction.

**EE.W.11-12.2** Write to share information supported by details.

- a. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.
- b. Develop the topic with relevant facts, details, or quotes.
- c. Use complete, simple sentences, as well as compound and other complex sentences as appropriate.
- d. Use domain specific vocabulary when writing claims related to a topic of study or text.
- e. Not applicable
- f. Provide a closing or concluding statement.

**EE.W.11-12.4** Produce writing that is appropriate to a particular task, purpose, and audience.

**EE.W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, and rewriting.

**EE.W.11-12.6** Use technology, including the Internet, to produce, publish and update an individual or shared writing project.

**EE.W.11-12.7** Conduct research projects to answer questions posed by self and others using multiple

sources of information.

**EE.W.11-12.8** Write answers to research questions by selecting relevant information from multiple resources.

**EE.W.11-12.9** Cite evidence from literary or informational texts.

- a. Apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”).
- b. Apply Grades 11-12 Essential Elements for Reading Standards to informational texts (eg., “Compare and contrast reasoning and arguments used in one's work with those used in seminal U.S. texts.”).

**EE.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.

**Speaking and Listening:**

**EESL.11-12.1.** Initiate and participate in collaborative discussions.

**EESL.11-12.1.b.** Work with peers to set rules, goals, and deadlines to promote democratic discussions.

**EESL.11-12.1.c.** Ask and answer questions to verify or clarify own ideas and understandings during a discussion.

**EESL.11-12.1.d.** Restate comments or claims made by others during a discussion.

**EESL.11-12.2.** Determine the credibility and accuracy of information presented across diverse media or formats.

**EESL.11-12.3.** Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported).

**EESL.11-12.5.** Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.

**Language:**

**EEL.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**EEL.11-12.1.b.** Use appropriate resources to resolve issues involving grammar usage, punctuation, and spelling (e.g., end of sentence punctuation, commas, question marks, exclamation points, hyphenation, parentheses, and colons).

**EEL.11-12.2.** Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication.

**EEL.11-12.4.** Demonstrate knowledge of the meaning of words and phrases drawn reading and academic content.

**EEL.11-12.4.d.** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.

**EEL.11-12.5.** Demonstrate understanding of figurative language and words relationships.

**LEARNING TARGETS**

**Knowledge/Content**

**I Know ...**

**Informational:**

- Creating a summary for an informational text.
- Specific events developing over the course of a text.

**Skills/Processes**

**I Can ...**

**Informational:**

- I can create a summary for an informational text.
- I can identify how specific events develop over

<ul style="list-style-type: none"> <li>● Words or phrases in an informational text can have multiple meanings.</li> <li>● Analyzing information presented in different media on related topics to answer questions or solve problems.</li> </ul> <p><b><u>Informational:</u></b></p> <ul style="list-style-type: none"> <li>● Writing to convey ideas and information using clear organization methods.</li> <li>● Writing for various purposes requires different approaches.</li> <li>● Writing requires planning, revising, editing, and re-writing.</li> <li>● Technology can be used to produce, publish, and update individual and group writing projects.</li> <li>● Research projects using multiple sources of information can answer questions posed by self or others.</li> </ul>	<p>the course of a text.</p> <ul style="list-style-type: none"> <li>● I can identify how words or phrases in an informational text can have multiple meanings.</li> <li>● I can analyze information presented in different media on related topics to answer questions or solve problems.</li> </ul> <p><b><u>Informational:</u></b></p> <ul style="list-style-type: none"> <li>● I can write in a clear and organized manner to express ideas or information.</li> <li>● I can write for many purposes to reach many different audiences.</li> <li>● I can plan, revise, edit, and re-write my writing.</li> <li>● I can use technology to produce, publish, and update writing projects.</li> <li>● I can locate information from multiple sources to answer questions posed by self or others.</li> </ul>
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**Phase III Textbook/Materials**

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**Phase IV Summative Assessment Evidence**

<p><b>Common Summative Unit Assessments:</b></p>	<p><b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)</p>
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**Phase V Learning Plan**

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**Phase II Curriculum**

**Unit: Opinion Reading and Writing Unit**

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do I write to express an opinion with supporting information about a topic or text with a concluding statement?</li> <li>● How do I select an event or personal experience and write about it?</li> </ul>	<p><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>● Writing to express an opinion requires support of one’s beliefs.</li> <li>● Selecting an event or personal experience to write about requires consideration of the purpose of writing.</li> </ul>
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### Reading

**EE.RI.11-12.1** Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.

**EE.RI.11-12.2.** Provide a summary of an informational text.

**EE.RI.11-12.3.** Explain how specific events develop over the course of the text.

**EE.RI.11-12.4.** Determine the meaning of words or phrases within an informational text.

**EE.RI.11-12.6.** Determine how the author's style affects the purpose of the text.

**EE.RI.11-12.7.** Analyze information presented in different media on related topics to answer questions or solve problems.

### Writing

**EE.W.11-12.1.a-b.** Write to express an opinion with supporting information about a topic or text and a concluding statement.

**EE.W.11-12.4.** Produce writing that is appropriate to a particular task, purpose, and audience.

**EE.W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, and rewriting.

**EE.W.11-12.6.** Use technology, including the Internet, to produce, publish and update an individual or shared writing project.

**EE.W.11-12.7.** Conduct short research projects to answer questions posed by self and others using multiple sources of information.

### Speaking and Listening:

**EESL.11-12.1.** Initiate and participate in collaborative discussions.

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### Language:

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**EEL.11-12.4.d.** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.

**EEL.11-12.5.** Demonstrate understanding of figurative language and words relationships.

## LEARNING TARGETS

<b>Knowledge/Content</b>	<b>Skills/Processes</b>
<b>I Know ...</b> <ul style="list-style-type: none"><li>● Writing to express an opinion includes using supporting information about a topic or text with a concluding statement.</li><li>● How to select an appropriate topic about a personal experience about which to write.</li></ul>	<b>I Can ...</b> <ul style="list-style-type: none"><li>● I can write with details to express my opinion.</li><li>● I can select an appropriate topic to write about.</li></ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
<b>Phase V Learning Plan</b>	