

# Duval County Public Schools

## English I 2008-2009



**Ed Pratt-Dannals, Superintendent**



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**Course Materials:**  
**SpringBoard ELA, Level IV**  
**Glencoe Literature: The Reader's Choice, Course 4, 2003**  
**Glencoe Writer's Choice: Grammar and Composition, 2001**

## English Language Arts Curriculum Explanation

The curriculum for all 9<sup>th</sup> grade ELA classes in this district consist of SpringBoard ELA Level IV, supplemented as needed with Glencoe Literature: The Reader's Choice (Course 4, 2003) and Glencoe Writer's Choice: Grammar and Composition (2001). Teachers, administrators, parents, and other community members are encouraged to examine this program's website, available at [www.collegeboard.com/springboard](http://www.collegeboard.com/springboard).

The following is an excerpt from the SpringBoard ELA Level IV Teacher Version:

"In Level IV, the units focus on the concept of "Coming of Age," as well as presenting a traditional genre study. The units begin with an introduction to the idea of "Coming of Age" and then follow this topic by presenting units focused on short stories, poetry, drama [Shakespeare's *Romeo and Juliet*], film, non-fiction, and a novel [Lee's *To Kill a Mockingbird*] that present incidents that are significant milestones in the lives of young people. Specific elements of the genre study and writing skills are emphasized. Students are expected to learn and apply reading, writing, oral and collaborative strategies to their own learning styles, strengths and weaknesses.

"Embedded and continuous throughout the units, students learn and practice a variety of strategies for mastering the reading, writing, oral, and collaborative skills needed for success. The units of instruction use the College Board Standards for College Success [which have been aligned with the Sunshine State Standards and NCEE Standards—see attached] to help create a roadmap of skill-building so all students experience continuous and recursive learning experiences that emphasize and deepen students' academic powers." (p. xxiii) [inserts to quote added]

An important element of the SpringBoard ELA program is the requirement that students maintain a portfolio. According to the SpringBoard program, "... teachers guide students in creating their portfolios by including a wide range of work that encompasses examples of reading, writing, oral literacy and collaborative activities. Students are then given opportunities to assess their growth in understanding of their ability to use reading, writing, oral and collaborative strategies and to reflect

on the successes and challenges encountered. ... Each unit includes specific activities appropriate for portfolio inclusion. In addition, teachers may choose to include additional activities. Effective portfolios include a variety of work from each unit such as final drafts, some earlier drafts, quickwrites, notes, reading logs, audio and video tapes, and graphics that represent a wide variety of genre, forms, and media created for a variety of purposes." (p. xv)

The SpringBoard ELA program provides ELA teachers with six units of thematically related activities and readings. These unit activities scaffold the students' learning in order that they are able to complete successfully the assessments (products) at the end of each unit. It is the teacher's responsibility to

- maintain fidelity to the SpringBoard curriculum,
  - determine the necessary focus for each daily lesson,
  - create and deliver daily lessons,
  - facilitate the SpringBoard unit activities to reinforce learning and check for understanding,
  - create formative and summative assessments for and of learning, and
  - complete teacher reflections of each unit.
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- The Learning Schedules (pacing guides) for this course can be found in the Riverdeep Learning Village available at <http://www.duvalschools.org/static/aboutdcps/departments/acadprog/riverdeep/>. These Learning Schedules were developed and will be revised as needed by ELA teachers using the end-of-unit Teacher Reflections shared with the Academic Division of Curriculum and Instruction. It is hoped that teachers will share effective lesson plans with their colleagues through the Riverdeep Learning Village.

**Please review pages 4-8 for an overview of the Duval County's Adopted High School ELA Curriculum and pages 9-15 for the Standards Correlation.**

## Duval's Adopted ELA Curriculum

- Florida Sunshine State Standards—teach them
- SpringBoard ELA—**rigor, relevance, relationships**
  - Textbook—consumable
  - Essential Ancillary Texts—class sets
  - Music Selection CD—grades 9-12
  - Film Clip Compilation DVD—grade specific
- Glencoe Teaching Resources—teacher support
- Learning Schedules—pacing guide
- Differentiated Instruction—focus on learning!
- Workshop Model—'facilitate' learning
- District Testing—**results**
- Professional Learning Community—next steps
- Compass Odyssey—grade recovery
- Classroom Monitoring—identify support needs

## SpringBoard ELA

- Grade 9 = Level IV
  - 6 units based upon genre studies
  - Portfolio focuses on recursive nature of learning process (learning and applying strategies).
  - Embedded assessments—performance
- Grade 10 = Level V
  - 6 thematic units of cultural studies
  - Portfolio focuses on assessing growth.
  - Embedded assessments—performance
- Grade 11 = Level VI
  - 6 thematic units of American studies
  - Portfolio compares growth to standards.
  - Embedded assessments—performance
- Grade 12 = Senior Level
  - 6 thematic units of critical perspectives
  - Portfolio focuses on self-assessment.
  - Embedded assessments--performance

## SpringBoard ELA Ancillaries

### Essential Readings

- Grade 9
  - To Kill a Mockingbird (Harper Lee) class sets
  - Romeo and Juliet (Shakespeare) in Glencoe
- Grade 10
  - Things Fall Apart (Chinua Achebe) class sets
- Grade 11
  - Into the Wild (Jon Krakauer) class sets
  - The Crucible (Arthur Miller) in Glencoe
  - Their Eyes Were Watching God (Zora Neale Hurston) class sets
- Grade 12
  - A Doll's House (Henrik Ibsen) class sets
  - Othello (Shakespeare) class sets
  - The Poisonwood Bible (Barbara Kingsolver) class sets
- Music Selection CDs (grades 9-12)
- Film Clip Compilation DVDs (grade specific)
- Online Resources (Riverdeep, College Board & ELA sites)

## Glencoe Teaching Resources

- Class sets of grade specific levels
- Teacher Edition and Resources
  - Teaching transparencies
  - Anthology—source of passages for focus lessons
  - Art transparencies
  - Essential Readings for Grades 9 & 11
    - Romeo and Juliet (Grade 9)
    - The Crucible (Grade 11)

## HS ELA Learning Schedules

- What they include:
  - Instructional Day
  - Student Outcomes
  - Instructional Materials and Helpful Hints
  - Standards Covered
  - Learning Assessment Exemplar
- What they don't include:
  - Lesson Plans
  - Recursive Learning Process

## Lesson Plans

- Use the workshop model to facilitate learning.
- Be prepared when you enter the classroom.
- Use Glencoe teaching resources and Glencoe class sets to plan your focus lesson.
- Reflect: What worked? Why? What didn't? Why?

## Focus Lessons

- Florida Sunshine State Standards are all about processes—not content
  - Reading, writing, listening, speaking, viewing
  - Tested on the FCAT: Reading
- Processes:
  - Language Development (vocabulary)
  - Skills—embedded into SpringBoard
  - Strategies—embedded into SpringBoard
  - Critical Thinking—text structures supported by effective questioning techniques

## Recursive Learning Process to Differentiate Instruction

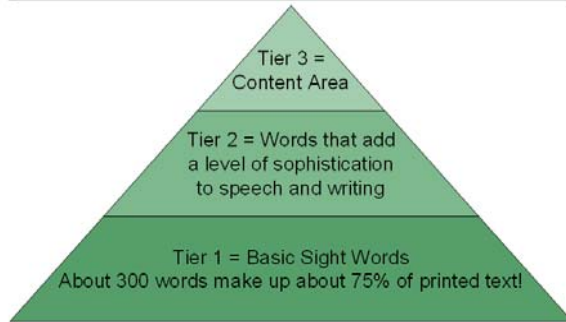
**Diagnose Individual Learning Needs; One-on-One Consultation**

**Facilitate Learning Processes Using Workshop Model and Formative Assessments**

**Assess Learning Through Formative and Summative Assessments; Teacher Reflection**

# Language Development

## Vocabulary Tiers (Beck, 2003)



**Focus on Tier 2 Words!**

# Language Development

## Criteria for Identifying Tier Two Words (Beck, 2003)

- Importance and utility
- Instructional potential
- Conceptual understanding



**Teach words that are rich in color and texture.**

# Interactive Word Walls

## Acrostics

M ... make "noise and notes" to remember  
E ... eventually you'll lose what you don't use  
M ... my temporary forgetting is caused by interference  
O ... onstage!! I need to rehearse to retain  
R ... retention happens in long-term memory  
Y ... you'll lose contents of short-term memory quickly



# Effective Questioning Techniques

- Create and maintain a safe environment.
- Use "FCAT Reading Clusters of Benchmarks" and "Cognitive Complexity Levels" available @ <http://www.fldoe.org> (under FCAT) for formative and summative assessments.
- Have at least three questions prepared before the bell rings to begin class.
- Provide sufficient 'wait time'.
- Use student responses to trigger discussion that refines understanding.
- Create and maintain a safe environment.

## Suggested Strategies

- Pre-Reading
  - Preview material
  - Vocabulary
  - Background Knowledge
- Reciprocal Teaching
  - clarifying, questioning, summarizing, predicting
- Question and Answer Relationships
  - right there, think & search, on my own, author & me
- Text Structures
  - problem/solution, cause/effect, compare/contrast, description/definition, sequence
- Post-Reading
  - Note-Taking, Writing to Learn, Rehearsal

## Suggested Professional Literature

- *Robust Vocabulary*, Isabel Beck
- *When Kids Can't Read*, Kyleene Beers
- *Adolescent Literacy: Turning Promise into Practice*, Beers, Probst, and Rief (editors)
- *Why Workshop? Changing Course in 7-12 English*, Richard Bullock
- *Academic Vocabulary*, Robert J. Marzano
- *Classroom Instruction that Works*, Marzano, Pickering, and Pollock (editors)
- *The Art and Science of Teaching*, Robert J. Marzano
- *The Differentiated Classroom*, Carol Ann Tomlinson
- *I Read It, But I Don't Get It*, Chris Tovani

## District-wide Timed Writings

- The purpose is to diagnose students' knowledge of language processes and to provide common assessments with which to start the PLC's conversation regarding student learning.
- They will be posted on Riverdeep.
- Thematically linked to SpringBoard.
- Five timed writings: 1<sup>st</sup> 5 days, then quarterly
- Time is provided within the Learning Schedules for students to bring timed writings through the writing process.
- Timed writing and all edits are to be maintained in the students' portfolios.
- Students maintain their own portfolio to encourage student ownership.
- Results are used to inform instruction.

## Formative Mini-Assessments

- The purpose is to diagnose students' knowledge of language processes and to provide common assessments with which to start the PLC's conversation regarding student learning.
- Thematically linked to SpringBoard.
- However, the primary connection is to the upcoming Early Dismissal PLC.
- Five questions using FCAT stems.
- Four multiple choice, one short response.
- Cognitive complexity is moderate to high range.
- Formatives are scored, not graded.
- MC's are scored electronically; SR in PLCs.
- PLCs are to determine next steps to increase student learning.



## Quarterly Summative Assessments

- The purpose is to diagnose students' knowledge of language processes and to provide common assessments with which to start the PLC's conversation regarding student learning.
- Thematically linked to SpringBoard and includes excerpts from the quarter's reading passages.
- Initial baseline is established by FCAT scores.
- Thirty questions using FCAT stems.
- About 28 multiple choice and 2 short responses.
- Cognitive complexity is 3 low, 17 moderate, and 10 high—equals the FCAT Reading ratio.
- Summatives are scored and graded.
- MC's are scored electronically; SR's in PLCs.
- PLCs are to determine next steps to increase student learning.



## District Monitoring

- We're shifting paradigms.
- Essential to the process:
  - Observing the learning process.
  - Collecting and providing feedback.
  - Identifying and sharing best practices.
  - Identifying areas requiring support.
  - Facilitating informed professional development.
  - Maintaining a classroom perspective.

Correlation of Standards for College Board, Sunshine State, and NCEE

College Board Standards for College Success: Standard: Respond to texts and put texts in context Strand: Connecting the text to personal experience					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAA142 LAA144 LAA244 LAE141	E1a E1c	LAA144 LAA244 LAE246	E1c E5a	LAE245 LAE246 LAE248	E1c E5a

College Board Standards for College Success: Standard: Respond to texts and put texts in context Strand: Connecting the text to subject – matter knowledge					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAA141 LAA142 LAA144 LAA242	E1a E1c	LAA142	E1c	LAE247	E5a

College Board Standards for College Success: Standard: Respond to texts and put texts in context Strand: Connecting the text to world knowledge					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAA141 LAA142 LAA144 LAD141 LAD241	E1a E2b E5a	LAD141 LAD142 LAD242 LAD245	E4a E4b	LAD141 LAD142 LAD241 LAE241 LAE248	E5a

LAE145					
College Board Standards for College Success: Standard: Respond to texts and put texts in context Strand: Analyzing responses to texts					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAA242 LAE143	E1a E2b E5a	LAA244 LAA247 LAE143	E1c E5a	LAD242 LAE145	E1c E5a

College Board Standards for College Success: Standard: Interpret and analyze the communication context Strand: Purpose, audience, and context					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAA142 LAA242	E1a E2b E5a	LAA241 LAA242 LAA244 LAB243	E1c E2b E5a	LAD141 LAD242 LAE142	E1c E5a

College Board Standards for College Success: Standard: Interpret and analyze text elements and structures Strand: Elements and connections in expository texts					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAA142 LAA144 LAA244 LAA245 LAE242	E1a E1c E2b	LAA247 LAA248 LAB242 LAC142	E1c E2b E3b E5a	LAB242 LAE242 LAE246 LAE247	E1c E5a

College Board Standards for College Success: Standard: Interpret and analyze text elements and structures Strand: Elements and connections in literary texts					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAA142	E1a	LAA242	E1c	LAA244	E1c
LAA144	E5a	LAD141	E5a	LAD141	E5a
LAA241		LAE141		LAD142	E6a
LAA242		LAE243		LAE143	
LAA248					
LAD242					
LAE141					
LAE143					

College Board Standards for College Success: Standard: Reflect on and direct processes for constructing meaning from texts Strand: Reflect on text features that affect understanding					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAA142	E3b	LAA241	E5a	LAA144	E1c
LAA141				LAA248	

College Board Standards for College Success: Standard: Reflect on and direct processes for constructing meaning from texts Strand: Reflect on self as a reader constructing meaning from texts					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAA141	E1a	LAA241	E5a	LAA241	E5a
LAA142	E1b	LAE242		LAA242	

LAA244					
College Board Standards for College Success: Standard: Reflect on and direct processes for constructing meaning from texts					
Strand: Reflect on the requirements of the reading task and strategies for completing the reading task					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAA141	E1a	LAA141	E1c	LAA141	E1c
LAA142	E1b	LAA142	E5a	LAA142	E5a
LAA144	E2a	LAA143		LAA144	
LAA244	E5a	LAA144			
LAA246					
LAA248					

College Board Standards for College Success: Standard: Engage ideas and audiences through texts					
Strand: Writing to discover and learn					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAB142	E5b	LAB141	E2b	LAB141	E2f
LAB241		LAB142		LAB142	
LAB242				LAB241	

College Board Standards for College Success: Standard: Engage ideas and audiences through texts					
Strand: Developing expository texts					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAB242	E4b	LAB142	E2b	LAB143	E2b
LAE141	E5b		E4a	LAB241	

				LAB243	
College Board Standards for College Success: Standard: Engage ideas and audiences through texts Strand: Developing literary texts					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAB141	E2b	LAB243	E2b	LAB241	E2b
LAB142	E4a		E4a	LAB242	
LAB242	E4b			LAB243	
LAB243	E5a			LAB244	
LAE141	E5b				

College Board Standards for College Success: Standard: Engage ideas and audiences through texts Strand: Situating texts					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAB142	E2a E2e	LAB142	E2b	LAB243	E2d
LAB243	E2b E2f	LAB242	E4a		
	E2c E4a				
	E2d				

College Board Standards for College Success: Standard: Evaluate and revise texts Strand: Revising for coherence, development, insight, and effect					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAB141	E3b	LAB142	E3b	LAB143	E2e
LAB142	E4b	LAC141	E4b	LAB242	E5b
LAB143		LAC143		LAB243	
LAC143				LAC143	
LAE241					

LAE243					
College Board Standards for College Success: Standard: Present technically sound texts Strand: Conventions, grammar, and usage					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAA143 LAB143 LAB244	E4a	LAA143 LAB243	E4a	LAA143 LAB243	E4a

College Board Standards for College Success: Standard: Present technically sound texts Strand: Stylistic conventions					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAA143 LAB243	E4a	LAB242 LAB243 LAD141	E4a E4b	LAB243	E4a E4b

College Board Standards for College Success: Standard: Research Strand: Research Design					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAB141 LAB142 LAB244	E2a E4b	LAB141 LAB142 LAC342 LAC343	E2a E4b	LAB244	E6b

College Board Standards for College Success: Standard: Research Strand: Evaluating sources					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAA247	E2a E4b	LAA242 LAA247 LAA248	E2a E4b	LAB244 LAC242	E1c

College Board Standards for College Success: Standard: Research Strand: Citing sources					
9 <sup>th</sup> Grade – Level 4		10 <sup>th</sup> Grade – Level 5		11 <sup>th</sup> Grade – Level 6	
Sunshine State	NCEE	Sunshine State	NCEE	Sunshine State	NCEE
LAA244 LAA246 LAA248 LAB241 LAB242	E2a E4b	LAB241 LAB243	E4b	LAE245 LAE247	E5a