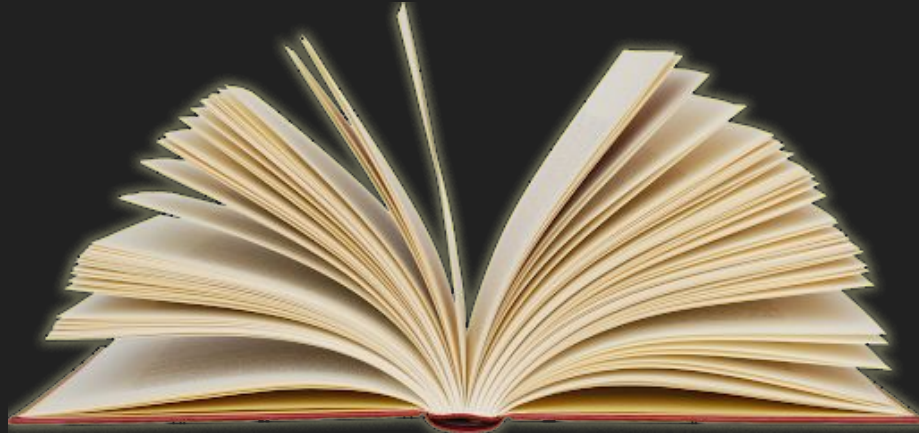


# KSD English Language Arts Curriculum Development

Grades 6-8

Spring 2020



# Curriculum Development Process

- **2018-2019 Academic Year:**

- Grades 6-8 ELA began curriculum research process

- **Fall of 2019:**

- Reviewed feedback from Programs of Excellence.
- Determined key ideas and skills essential to student learning.
- Created a Vision for 6-8 ELA Education in Kirkwood.
- Constructed Essential Questions to guide learning.
- Collaborated with 9-10 English teachers to inform vertical alignment.

# Curriculum Contributors

## **Nipher**

**Jessica Cochran**, 6th Grade

**Christy White**, 7th Grade

**Lindsay Burruss**, 8th Grade

**Jenn Sievers**, 8th Grade

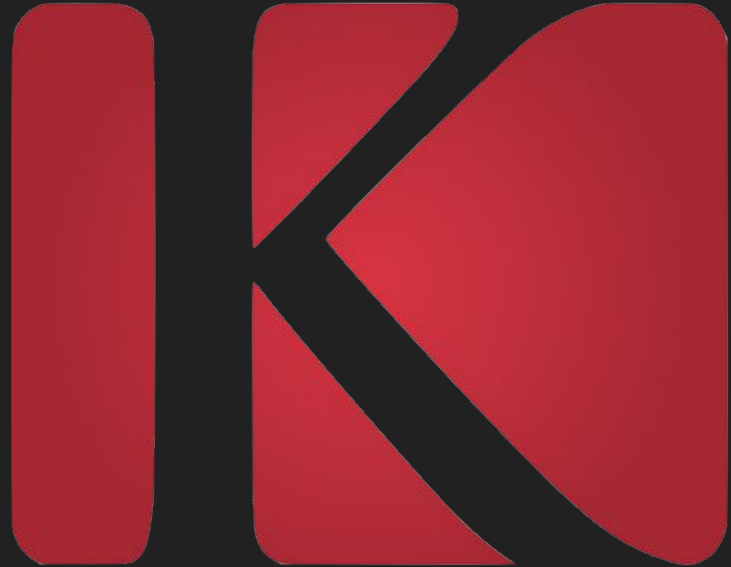
## **North Kirkwood**

**Karen Ambuehl**, 6th Grade

**Stephanie Lancaster**, 7th Grade

**Tricia Owens**, 8th Grade

**Brandy Fink**, Library Media Specialist



# Curricular Framework & Considerations

**KSD Mission:** *“Students of the Kirkwood School District will think critically and creatively, driven by a sense of wonder, connection, and joy.”*

**KSD Vision:** *“Working together, we will ensure all students are prepared for success - now and in their future.”*

# Curricular Framework & Considerations

## Future Ready Skills



### Connection & Collaboration

*Students should work with others – in person and via technology – to collaborate around ideas, accomplish tasks, and advance new learning.*



### Flexible Thinking

*Students should think critically and creatively about ideas and leverage technology to access information, collaborate, make/create, and communicate those ideas.*



### Global Citizenship

*Students should engage in efforts to improve their communities – locally and globally – through service, advocacy, and civic responsibility.*



# Curricular Framework & Considerations

## SEL & Cultural Responsiveness



*...encounter & engage with different cultural “windows and mirrors” within the curriculum.*

*...develop an understanding that people have different perspectives based on their unique experiences and to practice perspective-taking and empathetic thinking.*

*...recognize and address issues of social justice.*



# Curricular Framework & Considerations

## DESE 6-8 Grade Level Expectations

### READING:

- Comprehend and Interpret Texts (Approaching Texts as a Reader)
- Analyze Craft and Structure (Approaching Texts as a Writer)
- Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)

### WRITING:

- Approaching the Task as a Researcher
- Approaching the Task as a Writer
- Approaching the Task as a Reader

# Curricular Framework & Considerations

## DESE 6-8 Grade Level Expectations

### SPEAKING & LISTENING:

- Collaborating
- Presenting

## Power Standards

- Grade 6: Narrative Writing
- Grade 7: Expository Writing
- Grade 8: Argumentative Writing
- All Grade Levels: Research Writing, Reading Informational & Literary Text, Collaborating & Presenting



# 6th Grade: Scope, Sequence, & Experience

## Guiding Questions:

- How do I read fiction/non-fiction texts to question and make sense of the world?
- How do I understand the writer's purpose in writing fiction/non-fiction?
- How do I collect information from fiction/non-fiction texts to better understand the text and the world?
- How can I read and study mentor texts to help build my skills and strategies as a writer and a thinker?
- How can I use my voice through writing to communicate ideas and experiences?
- How can I use my voice to communicate ideas and experiences?

# 6th Grade: Scope, Sequence, & Experience

## Unit 1: Personal Narrative

<b>Reading</b>	<b>Mentor Text Annotation</b>	<ul style="list-style-type: none"><li>• Evidence/Inference</li><li>• Word Meanings</li><li>• Text Features</li><li>• Summarize/Claim</li><li>• Structure</li><li>• Point of View</li><li>• Craft and Meaning</li></ul>
<b>Writing</b>	<b>Personal Narrative</b>	<ul style="list-style-type: none"><li>• Development</li><li>• Revise and Edit</li></ul>
<b>Speaking &amp; Listening</b>	<b>Personal Narrative Presentations</b>	<ul style="list-style-type: none"><li>• Verbal Delivery</li><li>• Nonverbal Communication</li></ul>

# 6th Grade: Scope, Sequence, & Experience

## Unit 2: Literary Analysis

<b>Reading</b>	Literary Devices	<ul style="list-style-type: none"><li>• Summarize/Theme</li><li>• Text in Forms</li><li>• Relationships in Texts</li><li>• Historical Context</li><li>• Comprehension</li></ul>
<b>Writing</b>	Claim, Evidence & Reasoning Paragraphs	<ul style="list-style-type: none"><li>• Development</li><li>• Revise and Edit</li></ul>
<b>Speaking &amp; Listening</b>	Fiction Socratic Seminar	<ul style="list-style-type: none"><li>• Conversations</li><li>• Questioning</li><li>• Considering Viewpoints of Others</li></ul>

# 6th Grade: Scope, Sequence, & Experience

## Unit 3: Non-Fiction

<b>Reading</b>	<b>Non-Fiction Strategies</b>	<ul style="list-style-type: none"><li>• Evidence/Inference</li><li>• Word Meanings</li><li>• Text Features</li><li>• Summarize/Claim</li><li>• Structure</li><li>• Point of View</li><li>• Craft and Meaning</li></ul>
<b>Writing</b>	<b>Thesis with Multiple Paragraphs</b>	<ul style="list-style-type: none"><li>• Development</li><li>• Revise and Edit</li><li>• Research</li></ul>
<b>Speaking &amp; Listening</b>	<b>Non-Fiction Debate and Presentations</b>	<ul style="list-style-type: none"><li>• Verbal Delivery</li><li>• Considering Viewpoints of Others</li><li>• Questioning</li><li>• Multimedia Use</li></ul>

# 6th Grade: Scope, Sequence, & Experience

## Unit 4: Book Clubs

<b>Reading</b>	Capstone Fiction & Non-Fiction Reading Skills	<ul style="list-style-type: none"><li>• Evidence/Inference</li><li>• Word Meanings</li><li>• Text Features</li><li>• Summarize/Claim</li><li>• Structure</li><li>• Point of View</li><li>• Craft and Meaning</li></ul>
<b>Writing</b>	Capstone & Personal Narrative	<ul style="list-style-type: none"><li>• Development</li><li>• Revise and Edit</li></ul>
<b>Speaking &amp; Listening</b>	Book Clubs & Capstone Presentation	<ul style="list-style-type: none"><li>• Verbal Delivery, Nonverbal Communication</li><li>• Considering Viewpoints of Others</li><li>• Questioning</li><li>• Conversations</li></ul>

# 7th Grade: Scope, Sequence, & Experience

## Guiding Questions:

- Whose voice guides one's choice?
- What does media teach us about our world?
- What is the perception of the world that is provided vs. reality?
- How can you make a difference through persuasion?
- How does literature reflect our ever changing world?
- Can something intended to be good for society actually be bad?
- Is a utopia attainable? At what cost would it be worth attaining?
- What are the advantages and disadvantages of displaying conformity and/or independence within a society?
- What's most important to you?

# 7th Grade: Scope, Sequence, & Experience

## Unit 1: Poetry

<b>Reading</b>	Read and Analyze Poetry	<ul style="list-style-type: none"><li>• Summarize/Theme</li><li>• Text in Forms</li><li>• Relationships in Texts</li><li>• Historical Context</li><li>• Comprehension</li></ul>
<b>Writing</b>	Construct Poetry	<ul style="list-style-type: none"><li>• Development</li><li>• Revise and Edit</li></ul>
<b>Speaking &amp; Listening</b>	Poetry Coffee House Performance	<ul style="list-style-type: none"><li>• Verbal Delivery</li><li>• Nonverbal Communication</li></ul>

# 7th Grade: Scope, Sequence, & Experience

## Unit 2: Dystopian Unit

<b>Reading</b>	<b>Literary Analysis</b>	<ul style="list-style-type: none"><li>• Summarize/Theme</li><li>• Text in Forms</li><li>• Relationships in Texts</li><li>• Historical Context</li><li>• Comprehension</li></ul>
<b>Writing</b>	<b>Write Theme Analysis</b>	<ul style="list-style-type: none"><li>• Development</li><li>• Revise and Edit</li><li>• Research</li></ul>
<b>Speaking &amp; Listening</b>	<b>Socratic and Small Group Discussions</b>	<ul style="list-style-type: none"><li>• Verbal Delivery, Nonverbal Communication</li><li>• Considering Viewpoints of Others</li><li>• Questioning</li><li>• Conversations</li></ul>



# 7th Grade: Scope, Sequence, & Experience

## Unit 3: Power of Story

<b>Reading</b>	<b>Literary Analysis</b>	<ul style="list-style-type: none"><li>• Evidence/Inference</li><li>• Word Meanings</li><li>• Text Features</li><li>• Summarize/Claim</li><li>• Structure</li><li>• Point of View</li><li>• Craft and Meaning</li></ul>
<b>Writing</b>	<b>This I Believe Essay</b>	<ul style="list-style-type: none"><li>• Development</li><li>• Revise and Edit</li></ul>
<b>Speaking &amp; Listening</b>	<b>This I Believe Presentations</b>	<ul style="list-style-type: none"><li>• Multimedia Use</li><li>• Verbal Delivery</li><li>• Nonverbal Communication</li></ul>

# 7th Grade: Scope, Sequence, & Experience

## Unit 4: Media - Whose Voice Guides Your Choice?

<b>Reading</b>	Analyze Ads, Commercials, and Articles	<ul style="list-style-type: none"><li>• Evidence/Inference</li><li>• Word Meanings</li><li>• Text Features</li><li>• Summarize/Claim</li><li>• Structure</li><li>• Point of View</li><li>• Craft and Meaning</li></ul>
<b>Writing</b>	Persuasive Writing	<ul style="list-style-type: none"><li>• Development</li><li>• Revise and Edit</li><li>• Research</li></ul>
<b>Speaking &amp; Listening</b>	Create and Analyze Commercials	<ul style="list-style-type: none"><li>• Multimedia Use</li><li>• Verbal Delivery</li><li>• Nonverbal Communication</li><li>• Considering Viewpoints of Others, Questioning</li></ul>

# 8th Grade: Scope, Sequence, & Experience

## Guiding Questions:

- How can literature serve as a mirror and a window?
- Why is annotating and reading critically important?
- How does annotation provide a window into our world?
- How do word study strategies deepen our understanding of a text?

# 8th Grade: Scope, Sequence, & Experience

## Unit 1: Building Relationships with Text

<b>Reading</b>	Annotation, Literary Analysis, Project/Essay	<ul style="list-style-type: none"><li>• Summarize/Theme</li><li>• Text in Forms</li><li>• Relationships in Texts</li><li>• Historical Context</li><li>• Comprehension</li></ul>
<b>Writing</b>	Tourist Essay, 6 Word Memoir	<ul style="list-style-type: none"><li>• Development</li><li>• Revise and Edit</li></ul>
<b>Speaking &amp; Listening</b>	Presentations	<ul style="list-style-type: none"><li>• Multimedia Use</li><li>• Verbal Delivery</li><li>• Nonverbal Communication</li><li>• Considering Viewpoints of Others, Questioning</li></ul>

# 8th Grade: Scope, Sequence, & Experience

## Unit 2: Choice and Voice - How do our decisions impact our lives?

<b>Reading</b>	<b>Literary Analysis</b>	<ul style="list-style-type: none"><li>• Summarize/Theme</li><li>• Text in Forms</li><li>• Relationships in Texts</li><li>• Historical Context</li><li>• Comprehension</li></ul>
<b>Writing</b>	<b>Argumentative</b>	<ul style="list-style-type: none"><li>• Development</li><li>• Revise and Edit</li><li>• Research</li></ul>
<b>Speaking &amp; Listening</b>	<b>Socratic Seminar</b>	<ul style="list-style-type: none"><li>• Verbal Delivery, Nonverbal Communication</li><li>• Considering Viewpoints of Others</li><li>• Questioning</li><li>• Conversations</li></ul>

# 8th Grade: Scope, Sequence, & Experience

## Unit 3: Walking through the World - being an insider and an outsider

<b>Reading</b>	Annotations, Literary Analysis, Project/Essay	<ul style="list-style-type: none"><li>• Summarize/Theme</li><li>• Text in Forms</li><li>• Relationships in Texts</li><li>• Historical Context</li><li>• Comprehension</li></ul>
<b>Writing</b>	Argumentative/I nformative	<ul style="list-style-type: none"><li>• Development</li><li>• Revise and Edit</li></ul>
<b>Speaking &amp; Listening</b>	Socratic Seminar	<ul style="list-style-type: none"><li>• Verbal Delivery, Nonverbal Communication</li><li>• Considering Viewpoints of Others</li><li>• Questioning</li><li>• Conversations</li></ul>

# 8th Grade: Scope, Sequence, & Experience

## Unit 4: Leaving a Legacy

<b>Reading</b>	<b>Non-Fiction Texts</b>	<ul style="list-style-type: none"><li>● Evidence/Inference</li><li>● Word Meanings</li><li>● Text Features</li><li>● Summarize/Claim</li><li>● Structure</li><li>● Point of View</li><li>● Craft and Meaning</li></ul>
<b>Writing</b>	<b>Blended Genre</b>	<ul style="list-style-type: none"><li>● Development</li><li>● Revise and Edit</li><li>● Research</li></ul>
<b>Speaking &amp; Listening</b>	<b>8th Grade Speech/Debate</b>	<ul style="list-style-type: none"><li>● Multimedia Use</li><li>● Verbal Delivery</li><li>● Nonverbal Communication</li><li>● Considering Viewpoints of Others, Questioning</li></ul>

# Resource Research & Selection

- Teachers considered text selection resources from several educational organizations.
  - Writing Matters
  - Lee & Low Books
  - Teaching Tolerance
- Teachers created criterion for the text selection process based on the resources reviewed.
  - 6-8 Whole Class Texts Criteria
  - 6-8 Small Group & Independent Texts Criteria



# Implementation Year 1

**Next Steps include** further refining, aligning, and/or publishing:

- **Instructional Plans** (based on student feedback, data, and anecdotal experience)
- **Assessments and Rubrics**, and/or
- **Reporting Criteria.**

Teachers will seek **stakeholder feedback for recommended resources.**

Teachers will also **collaborate with peers to support ongoing professional development** around course content, leveraging instructional resources, pedagogy, assessment, and data analysis.

# Questions & Comments

