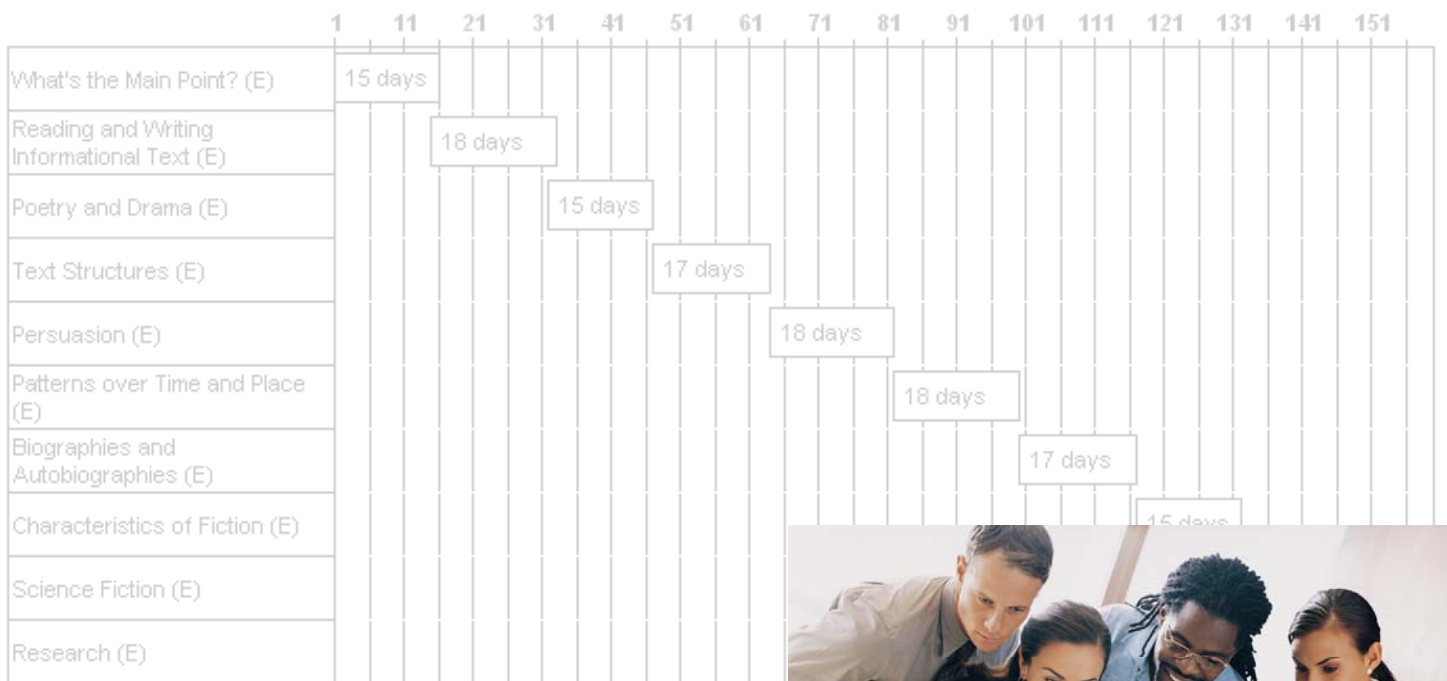


# ELA Model Curriculum Guide

A standards driven curriculum built with the Power Curriculum Tool in the LEARNING-FOCUSED TOOLBOX



Your guide to adaptation and successful implementation

LA.5.5.1.1 - Important  
The student will demonstrate fluent and legible cursive writing skills.

LA.5.4.2.4 - Compact  
write a variety of communications (e.g., friendly letters, thank-you notes) stated purpose and that include the date, proper salutation, body, c

LA.5.3.1.1 - Essential  
generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material) based upon teacher-directed topics and personal interests;

LA.5.3.1.2 - Essential  
determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and intended audience of a writing piece;

LA.5.3.1.3 - Essential  
organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses main idea, logical sequence, and the time needed to complete the task.

## The English / Language Arts Model Curriculum Guide

The Learning-Focused Model Curriculum is an example of transforming standards into a plan of what needs to be learned. While a curriculum is “what” is going to be learned, in the Model Curriculum we also provide some examples of “how” students may learn the curriculum (instruction). The Model Curriculum is not designed to be adopted, but instead evaluated as an example to adapt and implement, or evaluate and compare with your own curriculum.

### What is included in the Model Curriculum?

#### 1. Prioritized state standards

- a. Prioritized based on experiences, grade level expectations, state assessments, and vertical expectations.

#### 2. Topic Maps

- a. Maps that show the standards driving each topic

#### 3. Know, Understand, Do (KUD) Charts for each topic

- a. The standards for each topic are examined for what students will be able to know, understand, and do by the end of the unit.

#### 4. Student Learning Maps for each topic

- a. The KUD is translated into an organizer called a Student Learning Map. Each Student Learning Map has:
  - i. Key Learning – The big idea for the unit
  - ii. Unit Essential Question – Essentially the big idea asked as a question
  - iii. Concepts – The standards are chunked into 2 – 6 main concepts
  - iv. Lesson Essential Questions – Each concept has 1 – 6 lesson essential questions
  - v. Key Vocabulary – The most important words to learn for each concept

#### 5. Each grade has one completed Learning Unit in addition to the above\*

- a. The Learning Unit has:
  - i. A launch activity
  - ii. A culminating activity with rubric
  - iii. Student assessments
  - iv. Complete Acquisition lessons and/or Extending Thinking lessons for each Lesson Essential Question
  - v. Unit differentiation
  - vi. Unit timeline
  - vii. Unit resources and materials list

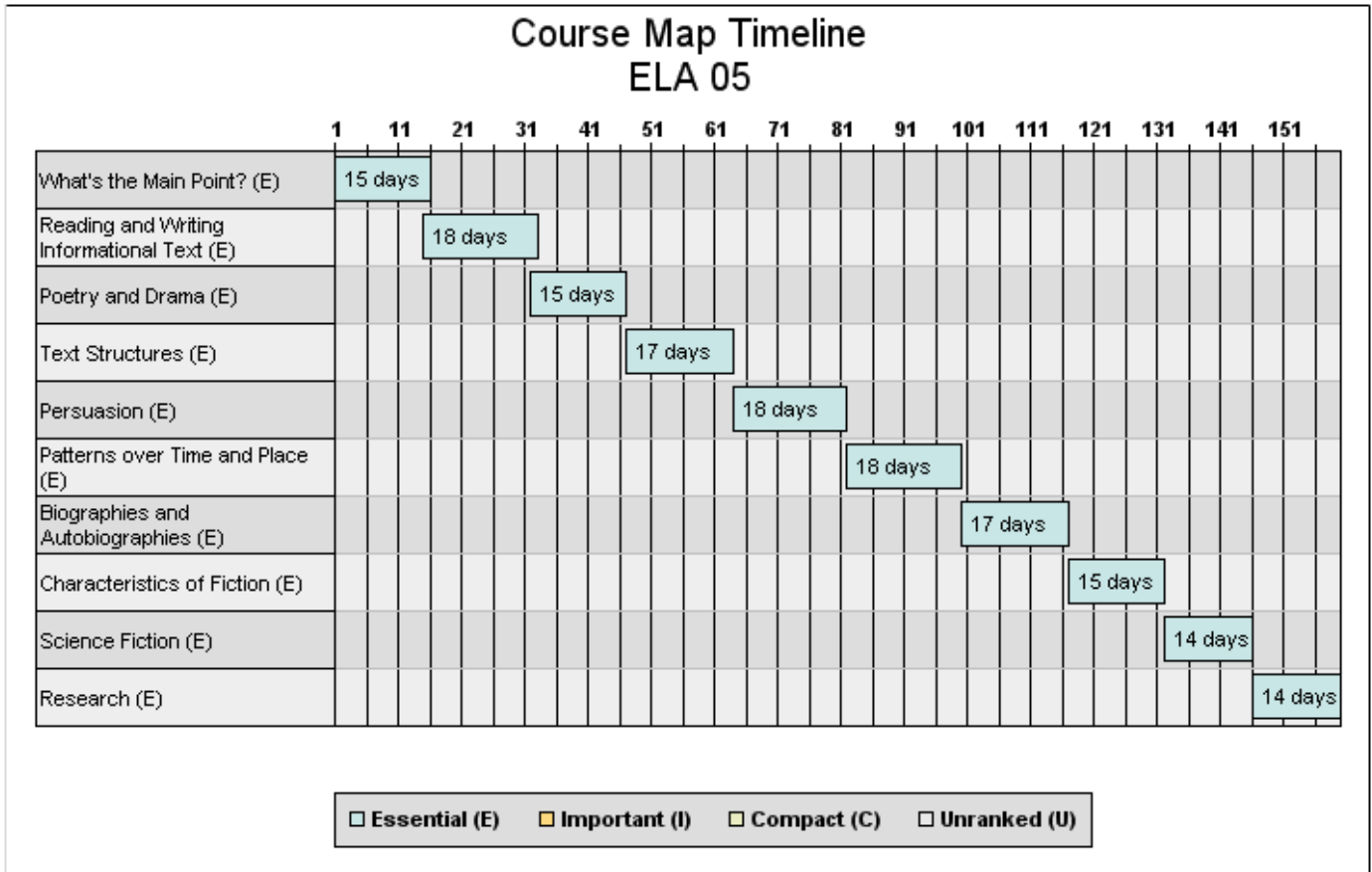
\*As of July 1, 2008, complete units for grades K-2 and 9-12 are included. The remainder will be available by 9/1/08.

### What makes the Model Curriculum powerful?

1. Integrated Learning Strands (grade level expectations)
2. Integrated Reading Comprehension Strategies
3. Integrated Extending Thinking Strategies
4. Integrated Reading Strategies for Assessments (Strands)
5. Integrated Writing Connections to Other Subjects
6. Reading Comprehension Strategy Units Resource

# English / Language Arts Example

## 1. Course Map Timeline: ELA Grade 5



## English / Language Arts Example

### 2. Topic Map: ELA Grade 5, Topic = What's the Main Point?

#### Main Idea

LA.5.1.7.3 - Essential  
determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.5.2.2.3 - Essential  
organize information to show understanding (i.e., representing main ideas within text through charting, mapping, paraphrasing, or summarizing);

LA.5.4.2.1 - Essential  
write in a variety of technical/informational forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);

LA.5.1.7.8 - Essential  
use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.

LA.5.2.1.5 - Essential  
demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media;

LA.5.1.6.3 - Essential  
use context clues to determine meanings of unfamiliar words;

#### Self-Monitoring, Correcting & Interpreting Information

LA.5.1.7.8 - Essential  
use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.

LA.5.6.1.1 - Essential  
The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).

LA.5.1.6.5 - Important  
relate new vocabulary to familiar words;

LA.5.1.6.9 - Essential  
determine the correct meaning of words with multiple meanings in context;

LA.5.1.6.1 - Essential  
use new vocabulary that is introduced and taught directly;

#### Reading & Writing Purpose

LA.5.1.7.2 - Essential  
identify the author's purpose (e.g., to persuade, inform, entertain, explain) and how an author's perspective influences text;

LA.5.1.7.1 - Essential  
explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, and maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading;

LA.5.1.6.2 - Compact  
listen to, read, and discuss familiar and conceptually challenging text;

#### Writing about the Main Point

LA.5.5.1.1 - Important  
The student will demonstrate fluent and legible cursive writing skills.

LA.5.4.2.4 - Compact  
write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature;

LA.5.3.1.1 - Essential  
generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material) based upon teacher-directed topics and personal interests;

LA.5.3.1.2 - Essential  
determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and intended audience of a writing piece;

LA.5.3.1.3 - Essential  
organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses main idea, logical sequence, and the time needed to complete the task.

## English / Language Arts Example

### 3. Topic: What's the Main Point? KUD Chart:

Topic: What's the Main Point? Subject Area(s): English Language Arts		Days: 15 Grade(s): 5
Know:	Understand:	Do:
<p>Author's purpose (5.1.7.2)</p> <ul style="list-style-type: none"> <li>* Persuade</li> <li>* Inform</li> <li>* Entertain</li> <li>* Explain</li> </ul> <p>On-going reading &amp; self-monitoring strategies (5.1.7.8)</p> <ul style="list-style-type: none"> <li>* Predicting</li> <li>* Summarizing</li> <li>* Questioning</li> <li>* Note-making</li> </ul> <p>5.2.1.5 Connections - self, text, world (ET, Constructing Support) (Testing, Connections Strand)</p> <p>Context Clues (5.1.7.8, 5.1.6.5)</p> <p>Testing techniques - Knowledge Strand) Re-reading, look back (5.1.7.8, 5.2.2.2)</p> <p>Parts of friendly letter (5.4.2.4)</p> <p>Meaning and steps for higher thinking skills:</p> <ul style="list-style-type: none"> <li>* Inductive reasoning</li> <li>* Constructing support</li> </ul>	<p>Comprehending a text is not magic; there are strategies that good readers use when they read to "get the point".</p> <p>Summarizing helps a reader remember and retell the big idea and the supporting details.</p>	<p>Classify or categorize texts according to author's purpose (ET) (5.1.7.2)</p> <p>Establish a purpose for reading (ET, inductive reasoning) (5.1.7.1)</p> <p>Use reading strategies as needed for self-monitoring: predicting, summarizing, questioning, context clues, note-taking, re-reading or looking back to locate information (5.1.7.8)</p> <p>Support statements about text with evidence from text, personal experience and other text/media (5.2.1.5)</p> <p>Read and interpret information from multiple sources using predictions and drawing conclusions (5.6.1.1)</p> <p>Use prior knowledge to make and confirm predictions (ET, Inductive Reasoning)</p> <p>Use inductive reasoning to make generalizations (teaching ET)</p> <p>Construct support for a position or statement (teaching ET)</p> <p>Identify main idea through inferring, summarizing and identifying relevant details (Comprehension Testing Strand) (5.1.7.3)</p> <p>Represent main idea of text using a variety of organizing structures</p>
		<p>(5.2.2.3)</p> <ul style="list-style-type: none"> <li>* Charting</li> <li>* Mapping</li> <li>* Summarizing</li> </ul> <p>Write summaries (5.4.2.1)</p> <p>Use cursive writing to write a friendly letter (5.5.1.1, 5.4.2.4)</p> <p>Use pre-writing strategies to generate and organize ideas for writing (5.3.1.1, 5.3.1.2, 5.3.1.3)</p> <p>Use context clues to determine (infer) word meaning (5.1.6.5)</p> <p>Determine the correct meaning within a text of words with multiple meanings (5.1.6.9)</p>

# English / Language Arts Example

## 4. Topic: What's the Main Point? Student Learning Map:

Topic: What's the Main Point?  
Subject Area(s): English Language Arts

Days: 15  
Grade(s): 5

**Key Learning:** Comprehending a text is not magic; there are strategies that good readers use when they read to help them "get the point". Summarizing helps a reader remember and retell the big idea and the supporting details.

**Unit Essential Question:** What strategies do good readers use to identify, remember and describe the main point when they read and write?

<p><b>Concept:</b> <b>Main Idea</b> <a href="#">LA.5.1.7.3</a>, <a href="#">LA.5.2.2.3</a>, <a href="#">LA.5.4.2.1</a>, <a href="#">LA.5.1.7.8</a>, <a href="#">LA.5.2.1.5</a>, <a href="#">LA.5.1.6.3</a></p>	<p><b>Concept:</b> <b>Self-Monitoring, Correcting &amp; Interpreting Information</b> <a href="#">LA.5.1.7.8</a>, <a href="#">LA.5.6.1.1</a>, <a href="#">LA.5.1.6.5</a>, <a href="#">LA.5.1.6.9</a>, <a href="#">LA.5.1.6.1</a></p>	<p><b>Concept:</b> <b>Reading &amp; Writing Purpose</b> <a href="#">LA.5.1.7.2</a>, <a href="#">LA.5.1.7.1</a>, <a href="#">LA.5.1.6.2</a></p>
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<p><b>Lesson Essential Questions:</b> What techniques can readers use to identify main idea and relevant details? (A) How are organizing structures used to represent the main idea? (A) How do writers summarize what was read? (A) How do readers look back, skim and re-read to locate information within text? (A) How do readers and writers support statements about text with evidence from text, personal experience and other text/media? (Constructing Support) (ET)</p>	<p><b>Lesson Essential Questions:</b> What strategies do good readers use to clear up confusion or clarify thinking when monitoring the reading? (A) How is inductive reasoning used to make generalizations? (A) How do readers read and interpret information using predictions and drawing conclusions? (Inductive Reasoning) (ET) How are context clues used to determine word meaning, including words with multiple meanings? (A)</p>	<p><b>Lesson Essential Questions:</b> How do readers classify or categorize texts according to author's purpose? (Classifying/Categorizing) (ET) Why and how do good readers establish a purpose for reading? (inductive reasoning) (ET)</p>
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<p><b>Vocabulary:</b> Main Idea, Relevant details, Inferring, Summarizing, Charting, Mapping, Connections (text, self, other sources), Skim</p>	<p><b>Vocabulary:</b> Predicting, Questioning, Note-taking, Re-reading, Looking back, Drawing Conclusions, Context clues</p>	<p><b>Vocabulary:</b> Persuade, Entertain, Explain, Inform</p>
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<p><b>Concept:</b> <b>Writing about the Main Point</b> <a href="#">LA.5.5.1.1</a>, <a href="#">LA.5.4.2.4</a>, <a href="#">LA.5.3.1.1</a>, <a href="#">LA.5.3.1.2</a>, <a href="#">LA.5.3.1.3</a></p>	<p><b>Concept:</b></p>	<p><b>Concept:</b></p>
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<p><b>Lesson Essential Questions:</b> How would a friendly letter be written to share the main idea and details of an event? (A) What pre-writing strategies are used to generate and organize ideas for writing (A)</p>	<p><b>Lesson Essential Questions:</b></p>	<p><b>Lesson Essential Questions:</b></p>
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<p><b>Vocabulary:</b> Heading, Greeting, Body of the Letter, Closing, Signature, Cursive Writing, Brainstorming, Generate</p>	<p><b>Vocabulary:</b></p>	<p><b>Vocabulary:</b></p>
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**Additional Info:**  
Remember: Reading comprehension strategies will be taught during Teacher-Directed block; word patterns, word usage and vocabulary development during word work block; writing during writing block; and focus on student needs at their reading level during flexible grouping time. Therefore some of these lessons will occur simultaneously. Extending thinking strategies should be taught before using unless this has already occurred in previous grade level, then the steps may be reviewed within the extending thinking activity. Testing Strands are embedded in the unit. In this unit, re-reading and looking back are emphasized from the knowledge strand. Students should be taught how to look back, skim and re-read to locate information and answer questions.

Attached Document(s):

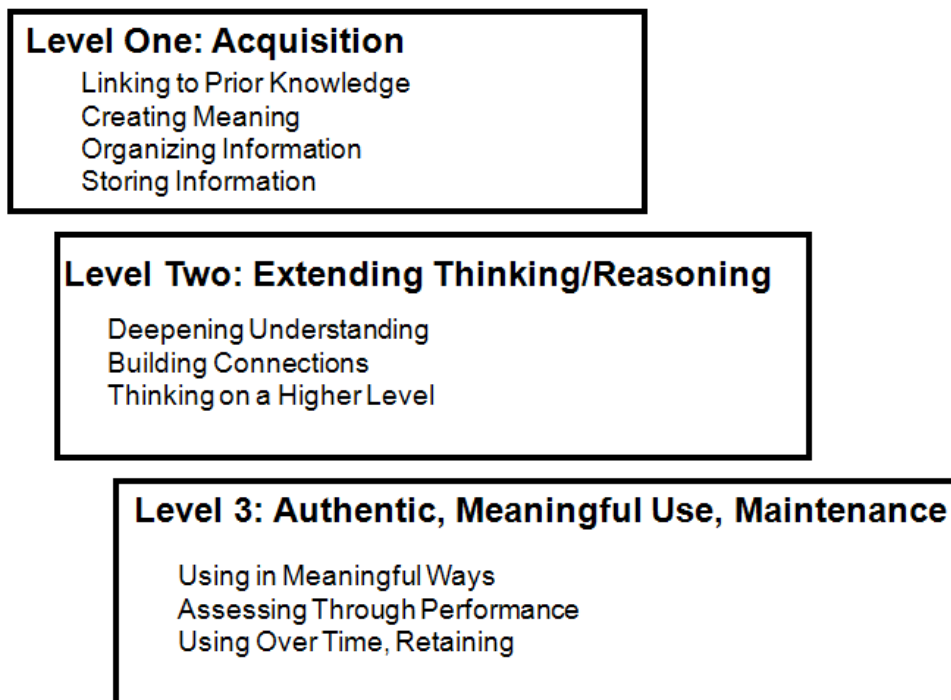
## The Model Curriculum Guide

### Important Information

1. The information contained in this guide is attached to each unit in order to ensure that all teachers understand the purpose, origin, and potential of the Model Curriculum.
  
2. The topics that are a complete learning unit are designated with an "\*" in front of its name.  
Note: Complete units for grades 3-8 will be available by 9/1/08.
  
3. The "Additional Information" field on some Student Learning Maps provides assistance to teachers on how to teach the topic.
  
4. The concepts and lessons are designed for whole group, teacher directed grade level lessons.
  - a. Flexible (developmental) groups provide teachers with the opportunity to work with students at their developmental levels on the concepts.
  
5. The lessons (Lesson Essential Questions) for ELA are not necessarily designed to be taught in order. Some of the lessons for each Student Learning Map may be integrated and taught parallel because of the connections between reading, writing, and word work.
  
6. The concepts and lessons in the Model Curriculum are for the first time they are taught. After that, the same concept/lesson may be applied throughout the year as students use the concepts, are taught differently on a higher level aspect of the concept, or it is taught through a different genre. Continue to reinforce throughout the year during flexible groups until all students understand the concept. For example, learning the sounds of letters: In the ELA Model Curriculum this may be introduced initially at the beginning of the year for some letters. Continue reinforcing throughout the year until all students understand the sounds of letters. This instruction is only shown in the model curriculum one time – when initially introduced, because while the content (the different letters) changes, typically the strategies and instruction of letters do not.

The Model Curriculum was designed with the Levels of Learning in mind.

- a. Learners do not suddenly learn skills and concepts. They progress through levels of learning with each level taking the learner to greater depths of understanding and the capabilities to apply those skills and concepts in their lives. The following chart illustrates three levels of learning:



Adapted from *Dimensions of Learning*, Marzano, et al, ASCD, 1992

7. The Model Curriculum embeds Extending Thinking in each unit
  - a. Prior to using an Extending Thinking strategy the first time, it must be taught in a lesson. Each Extending Thinking strategy has an acquisition lesson that explicitly teaches the strategy. These acquisition lessons are on the Student Learning Maps.
  - b. The developers recognized that at some point, students will not need to continue receiving explicit instruction on the Extending Thinking strategy prior to using it. Prior to teaching an Extending Thinking Lesson assess student knowledge of the strategy, especially in the first year of implementation. However, be sure to review the steps in the Extending Thinking strategy process before each Extending Thinking activity.
  - c. Extending Thinking Lessons are noted with an “ET” after the lesson essential question and the Extending Thinking Strategy is noted in parentheses after the question.
  
8. Teachers should refer to the KUD Chart often to connect the lesson essential questions to the lesson and curriculum. Refer to the KUD Chart when revising or adjusting lesson essential questions, and/or when developing your assessments.

9. Teachers need to develop distributed formative assessment prompts for each lesson essential question. The best method for doing this is for teachers to ask themselves while planning – “what do students need to know in order to be able to answer the essential question”? Typically, the answers to this question become the assessment prompts distributed throughout the lesson.
  
10. Adapting the Model Curriculum: The Model Curriculum was developed using the Learning-Focused Power Curriculum framework. The steps in the process are very precise in order to translate the standards into learning. When adapting, it is critical that the standards drive all aspects of the curriculum. The curriculum is “WHAT” will be taught or learned. Lessons are “HOW” the curriculum is taught or learned. Again, all of your decision making when adapting the curriculum should be driven by the standards.
  
11. Adapting the Student Learning Map: Information on the Student Learning Map is derived from the KUD Chart. Information on the KUD Chart comes directly from the standards. It is expected that many teachers will adapt the lesson essential questions to better meet their students’ needs. We again advise teachers to be sure to review the standards when making any changes and to ensure that any changes continue to meet grade level expectations. There are many ways to scaffold learning for struggling students (Learning-Focused provides many workshops for this) in order to help them meet grade level expectations. Lowering expectations does not increase achievement or learning.
  
12. Learning-Focused developed the Model Curriculum to offer teachers a diverse view of how learning can be organized. There are units on genre, reading comprehension strategies, thematic/project based, writing techniques, and literary devices.

## Integrated strands in the Model Curriculum

### 1. Integrated Learning Strands

- a. All components of the Model Curriculum are at grade level. Each grade builds on the previous and previews the next.

### 2. Integrated Reading Comprehension Strategies

- a. A key focus for learning is knowing when and how to use different reading comprehension strategies. You will find reading comprehension strategies embedded throughout.
- b. The Reading Comprehension Strategies are:
  - i. Main Idea and Details
  - ii. Text Elements
  - iii. Sequencing
  - iv. Cause and Effect
  - v. Inferences
  - vi. Compare and Contrast
  - vii. Fact and Opinion
  - viii. Ongoing Strategies include: Author's Purpose, Prediction, Visualization, Drawing Conclusions, Metacognition, Summarizing, Making Personal Connections, Asking Questions

### 3. Integrated Extending Thinking Strategies

- a. The Model Curriculum includes the instruction and application of Extending Thinking Strategies from Level 2 learning. These are:
  - i. Abstracting
  - ii. Classifying/Categorizing
  - iii. Analyzing Perspectives
  - iv. Deductive Reasoning
  - v. Comparing/Contrasting
  - vi. Constructing Support
  - vii. Inductive Reasoning
  - viii. Error Analysis
- b. The Extending Thinking Strategies are explicitly taught and used throughout the Model Curriculum.
- c. The Extending Thinking Strategies and Reading Comprehension Strategies are often connected.

### 4. Integrated Reading Strategies for Assessments (Strands)

- a. The Model Curriculum connects state testing strands and exemplary test taking strategies to lesson essential questions throughout grades 2 – 8.
- b. The strands include:
  - i. Knowledge
  - ii. Comprehension
  - iii. Critical Analysis
  - iv. Connections to Self and World
  - v. Word Meaning

### 5. Integrated Writing Connections to Other Subjects

- a. Many of the writing performances are authentic and are linked to other subject areas.

### 6. Reading Comprehension Strategy Units Resource

- a. To assist teachers with explicit teaching of reading comprehension strategies, the Model Curriculum includes :
  - i. Reading Comprehension KUD Charts
  - ii. Reading Comprehension Student Learning Maps
  - iii. Reading Comprehension Lessons

- b. These reading comprehension resources can be adapted to different grade levels

**Resources available at [www.LearningFocused.com](http://www.LearningFocused.com) that may assist with the Model Curriculum:**

1. Learning-Focused notebook
2. Acquisition flipchart
3. Extending Thinking flipchart
4. Planning Learning Units flipchart
5. Making Units Work notebook
6. Actualizing the Power Curriculum notebook
7. The Power Curriculum notebook
8. Comprehensive Literacy K-6
9. Learning to Read Whole Group Teacher Directed Lessons K-2
10. Learning to Read in Flexible Groups K-2
11. Reading Comprehension for ELA Teachers
12. Flexible Grouping (2-5)
13. Reading Assignments in All Content Areas
14. Reading Strategies for Assessments
15. Writing Assignments and Benchmark Assessments \

**Feedback about the Model Curriculum to Learning-Focused**

If you encounter any errors, typos, or incorrect information with the Model Curriculum please email [INFO@LEARNINGFOCUSED.COM](mailto:INFO@LEARNINGFOCUSED.COM).

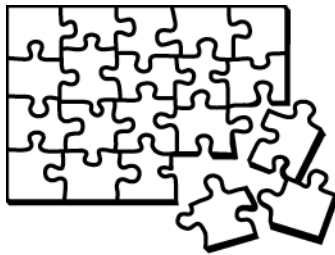
If you would like to provide feedback (positive and suggestions for improvement) about the Model Curriculum please email [INFO@LEARNINGFOCUSED.COM](mailto:INFO@LEARNINGFOCUSED.COM).

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1. The Model Curriculum is a copyrighted document. Schools and districts that purchase the Model Curriculum may print and make copies for their use only. It is against copyright laws to sell, share or distribute the Model Curriculum with anyone not directly affiliated with the school/district.
2. Schools/Districts that purchase the Model Curriculum may adapt (revise) any/all of the Model Curriculum for school/district use.

**The Model Curriculum and Toolbox**

1. The digital version of the Model Curriculum can be completely adapted by the school/district.
2. The digital version has the following limitations:
  - a. It can only be electronically shared in Toolbox with members of the group that purchased the Model Curriculum
  - b. The Model Curriculum can be published to share as its own website. The published site of the Model Curriculum (adapted or not) requires a password to access that schools/districts will only provide to persons directly affiliated with the school/district. The school/district will not post the password electronically on any internet site.



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