



Platte County

TRADITION. PRIDE. VISION.

English Language Arts (ELA) Curriculum Development Process



Process Informational Update and Action

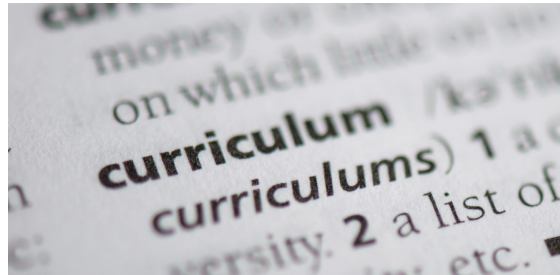
Curriculum Development Update for the Board of Education

May 19, 2022

Our Purpose

Why does the Curriculum Development Process exist?

- *To ensure the systematic continuous improvement of teaching and learning in Platte County R-3.*



“The single most important initiative a school or district can engage in to raise student achievement...”

What Works in Schools: Translating Research into Practice, Marzano, 2003

Board Policies

IF - Curriculum Development

IIA - Instructional Materials



Guaranteed and Viable Curriculum

A guaranteed and viable curriculum ensures that all students have an equal opportunity to learn. Each student has access to a highly effective teacher, and access to the same content, knowledge and skills in each section or class.

What is a **guaranteed** curriculum?

Every student is provided the opportunity to learn a core curriculum which provides them with the probability of success in school.

What is a **viable** curriculum?

Schools make sure that the necessary time is available and protected so students will be able to learn the guaranteed curriculum.

What Works in Schools: Translating Research into Practice, Marzano, 2003

Curriculum Writing Process

The Platte County R-3 Curriculum Cycle was developed based on the research of Rigorous Curriculum Design, by Larry Ainsworth.

Additional research and support from Understanding by Design by Grant Wiggins has also informed the development of our district process as we ensure a guaranteed and viable curriculum (Marzano, 2003)

Our last formal ELA Curriculum Revision was approved in 2016.

Three Year Plan for Curriculum Revision

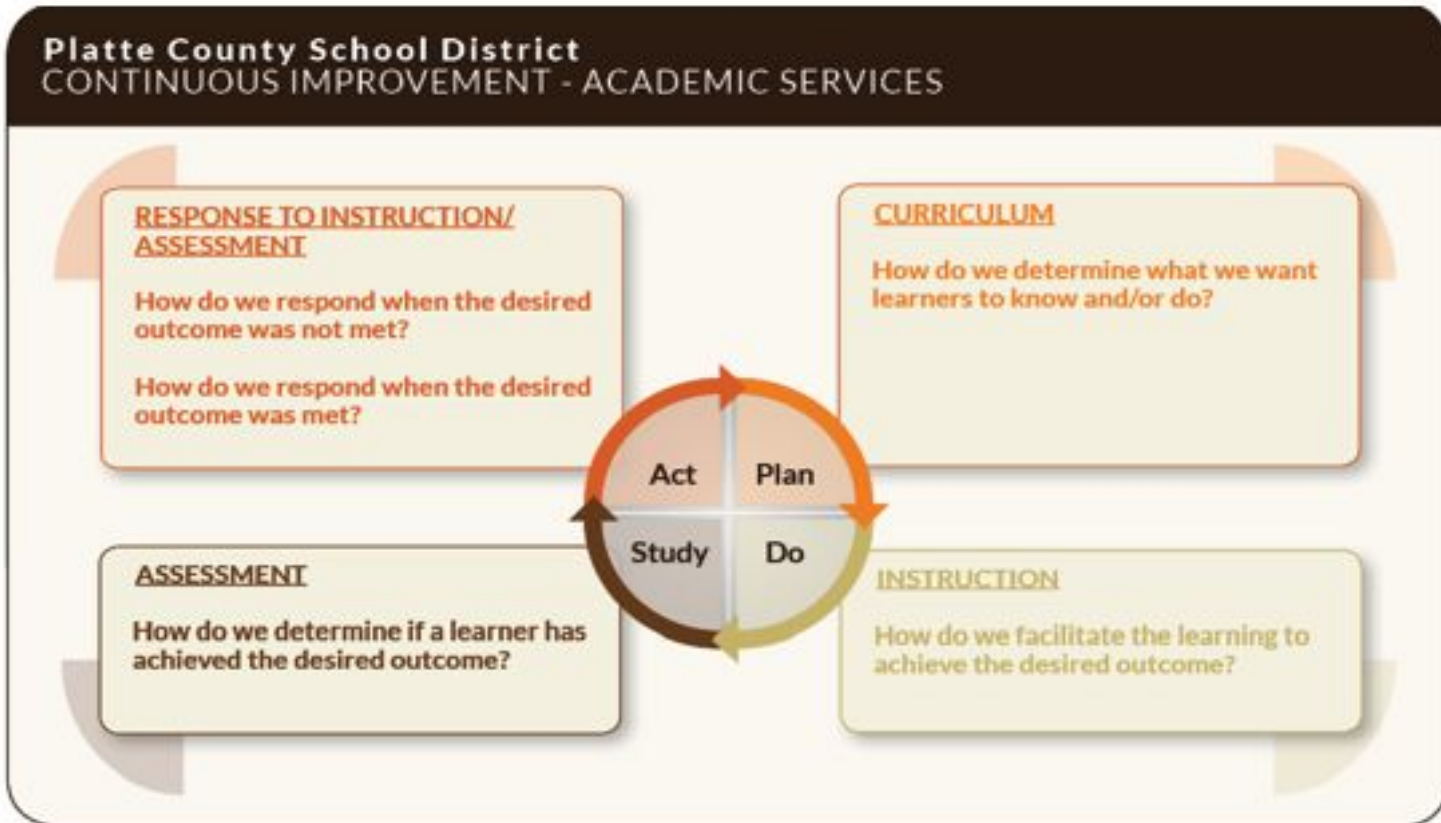
Plan Research, Prioritization, and Organization	Do/Study Implementation of Scope and Sequence, Unpacking Power Standards, Writing Common Assessments	Act Consistent Implementation, Evaluation, and Revision of PCR-3 Curriculum
YEAR 1 2020-2021	YEAR 2 2021-2022	YEAR 3 2022-2023

Collaborative Process

The PCR-3 Curriculum processes (review, development, implementation, and monitoring) are dependent on the participation and collaboration of multiple stakeholders.



Curriculum Implementation Process



Key Terms

- Curriculum
- Depth of Knowledge (DOK)
- Instructional Material/Resource
- Scope and Sequence
- Unpacked Unit of Study

**Definitions can be found on page 2 of each grade and course curriculum.*



PCR3 Curricular Documents

PCR3 Curriculum Documents

- Scope & Sequence
- Unpacked Unit of Study

6th GRADE ENGLISH LANGUAGE ARTS CURRICULUM SCOPE AND SEQUENCE				
English Language Arts: Reading Literature, Reading Informational Text, Speaking and Listening, & Writing				
Quarter	Suggested Pacing	MLS Code	PCR3 Determined Power Standards Grade Level Missouri Learning Standard Description	Assessment
Launching Unit with Grammar and Conventions				
Quarter 1	3-4 weeks	6.W.3.A (a-e)	*Establish classroom environment - Workshop Model (what do good readers/writers do) and daily routines. *Grammar/conventions will be pre-assessed here as a launch as well.	Unit Assessment to be created Summer 2022 Planning Guide
Unit 1 - Theme and Summarize				
Quarter 1	4-5 weeks	6.RL/RI.3.D	*Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. Read and comprehend informational text independently and proficiently.	Unit Assessment to be created Summer 2022 Planning Guide
		6.RL/RI.1.D	*Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text. **Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.*	
Unit 2 - Narrative Memoirs				
Quarter 2	3-4 weeks	6.W.2.A.a	*Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives, including poems, about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.	Unit Assessment to be created Summer 2022
Unit 3 - Historical Memoir				
Quarter 2	3-4 weeks	6.W.1.A.a	*Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system	Unit Assessment to be created Summer 2022
Unit 4 - Author's Study				
Quarter 3	5-6 weeks	6.RI.2.B	*Explain how an author's point of view or purpose is conveyed in a text	Unit Assessment to be created Summer 2022
		6.RI.2.D	*Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.	
		6.RI.3.B	*Compare and contrast one author's presentation of events with that of another.	
Unit 5 - Draw Conclusion				

6 GRADE ELA UNIT 1: THEME AND SUMMARIZE

Overview	
Grade: 6	
Quarter(s): 1	
Pacing: 4 weeks	
Unit Power Standard(s) Code	Unit Power Standard(s) Description
6.RL/RI.3.D	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. Read and comprehend informational text independently and proficiently.
6.RL/RI.1.D	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text. Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text
6.W.3.A (a-e)	Review, revise, and edit writing with consideration for the task, purpose, and audience: <ol style="list-style-type: none"> Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation Use transitions to clarify relationships, connect ideas and claims, and signal time shifts. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others
Below Grade/Course Connected Standard(s)	Above Grade/Course Connected Standard(s)
5.R.2.A.b Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. Read, infer, analyze, and draw conclusions to: explain the theme or moral/lesson, conflict, and resolution in a story or novel.	7.RL.1.D Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.
5.W.1.C.b Apply a writing process to develop a text for audience and purpose. Revise, edit, reread, revise, and edit drafts with assistance to: edit for language conventions	7.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization

Professional Development (PD) for ELA Curriculum Implementation



PD/Support	When	Purpose
Summer ELA Rollout PD June-August, 2022	August 19 & 22 (Flex options in June and July) - ½ day	Official introduction to the BOE-approved ELA curriculum, instructional expectations, and assessments.
Summer ELA Support PD June-August, 2022	August 19 & 22 (Flex options in June and July) - 1 day	PD on strategies related to ELA Curriculum and Instruction
September 2022 - April 2023	½ day sub released collaborative planning for ELA grades/Courses K-ELA4 = 12.5 calendar days	3.5 hours of collaborative instructional planning and job embedded PD around curriculum implementation and instructional practices. Includes lesson study professional development, unit planning in action, peer feedback

Questions?

