



Presentation on K-12 English Language Arts Curriculum and REACH Program Update

June 13, 2023

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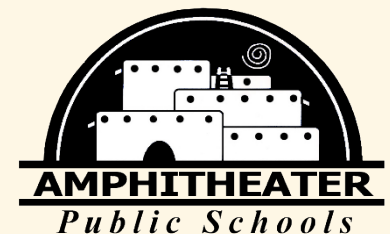
2022-2023 Focus on Core Curriculum

*"One of the keys to improving schools is to ensure teachers know the **learning intentions** and **success criteria** of their lessons, know how well they are attaining these criteria for all their students, and know where to go next in light of the gap between students' current knowledge and understanding and the success criteria; this can be maximized in a safe and collaborative environment where teachers talk to each other about teaching" (Hattie, 2009, p. 239).*



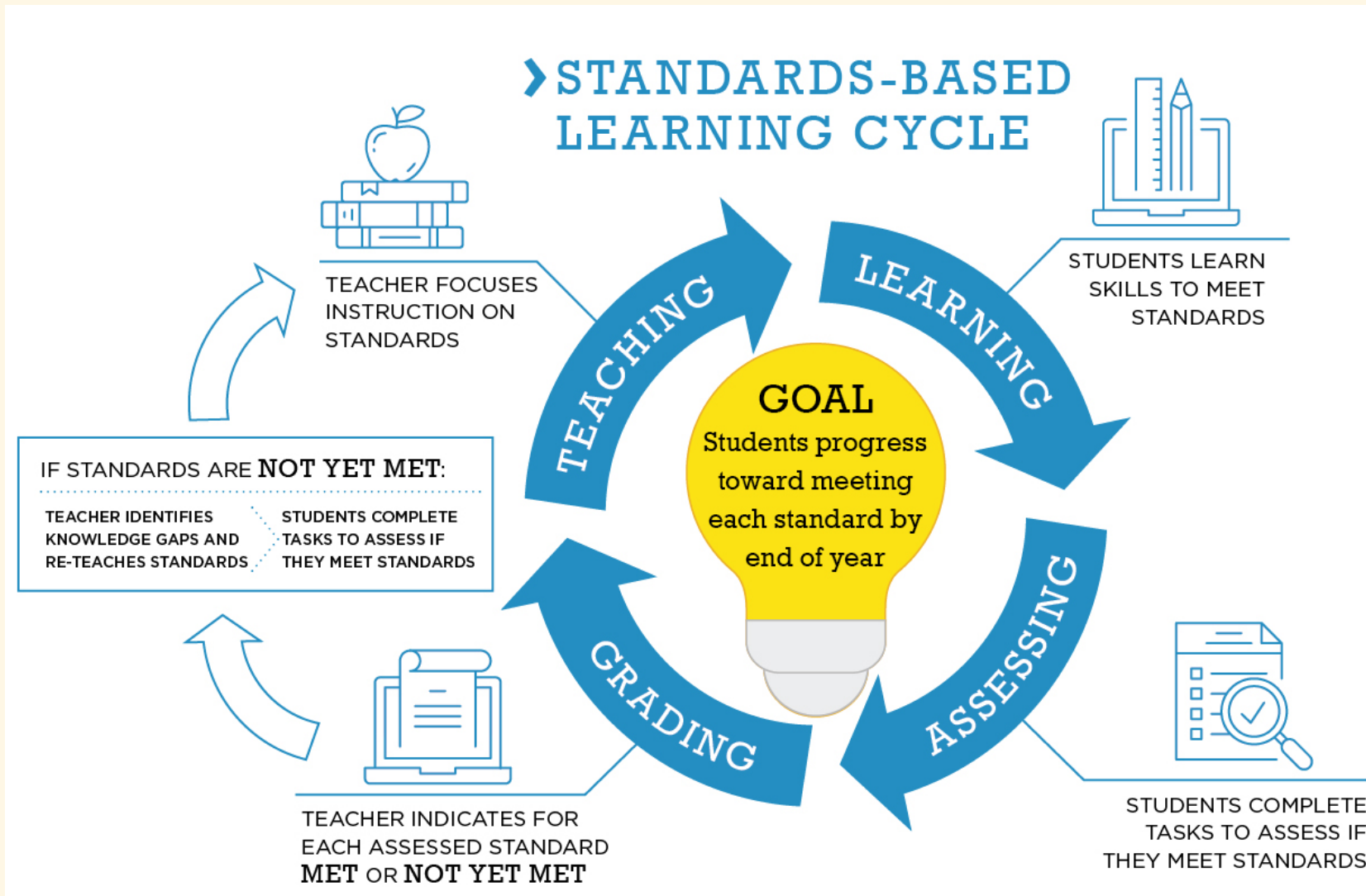
2022-2023 Focus on Core Curriculum

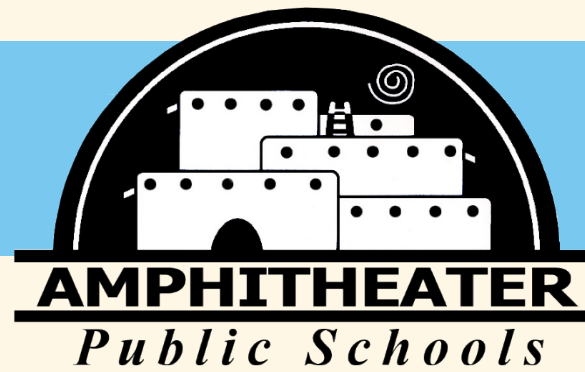
- Equitable access to a guaranteed and viable core curriculum
 - We must **guarantee** that all students have access to essential learning no matter what school, classroom or teacher they are assigned to.
 - A **viable** curriculum includes a set of well-articulated essential knowledge and skills that every child will learn in the allocated instruction time.





2022-2023 Focus on Core Curriculum





English Language Arts Curriculum and Instruction

Heidi Radtke
Literacy Coordinator (K-12)





History

2021-2022

- Implementation of adopted core curriculum
 - Houghton Mifflin Harcourt (HMH) Into Reading (K-5) and Into Literature (6-12)
 - Alignment to AZ English Language Arts Academic Standards
 - Comprehensive reading and Language Arts program
- Selected Wilson Language programs to supplement core reading/writing instruction
 - Evidence based programs aligned with the science of reading
 - Foundations (K-2): foundational reading skills instruction
 - Foundations (K-2), Just Words (4-12) targeted support and intervention
 - Wilson Reading Systems (2-12): intensive targeted support and special education





2022-2023 Elementary

- Drafted the Amphitheater Elementary English Language Arts (ELA) Framework (K-2/3-5)
 - Provides an outline of how to plan and implement a full HMH/Fundations reading and writing lesson within the 90-120 min literacy block
 - Includes opportunities for direct instruction, small group/targeted instruction, independent and collaborative practice, direct writing instruction, and independent writing/individual writing conferences

Exhibit A





2022-2023 Elementary Report Card Committees

High Frequency Word Report Card Rubric Committee	
Kindergarten	Elyse Greenberg (Coronado), Judith Ruiz (Holaway) Paula Sotelo (Innovation), Betty Kaye Atwell (Keeling), Karen Edmiston (Mesa Verde), Carrie Taylor (Painted Sky), Kelsey Bronson (Prince), Chris Champie (Wilson)
First Grade	January Multhup (Copper Creek), Tatum Nelson (Donaldson, AAO), Caryn Tate (Harelson), Angelica Wright (Nash), Kelsey Jernigan (Rio Vista), Alexis Tuo (Walker)

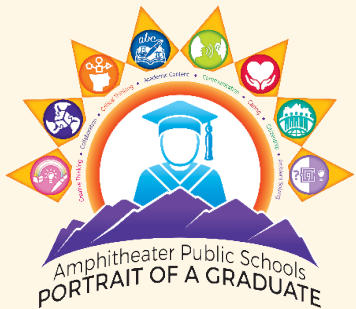
- Committee met to align K-1st grade High Frequency Word assessment to Foundations
- Committee members provided an overview at school sites
- Heidi Radtke, Literacy Coordinator held Zoom Office Hours to provide personalized support to all K-1 teachers





2022-2023 Elementary Report Card Committees

K-5 Report Card Rubric Committee	
Kindergarten	Elyse Greenberg (Coronado), Caryn Tate (Harelson), Michelle Martin (Nash), Kim McDole (Instructional Coach, Keeling)
First Grade	January Multhup (Copper Creek), Holly Talbert (Innovation), Ashley Coyne (Wilson), Stephanie Lopez (Instructional Coach, Walker)
Second Grade	Megan Tucker (Painted Sky), Gabriela Gonzalez (Prince), Lindsey Gilchrist (Rio Vista), Lindsey Inglett (PIAT, Mesa Verde)
Third Grade	Amy Hawk (Donaldson), Brianna Mounts (Keeling), Susan Luciano (Walker), Kris Holt (Instructional Coach, Prince)
Fourth Grade	Katrina Perez (Mesa Verde), Sarah Natale (Painted Sky), Kylie Magrie (ELD, Holaway)
Fifth Grade	Katie Bruce (Coronado), Susie Herman (Harelson), Lizelda Durazo (Nash), Gabrielle Costelow (Prince)





2022-2023 Elementary

Arizona's English Language Arts Standards- 4 th Grade			
Reading Standards for Literature	Reading Standards for Informational Text	Writing Standards	Speaking and Listening Standards
<p>Key Ideas and Details</p> <p>1. Cite details and examples in a text when explaining what the text says explicitly and what it implies (e.g., make inferences) from details.</p> <p>2. Analyze a text's main purpose and supporting details when explaining how and why an issue or problem is addressed.</p> <p>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including analyzing how the meaning shifts over the course of the text.</p> <p>5. Analyze how an author uses rhetorical features (e.g., figurative language, word choice) to create a particular effect in a text.</p> <p>6. Compare and contrast a text's treatment of a subject and issue with other texts.</p> <p>Range of Knowledge and Skills</p> <p>7. Read and comprehend texts in the field of study and across disciplines at the appropriate reading level.</p> <p>8. Read and comprehend texts in the field of study and across disciplines at the appropriate reading level.</p> <p>9. Read and comprehend texts in the field of study and across disciplines at the appropriate reading level.</p>	<p>Key Ideas and Details</p> <p>1. Cite specific textual evidence to support analysis of a text's explicit messages and ideas.</p> <p>2. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>3. Analyze how an author uses rhetorical features (e.g., figurative language, word choice) to create a particular effect in a text.</p> <p>4. Compare and contrast a text's treatment of a subject and issue with other texts.</p> <p>Range of Knowledge and Skills</p> <p>5. Read and comprehend texts in the field of study and across disciplines at the appropriate reading level.</p> <p>6. Read and comprehend texts in the field of study and across disciplines at the appropriate reading level.</p> <p>7. Read and comprehend texts in the field of study and across disciplines at the appropriate reading level.</p>	<p>Key Ideas and Details</p> <p>1. Write informative/explanatory texts in which they introduce a topic, state a claim, and provide reasons to support the claim.</p> <p>2. Write informative/explanatory texts in which they introduce a topic, state a claim, and provide reasons to support the claim.</p> <p>3. Write informative/explanatory texts in which they introduce a topic, state a claim, and provide reasons to support the claim.</p> <p>Range of Knowledge and Skills</p> <p>4. Write informative/explanatory texts in which they introduce a topic, state a claim, and provide reasons to support the claim.</p> <p>5. Write informative/explanatory texts in which they introduce a topic, state a claim, and provide reasons to support the claim.</p> <p>6. Write informative/explanatory texts in which they introduce a topic, state a claim, and provide reasons to support the claim.</p>	<p>Key Ideas and Details</p> <p>1. Engage in collaborative discussions with one or more peers and the teacher in which they explore a topic or issue, expressing their own ideas and understanding of a topic or issue, building on others' ideas and expressing their own clearly.</p> <p>2. Analyze a text's main purpose and supporting details when explaining how and why an issue or problem is addressed.</p> <p>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>Range of Knowledge and Skills</p> <p>4. Engage in collaborative discussions with one or more peers and the teacher in which they explore a topic or issue, expressing their own ideas and understanding of a topic or issue, building on others' ideas and expressing their own clearly.</p> <p>5. Analyze a text's main purpose and supporting details when explaining how and why an issue or problem is addressed.</p> <p>6. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>

Arizona English Language Arts Standards Vertical Articulation – Reading Literature Standard 9

Anchor Standard	Standard Description
K.RL.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
1.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
2.RL.9	Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures.
3.RL.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
4.RL.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
5.RL.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
6.RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
7.RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.
9-10.RL.9	Analyze how an author draws on and transforms source material in a specific work.
11-12.RL.9	Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.

Reading Literature Standards (RL)			
<p>4.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 4.</p>			
Priority Standards	<p>4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RL.2 Determine a theme of a story, drama, or poem.</p> <p>4.RL.4 Determine the meaning of words, phrases, and, myths, and traditional literature from different cultures, characters.</p> <p>4.RL.9 Compare and contrast the treatment of similar (evil) and patterns of events (e.g., the quest) in stories, cultures.</p>		
	Reading Supporting Standards	4.RL.3 Story structure- character, setting, plot/events	4.RL.5 Text structure
	Reading Supporting Standards	<p>4.RF.3 Know and apply phonics-Decoding</p>	

Fourth Grade Report Card and Rubric			
Please add a row under the standard for your team's specific comment			
Report Card Standard	Concerns	Suggestions	School/Contact Person
Reading for Literature and Informational Text			
4.RL.1 and 4.RL.2 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Nash: Why are RL and RI grouped together when the MAP test separates them? Walker: Why are RL and RI grouped together when the MAP test separates them? Hareless: It's much too dense: Agree - split them - Done	Nash: Separate them. Some kids are stronger in one than the other. Hareless-Padilla, Caputo C/Creek-use inference cards Hareless- Create a condensed rubric that is tied to the standards to use as a grading rubric that students have access to. - O'Neil idea. Maybe can do over the summer.	Walker- Barales Hareless-Padilla, Caputo Inference cards sound fun - would like to hear more!
4.RL.2 Determine a theme of a story, drama, or poem; summarizes the text.		Prince: Readers theater We enjoy project based assessments. I'd like to know more about the project based assessments.	Tapia and Walsh Latin and Walker-CC Tapia and Walsh
4.RL.4 Determine the meaning of words, phrases, and, myths, and traditional literature from different cultures, characters.		Copper Creek-Assess with HMH vocabulary options and using vocab cards in context in speaking and writing after with project based learning. Prince: Can this be separated into two different standards - Standard could be stated more simply, as they are used in text and to describe characters	



Amphitheater 4th Grade Scope and Sequence	
4th Grade Priority and Supporting Standards	
Amphitheater ELA Instructional Framework	
HMH Instructional Resources	
<p>Bold Standards: Priority Standards Unbolded Standards: Supporting Standards</p>	
Module: 1 What Makes Us Who We Are? Social Studies Connection: Personal Experiences	Suggested Time Frame: 4 Weeks
Essential Question(s): How do your experiences help shape your identity?	
Reading:	
<p>Week 1 myBook Texts: The Story of You - Informational Text RL.1, RI. 2, Lexile Measure 650L, Slightly Complex T20</p> <p>Flora and Ulysses: The Illuminated Adventures - Fantasy Lexile 580L, Moderately Complex T21 4.RL.1, RL.7</p>	<p>Skills and Strategies that focus and scaffold learning: Notice and Note - Aha Moment (Anchor Chart: 38) Central Idea (Anchor Chart 17)4.RL.3 Ask and Answer Questions (AC:1) How to Have a Discussion (AC:32) 4.SL.1 Author's Purpose (AC:28)4.RL.6 Text and Graphic Features (AC:16) 4.RL.5 Figurative Language (AC:25) 4.L.5, 4.RL.4</p>
<p>Week 2 myBook Texts: Yes! We Are Latinos - Narrative Poetry 4.RL.6 Lexile Measure 770L, Slightly Complex T60 The Year of the Rat - Realistic Fiction 4.RL.2, 4.RL.3 Lexile Measure 680L, Moderately Complex</p>	<p>Skills and Strategies that focus and scaffold learning: Monitor and Clarify (AC:24) 4.RL.10 How to Have a Discussion (AC:32) 4.SL.1 Elements of Poetry (AC:13) Point of View (AC:15) 4.RL.6 Characters (AC:11)4.RL.3</p>



2022-2023 Elementary

4th Grade Report Card

Reading Level	MP1	MP2	MP3	MP4
4.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 4.				
4.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.				
Reading for Literature and Informational Text	MP1	MP2	MP3	MP4
4.RL.1 Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				
4.RL.2 Determines a theme of a story, drama, or poem; summarizes the text.				
4.RL.4 Determines the meaning of words, phrases, and figurative language as they are used in a text, including those that allude to significant characters.				
4.RL.9 Compares and contrasts similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.				
4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				
4.RI.5 Describes the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.				
4.RI.9 Integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably.				
Writing Standards				
4.W.1 Writes opinion pieces on topics or texts, supporting a point of view with reasons and information.				
4.W.2 Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.				
4.L.3 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.				

KEY

Mastery Expected

Reading Literature

4.RL.1 Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3 Proficient	Explains what the text says explicitly and draws inferences with limited detail; identifies few key details and examples in the text.	Explains what the text says explicitly and draws inferences with limited detail; identifies few key details and examples in the text.	Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2 Partially Proficient	Asks and answers questions to demonstrate understanding of a text, referring explicitly (cite) to the text as the basis for answers.	Asks and answers questions to demonstrate understanding of a text, referring explicitly (cite) to the text as the basis for answers.	Explains what the text says explicitly and draws inferences with limited detail; identifies few key details and examples in the text.	Explains what the text says explicitly and draws inferences with limited detail; identifies few key details and examples in the text.
1 Minimally Proficient	Identifies no or unrelated details and examples from the text and draws no inferences or incorrect inferences.	Identifies no or unrelated details and examples from the text and draws no inferences or incorrect inferences.	Asks and answers questions to demonstrate understanding of a text, referring explicitly (cite) to the text as the basis for answers.	Asks and answers questions to demonstrate understanding of a text, referring explicitly (cite) to the text as the basis for answers.
Assessment: Expectation is students must routinely edit their work. Not all work needs to be assessed for proper grammar, but spot checking will promote accountability. All modules in HMH end of story writing response and end of module performance tasks should require student editing and be assessed. AASA Writing Rubric evidence and elaboration score.				

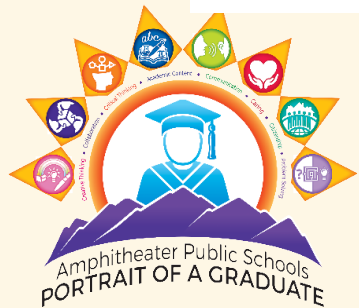
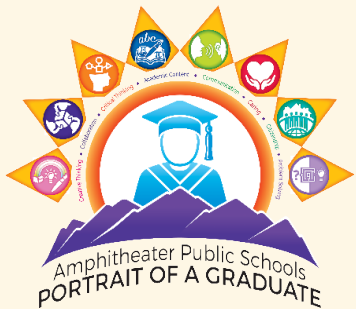


Exhibit D



2022-2023 Secondary ELA Curriculum Committee

Middle School Department Heads	High School Department Heads	Office of Learning and Instruction
Juanita Duran - AMS (6) Kristen Morano - Coronado (7) Rene Lustenburger - Cross (8) Caryn Magee - La Cima (8) Sharon Silvas - Wilson (8)	Julie Ramsey - AHS (12) Holly Reynolds - CDO (12) Doreen Rouille - IRHS (10&11)	Kate Guymon - CISS Kim Moran - CISS Heidi Radtke - ELA





2022-2023

Arizona English Language Arts Standards Vertical Articulation – Reading Literature Standard 9

Anchor Standard	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
1.RL.9	Compare and contrast the adventures and experiences of characters in stories.
2.RL.9	Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures.
3.RL.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
4.RL.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
5.RL.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
6.RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
7.RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.
9-10.RL.9	Analyze how an author draws on and transforms source material in a specific work.
11-12.RL.9	Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.



Arizona's English Language Arts Standards - 4th Grade

<p>Reading Standards for Literature</p> <p>4.L.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.</p> <p>4.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>4.RL.10 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>4.RL.11 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>4.RL.12 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>4.RL.13 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>4.RL.14 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.</p> <p>4.RL.15 Analyze how an author draws on and transforms source material in a specific work.</p> <p>4.RL.16 Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.</p>	<p>4.L.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.</p> <p>4.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>4.RL.10 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>4.RL.11 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>4.RL.12 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>4.RL.13 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>4.RL.14 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.</p> <p>4.RL.15 Analyze how an author draws on and transforms source material in a specific work.</p> <p>4.RL.16 Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.</p>	<p>4.L.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.</p> <p>4.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>4.RL.10 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>4.RL.11 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>4.RL.12 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>4.RL.13 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>4.RL.14 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.</p> <p>4.RL.15 Analyze how an author draws on and transforms source material in a specific work.</p> <p>4.RL.16 Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics.</p>
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7th Grade ELA Reading Literature (RL) Standards

7.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.

Priority Standards	7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhetoric and other repetitions of sounds (e.g., alliteration) on a specific scene or stanza of a poem or section of a story or drama.
Reading Supporting Standards	7.RL.1 Cite evidence - explicit/inference	7.RL.5 Compare/contrast structures	7.RL.6 Character/Narrator development
		7.RL.7 Compare/contrast reading to viewing	No 6.RL.8
			7.RL.9 Compare/contrast a fictional portrayal to a historical account of the same period

Exhibits E, F and G

7th Grade Scope and Sequence/Pathway to Learning

[Link to Priority and Supporting Standards](#)

Bold Blue - Priority Standards

Blue - Supporting Standards

Unit: 1

Suggested Time Frame:

Reality Check

6 weeks - Does not include Reader's Choice tasks

Essential Question(s): What can blur the lines between what is real and what is not?

Analyze and Apply Text Selections: (13 days)

Student Choice:

Skills and strategies on Unit Assessment:

Mirror Image (6 days)
Short Story by Lena Coakley

pp 17
Diary Entry 7.W.3
News Report 7.SL.3
Turn a Mirror on Looks 7.L.1

Analyze Plot 7.RL.3
Flashback 7.RL.3
Analyze Characters 7.RL.3
Context Clues 7.RL.4
Suffixes 7.L.4.b

**Resources and Instructional Support: TE pp 44-4D*

MENTOR TEXT:

Not Everything It Seems (4 days)
Article (informational text) by Anetta Carter

pp 29
Good or Bad Influence? 7.W.1.b
Informal Debate 7.SL.4
Make a Meme 7.SL.5

Determine Author's Purpose 7.RI.6
Cite Evidence 7.RI.1
Reference Resources 7.L.4.c
Correlative Conjunctions 7.L.1.b

**Resources and Instructional Support: TE pp 204-D*

Two Legs or One? (3 days)
Folklore by Joseph Sherman

pp 38
Critique the Twists 7.W.9.b
Retell the Tale 7.SL.6
Trickster Tales 7.W.7

Analyze Folktales 7.RL.3
Analyze Humor 7.RL.1
Glossary 7.L.4.c
Conmas 7.L.2.a

**Resources and Instructional Support: TE pp 324-D*

Reading Standards for Literature	
7.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.	
For more information about text complexity, please see the Arizona ELA Standards' Glossary. An approximate Grades 6-8 complexity measure is 925-1185 Lexile level.	

Proficiency Scale					
Priority Standard: 7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.					
Standard	No Attempt Made 0	Minimally Proficient 1	Partially Proficient 2	Proficient 3	Highly Proficient 4
7.RL.2	No evidence of learning available.	Attempt made to determine the theme or central idea of a text; incomplete summary of the text.	Determine the theme or central idea of a text; provide a complete summary of the text.	Determine the theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Analyze the theme or central idea of a text and its development over the course of the text; provide a comprehensive and objective summary of the text.



2022-2023 Additional ELA Initiatives

- Science of Reading
- ADE LETRS Trainings: Early Childhood, Elementary Teachers and Administrators and CISS
- Foundations: K-2 Supplemental Curriculum training and implementation support, Facilitator training
- Dyslexia Training Designees (K-12): Overcoming Dyslexia by Sally Shaywitz Book Study, Quarterly Turnkey Presentations to be shared by DTDs with colleagues at schools
 - 1st Q- Introduction to Dyslexia and Role of DTD
 - 2nd Q - Best and Worst Practices
 - 3rd - Social and Emotional Impact and Accommodations/UDL
 - 4th - How to Work with Families and Technology Support for Students





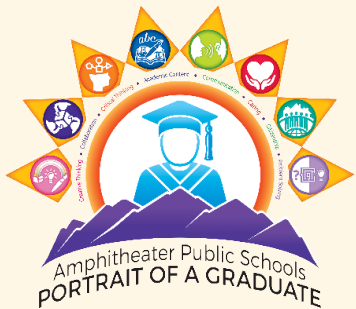
2023-2024 Elementary & Secondary

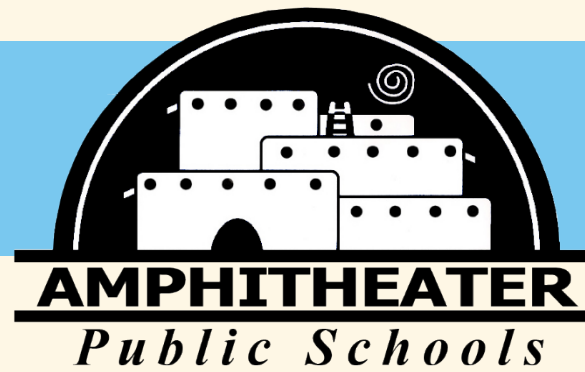
- Elementary
 - Implementation of Foundations at 2nd grade
 - Continued support and implementation of Foundations at K-1
 - Continued implementation of Wilson Reading Systems for students in need of intensive support
 - Feedback and revision of report card rubrics and scope and sequences
 - Alignment of curriculum work to personalized learning work
- Secondary
 - Implementation of scope and sequence resources and proficiency scales
 - Feedback and refinement of curriculum resources (above)
 - Development of common formative assessments
 - Alignment of curriculum work to personalized learning work





Questions?





Update on REACH

Vanessa Hill

Gifted Education Coordinator





History

2021-2022

- Full-time Gifted Coordinator position – Elementary: Vanessa Hill, Secondary: Cymry DeBoucher
- Increased professional development opportunities including middle school Humanities redesign and REACH English Honors 9 curriculum development as well as online gifted identification training for elementary REACH teachers
- Amphi hosted Gifted Leadership Training attended by principals and counselors

Continuation of:

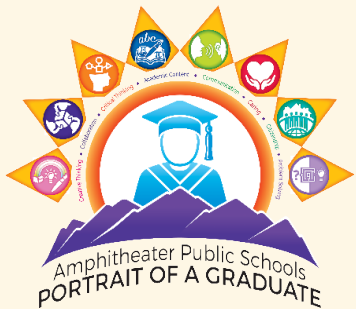
- Odyssey of the Mind (OM)
- Academic Decathlon
- Model UN





2022-2023

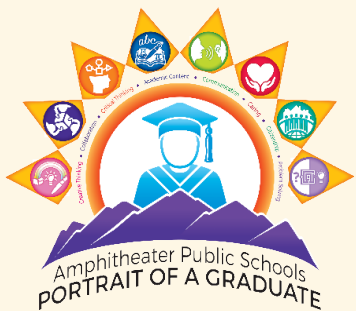
- Full-time Gifted Education Coordinator: Vanessa Hill
- REACH Institute September 16th, Emily Kircher-Morris as keynote speaker and workshop facilitator ("Creating a Neurodiversity Affirming World")
- "Strategies to Support Twice Exceptional Students" workshop offered three times per year (Student Services/REACH Department collaboration)
- Gifted Education professional development presented at every site first and second semester ("Gifted 101" and "Creating a Neurodiversity Affirming Classroom")
- Collaboration with Curriculum Coordinators to meet the needs of our gifted and high ability learners using district curriculum





2022-2023

- Continuation of implementation of the Cluster Grouping Model at the Elementary level
- Gifted specialist/cluster classroom teacher meetings once per quarter to promote differentiation in the regular classroom
- Professional development with Preschool Directors for high ability preschool learners (analogical reasoning)
- Continuation of redesign of Middle School Humanities class, Self-Awareness Wednesday implementation, gifted experience through the lens of Social Studies with an emphasis on student choice
- Piloted REACH English Honors 9 at each high school





2022-2023

- High School REACH Student Parent Information Night (in-person and Zoom) January 25th
- Universal Second Grade Screening using the CogAT through Arizona Department of Education
- Continuation of online testing using the CogAT grades K-11 (Alt V K-2)
- Southern Arizona Gifted Network meeting December 2nd, showcasing our REACH English Honors 9 class at AHS
- Vanessa Hill, Gifted Education Coordinator, presented at ADE Conference (June), the National Association for Gifted Children Convention (November) and the Arizona for Gifted and Talented Conference (January)



2023-2024

- REACH Institute September 16th, Dr. Paul Beljan as keynote speaker and workshop facilitator ("Understanding and Managing Asynchronous Development" and "Gifted Topics")
- Gifted Endorsement courses/cohort implementation (90 hours provisional endorsement)
- Gifted education professional development at each site first and second semester (Depth and Complexity/Differentiation)
- Depth and Complexity implementation in REACH district-wide, Jason McIntosh will present on August 23rd
- Continuation of collaboration with Curriculum Coordinators



2023-2024

- Continuation of Middle School Humanities redesign, book study using "Advancing Differentiation"
- Stretch and Support program implementation in third grade at Prince, Keeling, Harelson, Nash, and Copper Creek based on Universal Second Grade Screening results
- Think Law (Think Like a Lawyer) curriculum implementation as part of push-in enrichment for all K-2 students at Nash, Keeling, Rio Vista, and Holaway
- Gifted specialist/cluster classroom teacher meetings once per quarter to promote differentiation in the regular classroom
- Pilot REACH English Honors 10 at each high school with both REACH English Honors 9 and 10 courses taught by gifted specialists



2023-2024

- High School REACH Student Parent Information Night (in-person and Zoom) January 24th (tentative)
- Continuation of Universal Second Grade Screening using the CogAT through Arizona Department of Education
- Continuation of online testing using the CogAT grades K-11 (Alt V K-2)
- Continuation of Preschool professional development for new preschool directors and teachers
- Vanessa Hill, Gifted Education Coordinator, presented at ADE Conference (June) and will present at the National Association for Gifted Children Convention (November)





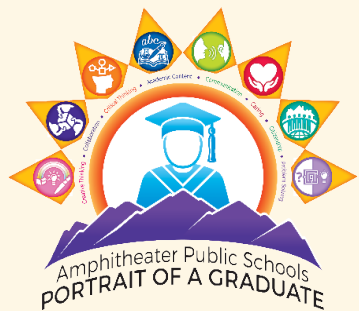
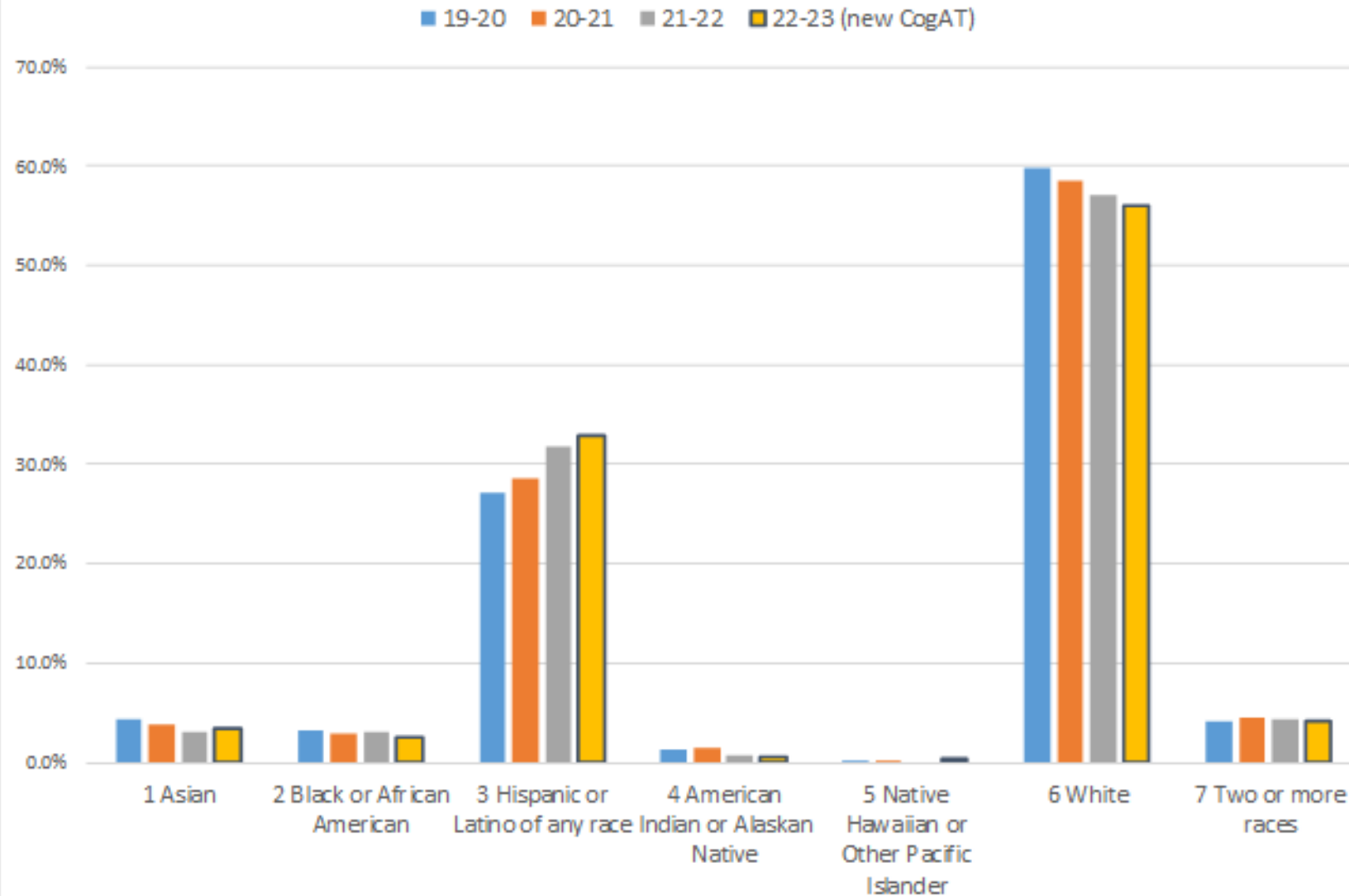
Data

We provide gifted services for 20% of our overall population.





Ethnicity Distribution Among KG-2nd Grade REACH Students, by Year





Questions?

