K-12 ELA Guiding Document Revisions

Reading and Writing Transferable Skills

History of Our Transfer Goals - Example

Previous Transfer Goal:
Compare and contrast informational and literary texts to synthesize information to grow and change a position.

Updated Reading Transfer:
Compare and contrast informational and literary texts to analyze information to identify possible underlying assumptions, patterns, and relationships to make inferences.

Profile of a Graduate Capacities:
Analyzing, Idea Generation, and Alternate Perspectives

Profile of a Graduate - I Can Statements

Analyzing:

I can…
- Examine, assess, interpret or evaluate relevant information.
- Identify underlying assumptions about a topic, or within a set of data.
- Identify patterns within a topic or a set of data, using multiple sources of information.
- Identify relationships between different pieces of information/data/evidence, using multiple sources of information.
- Make inferences based on the patterns and relationships of the information I have analyzed from multiple sources

Alternate Perspectives:

I can…
- Examine an issue through multiple perspectives by citing evidence from a variety of sources and personal experiences.
- Support my position while respecting the positions of others
- Examine the legitimacy of competing perspectives.
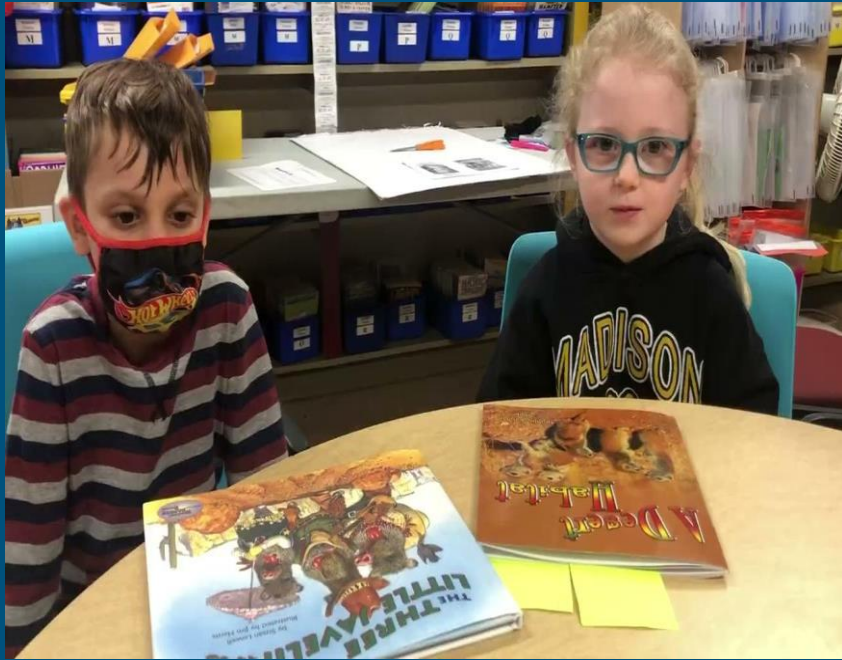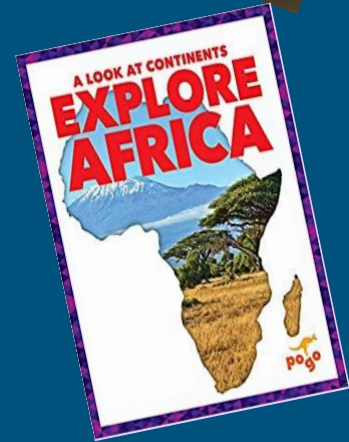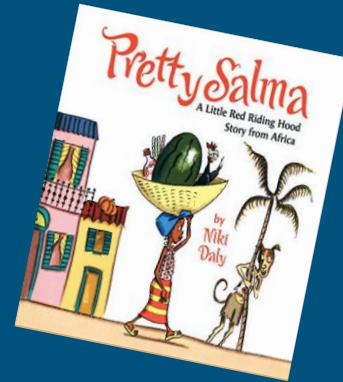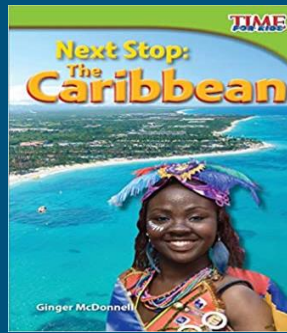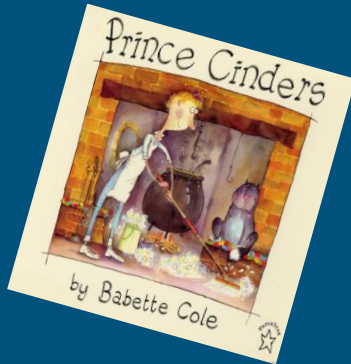- Consider unrepresented views and possibilities.
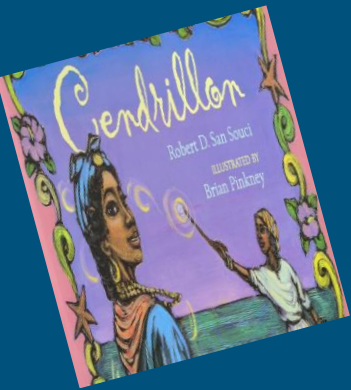
GRADE 1

Teaching Point:

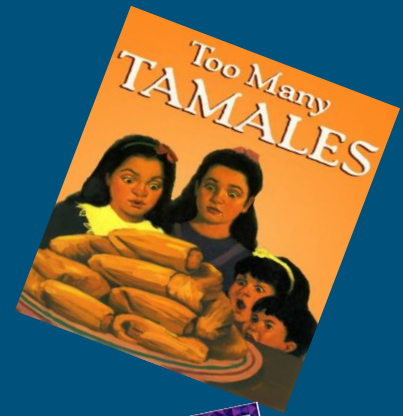Readers apply what they learned about deserts in the Southwest to think about how the setting impacts the story of *The Three Little Javelinas*.
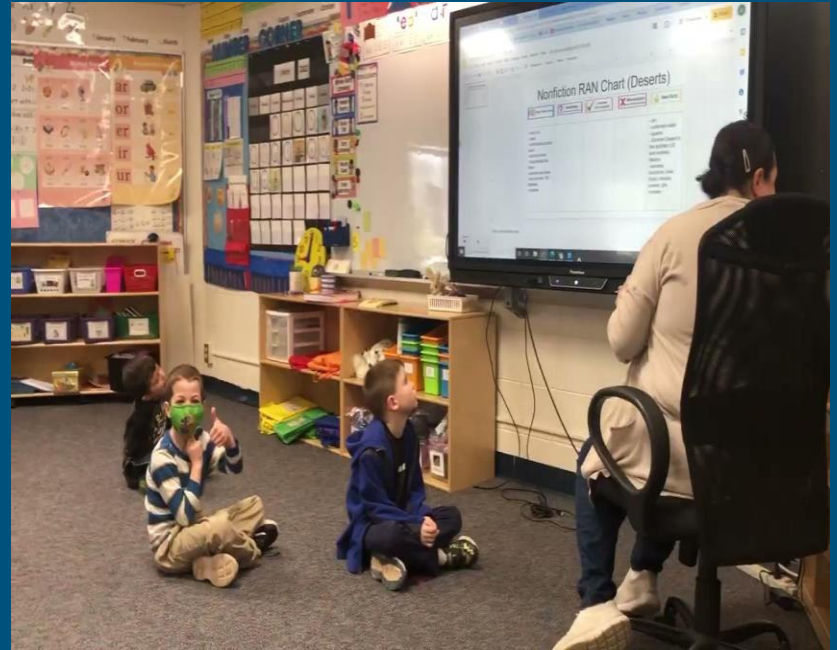
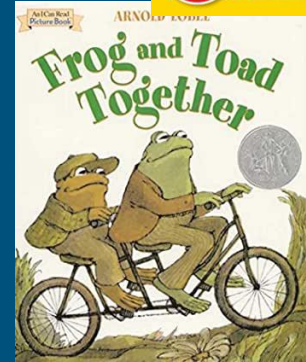# UNDERSTANDING THE SETTING IS IMPORTANT TO UNDERSTANDING THE STORY

OTHER TEXTS USED THROUGHOUT THE UNIT

Grade 2

A grade 2 partnership talks about the differences and similarities between fiction and nonfiction texts and author's purpose, audience, and message:
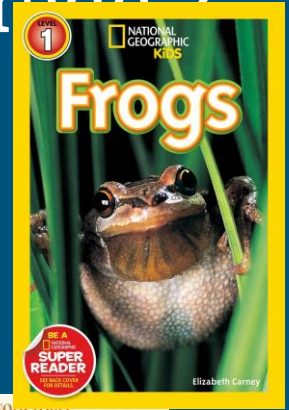
Expository vs Narrative Nonfiction

Inquiry: Students explore expository and narrative NF texts,

turning and talking about the similarities and differences via

A Venn diagram. Over the course of several lessons students

analyze and infer. The author shares facts through story

and craft moves. Children ultimately write their own:

A Day in the Life Of… book
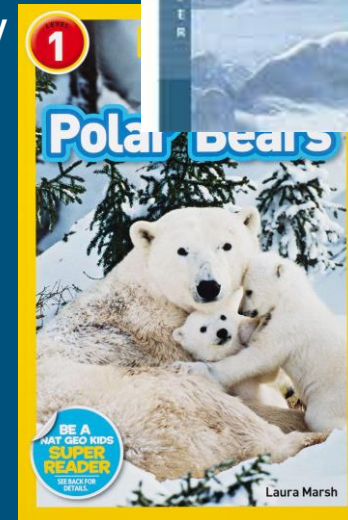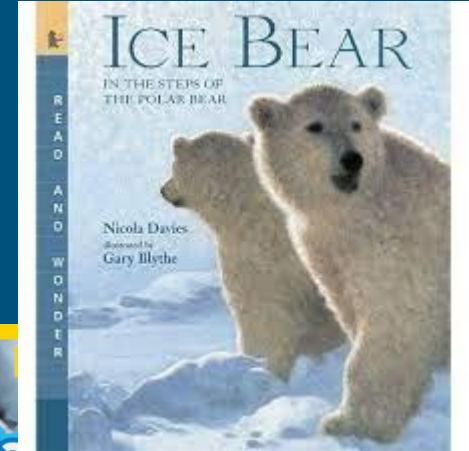
Grade 5
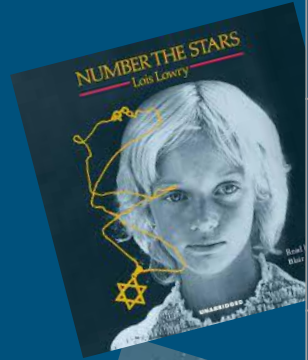
	Historical Fiction
Focus	Westward Expansion, Civil War, Immigration, Great Depression, World War II, Civil Rights
Bends	Exploring time periods through nonfiction Time Period Book Clubs
Transfer	Two Voice Poem
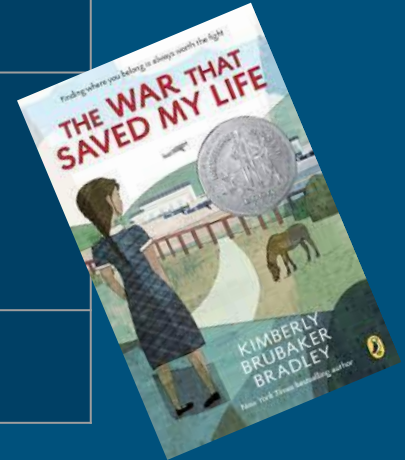
Grade Eight Performance-Based Assessment
Analyzing Nonfiction to Connect Fiction to Societal Concerns

Readers discuss the importance of reading dystopian literature by revealing real world connections.

- Dystopian literature reflects extreme examples of real world problems.
- Based on real world connections, what lesson does dystopian literature teach us?

A one pager is a way to visually create a product that illustrates key ideas and information.

Both symbols and words are used to share takeaways with the intended audience.

Grade Eight Dys Lit PBA

Stephanie & Celina - High School

Literature and Writing [Freshman Year]
Romeo & Juliet and the Teenage Brain Ben L.

Analyzing:

I can…

- Examine, assess, interpret or evaluate relevant information.
- Identify patterns within a topic or a set of data, using multiple sources of information.
- Identify relationships between different pieces of information/data/evidence, using multiple sources of information.
- Make inferences based on the patterns and relationships of the information I have analyzed from multiple sources

World Literature Honors, Reality and Unreality [Junior Year]
Frankenstein and Science/Technology
Andrew O.

Progression - Transfer of POG Analysis and Alternate Perspective Work

Elementary:

I can apply what I learn through nonfiction to better understand my fiction reading.

I can identify the differences and similarities between fiction and nonfiction, especially author's purpose, audience, and message.

Intermediate:

I can use nonfiction reading and research to deeply analyze characters.

I can put myself in the character's shoes and think about a world different from my own.

Middle School:

I can analyze how literature reflects real world issues.

I can research real world issues to better understand important messages in literature.

High School:

I can use multiple sources (literature and nonfiction research) to closely read, analyze, and develop a complex thesis about a text.

Learning Progression

[Essay Writing Learning Progression Grades 6-10](#)

Standard Progressions

Standard W1 (secondary)

Grade 6	Grade 7	Grade 8	Grades 9&10
CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence	CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.	CCSS.ELA-LITERACY.W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	CCSS.ELA-LITERACY.W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically	CCSS.ELA-LITERACY.W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.