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# Park Hill School District

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Building Successful Futures • Each Student • Every Day

## High School ELA Essentials Reading Curriculum

**Course Description:** This secondary reading program is for struggling readers in the 9th or 10th grades identified based on the criteria below. The purpose of the course is to improve students' reading abilities and equip them with reading strategies that they can independently use across a variety of reading contexts. Students enrolled in Essentials are typically two years or more behind their reading grade level based on standardized assessment scores. High school students receive an elective credit and grade for Essentials and are limited to two credits of this elective course during their freshman and/or sophomore years.

The NWEA MAP Growth Reading test serves as the standardized diagnostic assessment in determining reading comprehension. From these scores and using professional judgment, high schools will identify students reading below grade level and use additional assessments and criteria (e.g. MAP) to identify deficiencies in reading skills. The Essentials course will target individual student needs through research-based strategies and instructional practices. This course is a stand-alone Tier 2 Intervention. Intervention strategies include close reading methods, reading workshop techniques, AVID strategies, progress monitoring, etc.

### Student Placement Criteria:

- NWEA Overall Reading Scores (current and previous)
- MAP Reading Scores
- 8th grade Reading course grades
- Not receiving other Reading and/or Language Development supports

**Curriculum Standards:** Missouri Department of Elementary and Secondary Education (DESE)

**Course Focus Skills & Related Subskills:** *The following skills, subskills, and strategies variably address elements of the course's priority standards while also promoting the development of core reading skills according to [Fisher & Frey \(2021\)](#). These identified skills also overlap with several strands of [Scarborough's reading rope](#). Within a holistic thematic construct, course units are designed to equip students with strategies that reduce deficits with these skills.*

| Course Focus Skills                       | Related Subskills                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Examples of Aligned Evidence-Based Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stamina, Self-Management, & Self-Efficacy | <ul style="list-style-type: none"> <li>● Setting &amp; monitoring responsive, evidence-based, purpose-driven goals</li> <li>● Managing time well in an academic setting</li> <li>● Generating motivation</li> <li>● Determining a "why" for reading</li> <li>● Recognizing the need for, value of, &amp; kinds of reading in all life contexts</li> <li>● Self-selecting texts</li> <li>● Effectively using available resources &amp; tools to support reading tasks</li> </ul> | <ul style="list-style-type: none"> <li>● <a href="#">NWEA Growth Goal Setting &amp; Tracking</a></li> <li>● <a href="#">Frequent Reading Conferences</a></li> <li>● <a href="#">Establishing a Purpose for Reading</a></li> <li>● <a href="#">Chunking the Text</a></li> <li>● <a href="#">Behavioral Self-Monitoring</a></li> <li>● <a href="#">HOPS Organization &amp; Strategy</a></li> </ul>                                                                                                                                   |
| Making & Supporting Inferences            | <ul style="list-style-type: none"> <li>● Recognizing background knowledge gaps &amp; building the necessary background knowledge</li> <li>● Using what's in the text to draw conclusions</li> <li>● Using what's beyond the text to draw conclusions</li> <li>● Effectively stating &amp; supporting inferences with appropriate text evidence</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>● <a href="#">Annotating Texts</a></li> <li>● <a href="#">QAR</a></li> <li>● <a href="#">Nonfiction Text Analysis Strategies</a></li> <li>● <a href="#">3H Strategy</a></li> </ul>                                                                                                                                                                                                                                                                                                          |
| Interpreting Unfamiliar Words or Phrases  | <ul style="list-style-type: none"> <li>● Interpreting figurative language</li> <li>● Determining meaning in context (connotative meaning)</li> <li>● Using various kinds of context clues to draw conclusions</li> <li>● Breaking down words to determine their meanings</li> </ul>                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>● <a href="#">Word Sums</a></li> <li>● <a href="#">Explicit Vocabulary Instruction</a></li> <li>● <a href="#">Word Part Instruction</a></li> <li>● <a href="#">Inside Out Vocabulary Strategy</a></li> <li>● <a href="#">Cover, Copy, Compare</a></li> <li>● <a href="#">DISSECT Strategy</a></li> <li>● <a href="#">Graphosyllabic Analysis</a></li> <li>● <a href="#">List, Label, Group</a></li> <li>● <a href="#">Root Wheels</a></li> <li>● <a href="#">Concept Circles</a></li> </ul> |

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|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>● <a href="#">Word Study</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Making Text Connections          | <ul style="list-style-type: none"> <li>● Connecting texts to self</li> <li>● Connecting texts to other texts</li> <li>● Connecting texts to the world</li> </ul>                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>● <a href="#">Tracking Connections</a></li> <li>● <a href="#">Connection Stems</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                  |
| Interpreting Nonfiction Texts    | <ul style="list-style-type: none"> <li>● Identifying the central/main idea in a nonfiction text</li> <li>● Determining author's POV and purpose</li> <li>● Interpreting the meaning and tone of a nonfiction text using the author's word choice</li> <li>● Evaluating an author's argument, evidence, and reasoning</li> <li>● Identifying common nonfiction text features and genres</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>● <a href="#">Repeated Readings</a></li> <li>● <a href="#">Close Reading</a></li> <li>● <a href="#">Fiction &amp; Nonfiction Signposts</a></li> <li>● <a href="#">BDA Strategy</a></li> <li>● <a href="#">Juicy Sentences</a></li> <li>● <a href="#">Thick/Thin Questions</a></li> <li>● <a href="#">Scales Strategy</a></li> <li>● <a href="#">Say Something Strategy</a></li> <li>● <a href="#">CAATS Strategy</a></li> <li>● <a href="#">Nonfiction Text Analysis Strategies</a></li> </ul> |
| Interpreting Fiction Texts       | <ul style="list-style-type: none"> <li>● Identifying the conflict &amp; theme in a fiction text</li> <li>● Determining author's purpose</li> <li>● Identifying characters' points of view</li> <li>● Evaluating how characters in a story change over time in relation to conflict and theme</li> <li>● Interpreting the meaning &amp; tone of a fiction text using the author's word choice</li> <li>● Identifying common fiction text features &amp; genres</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Summarizing & Paraphrasing Texts | <ul style="list-style-type: none"> <li>● Differentiating between summarizing &amp; paraphrasing, &amp; identifying when each should be used</li> <li>● Developing effective, concise text summaries</li> <li>● Paraphrasing only needed information from a given source &amp; effectively using paraphrased concepts in context</li> </ul>                                                                                                                               | <ul style="list-style-type: none"> <li>● <a href="#">Reading While Listening</a></li> <li>● <a href="#">Strategic Summarizing</a></li> <li>● <a href="#">Phrasebank</a></li> <li>● <a href="#">Paraphrasing</a></li> <li>● <a href="#">Purposeful Paraphrasing</a></li> </ul>                                                                                                                                                                                                                                                         |

**Course Priority Standards & Learning Targets:**

**Priority Standard:** 9-10.RL.1.A Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

| Learning Targets                                                     | Webb's DOK Level |
|----------------------------------------------------------------------|------------------|
|                                                                      | Bloom's Level    |
| Students will identify key textual evidence in a text.               | 1                |
|                                                                      | Understanding    |
| Students will use text evidence to make an inference.                | 2                |
|                                                                      | Applying         |
| Students will explain how text evidence relates to their conclusion. | 3                |
|                                                                      | Analyzing        |

**Priority Standard:** 9-10.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

| Learning Targets                                                             | Webb's DOK Level |
|------------------------------------------------------------------------------|------------------|
|                                                                              | Bloom's Level    |
| Students will identify key textual evidence in a text.                       | 1                |
|                                                                              | Understanding    |
| Students will identify key information from infographics included in a text. | 1                |
|                                                                              | Understanding    |

|                                                                      |           |
|----------------------------------------------------------------------|-----------|
| Students will use text evidence to make an inference.                | 2         |
|                                                                      | Applying  |
| Students will explain how text evidence relates to their conclusion. | 3         |
|                                                                      | Analyzing |

**Priority Standard:** 9-10.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

| Learning Targets                                                                                                                          | Webb's DOK Level |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                                                                           | Bloom's Level    |
| Students will apply background knowledge to better understand connotative meanings of words and phrases.                                  | 1                |
|                                                                                                                                           | Remembering      |
| Students will apply words and phrases from reference materials to better understand the connotative and figurative meaning behind a text. | 2                |
|                                                                                                                                           | Applying         |
| Students will use affixes to help identify the meaning of words.                                                                          | 1                |
|                                                                                                                                           | Understanding    |
| Students will interpret connotative meaning based on the context surrounding the word or phrase.                                          | 2                |
|                                                                                                                                           | Applying         |

**Priority Standard:** 9-10.RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

| Learning Targets                                                                                                                          | Webb's DOK Level |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                                                                           | Bloom's Level    |
| Students will apply background knowledge to better understand connotative meanings of words and phrases.                                  | 1                |
|                                                                                                                                           | Remembering      |
| Students will apply words and phrases from reference materials to better understand the connotative and figurative meaning behind a text. | 2                |
|                                                                                                                                           | Applying         |
| Students will use affixes to help identify the meaning of words.                                                                          | 1                |
|                                                                                                                                           | Understanding    |
| Students will interpret connotative meaning based on the context surrounding the word or phrase.                                          | 2                |
|                                                                                                                                           | Applying         |

**Priority Standard:** 9-10.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

| Learning Targets                                      | Webb's DOK Level |
|-------------------------------------------------------|------------------|
|                                                       | Bloom's Level    |
| Students will determine one or more themes in a text. | 2                |
|                                                       | Applying         |

|                                                                   |           |
|-------------------------------------------------------------------|-----------|
| Students will track the development of a theme throughout a text. | 2         |
|                                                                   | Applying  |
| Students will relate the theme in a text to life experiences.     | 3         |
|                                                                   | Analyzing |
| Students will provide an objective and concise summary of a text. | 2         |
|                                                                   | Applying  |

**Priority Standard:** 9-10.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.

| Learning Targets                                                  | Webb's DOK Level |
|-------------------------------------------------------------------|------------------|
|                                                                   | Bloom's Level    |
| Students will identify a central or main idea in a text.          | 2                |
|                                                                   | Applying         |
| Students will explain how a main idea develops over time.         | 2                |
|                                                                   | Applying         |
| Students will analyze the significance of a main idea.            | 3                |
|                                                                   | Analyzing        |
| Students will provide an objective and concise summary of a text. | 2                |
|                                                                   | Applying         |

**Priority Standard:** 9-10.RL.2.B Analyze how points of view are reflected in the characters, setting, and plot.

| Learning Targets                                                                     | Webb's DOK Level |
|--------------------------------------------------------------------------------------|------------------|
|                                                                                      | Bloom's Level    |
| Students will identify a character's point of view in a text.                        | 1                |
|                                                                                      | Understanding    |
| Students will analyze how a character's point of view impacts the meaning of a text. | 3                |
|                                                                                      | Analyzing        |
| Students will identify the elements of setting within a text.                        | 1                |
|                                                                                      | Understanding    |
| Students will analyze how setting impacts the meaning of a text.                     | 3                |
|                                                                                      | Analyzing        |
| Students will identify the elements of plot within a text.                           | 1                |
|                                                                                      | Understanding    |

**Priority Standard:** 9-10.RL.2.D Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

| Learning Targets                                         | Webb's DOK Level |
|----------------------------------------------------------|------------------|
|                                                          | Bloom's Level    |
| Students will identify complex characters within a text. | 1                |
|                                                          | Understanding    |

|                                                                                                        |           |
|--------------------------------------------------------------------------------------------------------|-----------|
| Students will track how complex characters develop over time within a text.                            | 2         |
|                                                                                                        | Applying  |
| Students will explain how complex characters contribute to the interpretation of a text and its theme. | 3         |
|                                                                                                        | Analyzing |

**Priority Standard:** 9-10.RI.2.D Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

| Learning Targets                                                                                      | Webb's DOK Level |
|-------------------------------------------------------------------------------------------------------|------------------|
|                                                                                                       | Bloom's Level    |
| Students will identify an author's argument within a text.                                            | 1                |
|                                                                                                       | Understanding    |
| Students will determine whether reasoning is valid through the understating of the author's argument. | 4                |
|                                                                                                       | Evaluating       |

**Priority Standard:** 9-10.RI.3.B Evaluate how effectively two or more texts develop similar ideas/topics.

| Learning Targets                                                            | Webb's DOK Level |
|-----------------------------------------------------------------------------|------------------|
|                                                                             | Bloom's Level    |
| Students will identify the main idea within a text.                         | 1                |
|                                                                             | Understanding    |
| Students will compare main ideas between multiple texts.                    | 2                |
|                                                                             | Applying         |
| Students will explain how two texts work together to support the same idea. | 3                |
|                                                                             | Analyzing        |