

2013-2014 DRAFT
JCPS Year-At-A-Glance
Kentucky Core Academic Standards English/Language Arts – ESL Inside Levels C, D, E Grades 6-8

Weeks 1-6								
Strand	Reading Literature and Informational	Writing	Language	Speaking and Listening				
Ongoing KCAS Standards	1 – cite textual evidence/make inference 2 – determine theme/central idea, objective summary 3 – analyze how events/and ideas develop and interact in text 4 – determine meanings of words and phrases 10 – range of reading	4 – clear, coherent writing to task 5 – writing process 9 – draw evidence to support 10 – range of writing	1, 2 – conventions of standard English in writing and speaking 4, 5, 6 – vocabulary acquisition and use	1 – prepare and participate 2 – integrate and evaluate information presented				
Focus Standards	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Literature</th> <th style="width: 50%; text-align: center;">Informational</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <i>Key Ideas and Details</i> 1, 2, 3 <i>Craft and Structure</i> 4 </td> <td style="vertical-align: top;"> <i>Key Ideas and Details</i> 1, 2, 3 <i>Craft and Structure</i> 4 <i>Integration of Knowledge and Ideas</i> 8* Focus on identifying and supporting claims </td> </tr> </tbody> </table>	Literature	Informational	<i>Key Ideas and Details</i> 1, 2, 3 <i>Craft and Structure</i> 4	<i>Key Ideas and Details</i> 1, 2, 3 <i>Craft and Structure</i> 4 <i>Integration of Knowledge and Ideas</i> 8* Focus on identifying and supporting claims	<i>Text Types and Purposes</i> 1, 2, 3 <i>Narrative (Teacher Analysis)</i>	<i>Conventions of Standard English</i> 1, 2 <i>Vocabulary Acquisition and Use</i> 4, 5, 6	<i>Comprehension and Collaboration</i> 1, 2
Literature	Informational							
<i>Key Ideas and Details</i> 1, 2, 3 <i>Craft and Structure</i> 4	<i>Key Ideas and Details</i> 1, 2, 3 <i>Craft and Structure</i> 4 <i>Integration of Knowledge and Ideas</i> 8* Focus on identifying and supporting claims							
Text Resources Inside	Writing Focus – Narratives: Real or Imagined <ul style="list-style-type: none"> Engage students in reading a variety of texts in the narrative format as well as informational texts that incorporate narrative structures Use the Literacy/Writer’s Notebook for reflections on reading and Writing to Learn. Ideas explored in the Literacy/Writer’s Notebooks become jumping off points for narratives and other writing modes 		Assessments and Progress Monitoring <ul style="list-style-type: none"> Beginning of Year (BOY) Formative Assessments for Learning: SRI /MAP testing, Diagnostic Assessment, Sample Performance Tasks, KCAS Appendix B Sample Performance Tasks Tasks and Analysis using KDE Rubrics to determine strengths and areas of growth Conduct initial Reading/Writing Conferences to determine and set learning goals Diagnostic Assessments (district or teacher created) Teacher created assessments ‘of’ and ‘for’ learning (CIITS) Use information from formative assessments and the Progression of Standards Chart (KCAS Binder) to develop a plan for addressing gaps and differentiating instruction to meet the needs of all students 					

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Weeks 7-12					
Strand	Reading Literature and Informational		Writing	Language	Speaking and Listening
Ongoing KCAS Standards	1 – cite textual evidence/make inference 2 – determine theme/central idea, objective summary 3 – analyze how events/and ideas develop and interact in text 4 – determine meanings of words and phrases 10 – range of reading		4 – clear, coherent writing to task 5 – writing process 9 – draw evidence to support 10 – range of writing	1, 2 – conventions of standard English in writing and speaking 4, 5, 6 – vocabulary acquisition and use	1 – prepare and participate 2 – integrate and evaluate information presented
Focus Standards	Literature	Informational	<i>Texts Types and Purposes</i>	<i>Conventions of Standard English</i>	<i>Comprehension and Collaboration</i>
	<i>Key Ideas and Details</i> 1, 2, 3 <i>Craft and Structure</i> 4, 5, 6 <i>Integration of Knowledge and Ideas</i> 9	<i>Key Ideas and Details</i> 1, 2, 3 <i>Craft and Structure</i> 4, 5, 6 <i>Integration of Knowledge and Ideas</i> 8, 9	1, 2, 3 <i>Production and Distribution of Writing</i> 6 <i>Research to Build and Present Knowledge</i> 7, 8	1, 2 <i>Knowledge of Language</i> 3 <i>Vocabulary Acquisition and Use</i> 4, 5, 6	3 <i>Presentation of Knowledge and Ideas</i> 4, 5, 6
Text Resources	Writing Focus - Informational/Explanatory Writing		Assessments and Progress Monitoring		
Inside	<ul style="list-style-type: none"> Examine a variety of informational/explanatory texts that incorporate narrative structures (texts that blend). Writing to Demonstrate Learning, Writing to Publish Involve students in developing rubrics focused on standards to assess writing Use the Literacy/Writer’s Notebook for Writing to Learn, to capture thinking, record reflections on independent and shared reading, and gather seed ideas for writing and research Introduce and incorporate research standards into writing and reading instruction to reinforce use of evidence to support thinking in writing and in speaking Introduce various media forms including the internet as a tool for research and collaboration on communication projects and products 		<ul style="list-style-type: none"> Conduct regular individual Reading/Writing Conferences to provide timely feedback and monitor students’ progress toward reading and writing goals Use sample Performance Tasks and Guided Practice Lessons Engage students in close reading and analysis of complex text : connect reading and writing On Demand Writing –formatively assess students’ writing skills using stand alone and text-dependent writing prompts – Prompts available in the Middle School Literacy Closet District resources (e.g., RDAs and RPAs) for formative/summative assessment Teacher created assessments ‘of’ and ‘for’ learning (CIITS) See Middle School Assessment Schedule 		

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Weeks 13-18					
Strand	Reading Literature and Informational		Writing	Language	Speaking and Listening
Ongoing KCAS Standards	1 – cite textual evidence/make inference 2 – determine theme/central idea, objective summary 3 – analyze how events/and ideas develop and interact in text 4 – determine meanings of words and phrases 10 – range of reading		4 – clear, coherent writing to task 5 – writing process 9 – draw evidence to support 10 – range of writing	1, 2 – conventions of standard English in writing and speaking 4, 5, 6 – vocabulary acquisition and use	1 – prepare and participate 2 – integrate and evaluate information presented
Focus Standards	Literature	Informational	<i>Texts Types and Purposes</i> 1 <i>Argument (Teacher Analysis)</i> <i>Research to Build and Present Knowledge</i> 7, 8	<i>Conventions of Standard English</i> 1, 2 <i>Knowledge of Language</i> 3 <i>Vocabulary Acquisition and Use</i> 4, 5, 6	<i>Comprehension and Collaboration</i> 3 <i>Presentations of Knowledge and Ideas</i> 4, 5, 6
	<i>Craft and Structure</i> 5, 6 <i>Integration of Knowledge and Ideas</i> 7, 9	<i>Craft and Structure</i> 5, 6 <i>Integration of Knowledge and Ideas</i> 7, 8, 9			
Text Resources	Writing Focus - Informational/Explanatory Writing		Assessments and Progress Monitoring		
Inside	<ul style="list-style-type: none"> • Use text to introduce elements of argumentation • Use the Literacy/Writer’s Notebook for Writing to Learn and Writing to Demonstrate Learning • Continue teaching research standards and incorporate elements of effective argument to support claims and responses • Provide students opportunities to use various media forms including the internet to collaborate on and to produce writing/communication products 		<ul style="list-style-type: none"> • Provide feedback and monitor students’ progress toward end of grade-level reading and writing standards through regular Reading/Writing Conferences • Use sample Performance Tasks and Guided Practice Lessons • Engage students in analysis of complex texts and connect reading and writing • On Demand Writing –formatively assess students’ writing skills using stand alone and text-dependent writing prompts – Prompts available in the Middle School Literacy Closet • Use a variety of rubrics (KDE and other) to analyze and assess student writing • Teacher created assessments ‘of’ and ‘for’ learning (CIITS) • Midyear SRI Testing 		

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Weeks 19-24								
Strand	Reading Literature and Informational	Writing	Language	Speaking and Listening				
Ongoing KCAS Standards	1 – cite textual evidence/make inference 2 – determine theme/central idea, objective summary 3 – analyze how events/and ideas develop and interact in text 4 – determine meanings of words and phrases 10 – range of reading	4 – clear, coherent writing to task 5 – writing process 9 – draw evidence to support 10 – range of writing	1, 2 – conventions of standard English in writing and speaking 4, 5, 6 – vocabulary acquisition and use	1 – prepare and participate 2 – integrate and evaluate information presented				
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Literature	Informational							
<i>Key Ideas and Details</i> 1, 2 <i>Craft and Structure</i> 5, 6	<i>Key Ideas and Details</i> 1, 2 <i>Craft and Structure</i> 5, 6							
Text Resources Inside	Writing Focus - Arguments to support claims and Informational/Explanatory Writing <ul style="list-style-type: none"> Use the Literacy/Writer’s Notebook for Writing to Learn and Demonstrate Learning Analyze arguments and specific claims in a text to determine if evidence is relevant and sufficient to support the claims (cross content connections) Provide students opportunities to use various media forms to present learning Use student/teacher created rubrics to self-assess writing Provide students opportunities to use various media forms including the internet to collaborate on and to produce writing/communication products 		Assessments to Monitor Student Progress <ul style="list-style-type: none"> Ongoing Reading/Writing Conferences to monitor progress and set goals Reading and Writing Performance Tasks On Demand Writing –formatively assess students’ writing skills using stand alone and text-dependent writing prompts – Prompts available in the Middle School Literacy Closet Teacher created assessments ‘of’ and ‘for’ learning (CIITS) Administer District Assessment Writing Portfolio Midyear Review (MYR) 					

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Weeks 25-30					
Strand	Reading Literature and Informational		Writing	Language	Speaking and Listening
Ongoing KCAS Standards	1 – cite textual evidence/make inference 2 – determine theme/central idea, objective summary 3 – analyze how events/and ideas develop and interact in text 4 – determine meanings of words and phrases 10 – range of reading		4 – clear, coherent writing to task 5 – writing process 9 – draw evidence to support 10 – range of writing	1, 2 – conventions of standard English in writing and speaking 4, 5, 6 – vocabulary acquisition and use	1 – prepare and participate 2 – integrate and evaluate information presented
Focus Standards	Literature	Informational	<i>Text Types and Purposes</i> 1, 2, 3 (Blend styles) <i>Production and Distribution of Writing</i> 6 <i>Research to Build and Present Knowledge</i> 7, 8	<i>Conventions of Standard English</i> 1, 2 <i>Knowledge of Language</i> 3 <i>Vocabulary Acquisition and Use</i> 4, 5, 6	<i>Comprehension and Collaboration</i> 3 <i>Presentation of Knowledge and Ideas</i> 4, 5, 6
Text Resources Inside	Writing Focus - Informational/Explanatory, Argument (see KDE Assessment Blueprint for specific grade-level writing focus) <ul style="list-style-type: none"> • Continue use of Literacy/Writer’s Notebook for Writing to Learn • Draw evidence from literary text to support analysis, reflection, and research • Build on research skills to compare and contrast texts by the same author and/or on the same topic • Provide students opportunities to use various media forms to present learning • Writing to Demonstrate Learning and Writing for Publication • Use student/teacher developed rubrics to assess student progress toward end-of grade-level writing standards 		Assessments to Monitor Student Progress <ul style="list-style-type: none"> • Ongoing Reading/Writing Conferences to monitor progress and set goals • Reading and Writing Performance Tasks • On Demand Writing –formatively assess students’ writing skills using stand alone and text-dependent writing prompts – Prompts available in the Middle School Literacy Closet • Reading Diagnostic and Proficiency Assessments • Teacher created assessments ‘of’ and ‘for’ learning (CIITS) 		

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Weeks 31-36								
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Ongoing KCAS Standards	1 – cite textual evidence/make inference 2 – determine theme/central idea, objective summary 3 – analyze how events/and ideas develop and interact in text 4 – determine meanings of words and phrases 10 – range of reading	4 – clear, coherent writing to task 5 – writing process 9 – draw evidence to support 10 – range of writing	1,2 – conventions of standard English in writing and speaking 4, 5, 6 – vocabulary acquisition and use	1 – prepare and participate 2 – integrate and evaluate information presented				
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Literature	Informational							
Craft and Structure 4, 6 <i>Integration of Knowledge and Ideas</i> 7, 9	<i>Craft and Structure</i> 4, 6 <i>Integration of Knowledge and Ideas</i> 8, 9							
Text Resources Inside	Writing Focus - Three Modes of Writing – Argument Writing/Informational/Explanatory with elements of Narrative <ul style="list-style-type: none"> • Use criteria of effective writing to self-reflect • Continue use of Literacy/Writer’s Notebook for Writing to Learn • Draw evidence from literary text to support analysis, reflection, and research • Build on research skills to compare and contrast texts • Provide students opportunities to use various media forms to present learning • Writing to Demonstrate Learning and Writing for Publication 		Monitor Student Progress <ul style="list-style-type: none"> • Ongoing Reading/Writing Conferences to monitor progress and set goals • Reading and Writing Performance Tasks • On Demand Writing –formatively assess students’ writing skills using stand alone and text-dependent writing prompts – Prompts available in the Middle School Literacy Closet • Reading Diagnostic and Proficiency Assessments • Teacher created assessments ‘of’ and ‘for’ learning (CIITS) • Writing Portfolio: End of Year Review (EOYR) to meet Promotion Standards • End of Year SRI Testing • State Assessment 					