

Introduction

Hinsdale School District believes that it is essential for our students to develop skills that enable them to be lifelong learners. Communication skills (i.e. the ability to read, write, speak, listen, analyze critically, and use technology) are of the utmost importance. We recognize the need for continuous development of these skills to be necessary for individual growth and success. Our first obligation is to ensure that our students develop their language skills to their full potential in order to be career and college ready. In 2013, the Hinsdale School District began to integrate the Common Core State Standards into its curriculum. The CCSS does not tell teachers how to teach, but provide a kindergarten through 12th grade blueprint for what students should know and be able to demonstrate.

The standards addressed in this document are the ELA Anchor Standards for grade K-12 from the Common Core State Standards. The Anchor standards are standards that state general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce. Teachers across all content areas will use these Anchor Standards, and the accompanying Enduring Understandings and Learning Competencies to roadmap their instruction. Teachers in specific grade levels will use the grade specific standards to plan and instruct in the classroom. The K–12 grade-specific standards outline end-of-year expectations and a cumulative advancement aimed to enable students to meet college and career readiness. Teacher and parents can find all anchor standards and grade-level specific standards at <http://www.corestandards.org/>.

Reading Anchor Standards 1-3

Key Ideas and Details CCS Standard:

1. Reads closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

21st Century Learning Expectations:

Hinsdale students will communicate through various means.

Hinsdale students will demonstrate responsibility for their actions and choices.

Enduring Understandings:

Effective readers use reasoning and textual evidence to determine basic elements from a variety of texts.

Effective readers can make connections.

Learning Competencies

Students will be able to:

- draw conclusions that are either inferred or stated.
- use textual evidence to support their conclusions.
- identify and summarize basic elements (theme, plot, conflict/resolution, setting, and characters) from a variety of texts.
- make real world connections amongst various texts.
- understand character/plot development throughout a text.

Essential Questions

- How does a reader draw conclusions?
- How does the reader's interpretation of the text influence their point of view?
- How is a reader's understanding influenced by their experiences?
- How are texts related?
- When does the real world and text overlap?
- How do events affect characters?

Reading Anchor Standards 4-6

Craft and Structure CCS Standard:

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraph, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

21st Century Learning Expectations:

Hinsdale students will be able to solve problems.

Hinsdale students will communicate through various means.

Hinsdale students will demonstrate technological fluency and adaptability.

Enduring Understandings:

Effective readers understand that all authors write a message with a specific purpose toward an intended audience.

Effective readers understand how authors use varying words and phrases to shape different texts.

Effective readers understand that varying text structures effect the way a reader interprets a text.

Learning Competencies

Essential Questions

Students will be able to:

- differentiate author's purpose among a variety of texts (e.g. Fiction, non-fiction, informative)
- identify how an author's word choices affect varying elements of the text.
- use contextual clues to understand how the author's point of view shapes the text and/or its meaning.
- recognize multiple meanings of words and phrases based on reader's interpretations and personal experiences.

- Why do authors write?
- How does an author's word choice affect the text?
- How do textual clues identify an author's point of view?
- How can students differentiate between different writing styles/genres?
- How does your personal experiences affect your interpretation of a text?
- Why are texts set up differently?

Reading Anchor Standards 7-9

Integration of Knowledge and Ideas CCS Standard:

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as the relevance and sufficiency of the evidence.
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.

21st Century Learning Expectations:

Hinsdale students will demonstrate technological fluency and adaptability.

Hinsdale students will take responsibility for their own learning.

Hinsdale students will demonstrate responsibility for their actions and choices.

Enduring Understandings:

Effective readers understand that content can be presented in more than one way.

Effective readers understand the need to examine arguments and claims in a text to determine their validity.

Effective readers understand that multiple texts can address similar themes or topics.

Learning Competencies

Essential Questions

Students will be able to:

- compare and contrast story elements.
- recognize bias among various texts.
- use illustrations and pictures to describe elements of a story.
- describe connections within a text.
- make connections between a text and other formats of a story.
- analyze how various multi-media formats contribute to aspects of a text.
- use reasoning to evaluate the validity of the evidence presented in a text.
- integrate information from various texts to make a valid argument.

- Summarize the components of a valid argument.
- Explain how diverse media can be used to supplement content.
- How do multiple texts address the same topic?

Reading Anchor Standard 10

Range of Reading and Level of Text Complexity CCS Standard:

10. Read and comprehend complex literary and informational texts independently and proficiently.

21st Century Learning Expectations:

Hinsdale students will take responsibility for their own learning.

Hinsdale students will demonstrate responsibility for their actions and choices.

Hinsdale students will be able to solve problems.

Enduring Understandings:

Effective readers understand texts come in various levels of complexity.

Effective readers understand different information can be obtained from various forms of text.

Effective readers self-pace themselves through various complex texts.

Learning Competencies

Students will be able to:

- identify key elements such as main idea, purpose and intended audience.
- actively read independently.
- select an appropriate text for the given task.
- demonstrate their understanding of the text through various ways.
- comprehend various forms of literature.
- have the opportunity to develop an appreciation for literature.
- examine an author's point of view.

Essential Questions

- Why do we need to approach different texts in various ways?
- Why do different authors write about the same subjects?
- Explain how point of view influences an author's interpretation of a topic.
- Compare and contrast active reading vs. passive reading.
- What are the benefits of independent reading?
- How does reading impact life-long learning?

Writing Anchor Standards 1-3

Text Types and Purposes CCS Standard:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

21st Century Learning Expectations:

Hinsdale students will communicate through various means.

Hinsdale students will be able to solve problems.

Hinsdale students will take responsibility for their own learning.

Hinsdale students will recognize and demonstrate the importance of the whole person wellness.

Hinsdale students will demonstrate responsibility for their actions and choices.

Enduring Understandings:

Effective writers provide valid evidence to support arguments and claims.

Effective writers understand narratives have a logical sequence of events.

Effective writers follow organizational criteria and utilize specific language dependent on its purpose.

Effective writers recall information and convey ideas.

Learning Competencies	Essential Questions
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">• demonstrate their knowledge of essays and story structure in their writing.• utilize literary techniques to supplement their writing (i.e. metaphors, similes, allegories).• distinguish between multiple genres.• develop task appropriate writing examples.• vary language dependent on writing task.• write with sensory details effectively.	<ul style="list-style-type: none">• Define an argument.• Distinguish between reliable vs. unreliable resources.• How do you differentiate between genres of writing?• How does purpose affect language choice?

Writing Anchor Standards 4-6

Production and Distribution of Writing CCS Standard:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

21st Century Learning Expectations:

Hinsdale students will be able to solve problems.
 Hinsdale students will take responsibility for their own learning.
 Hinsdale students will communicate through various means.
 Hinsdale students will demonstrate technological fluency and adaptability.

Enduring Understandings:

Effective writers understand that writing is a multi-step process that includes edits and revisions.
 Effective writers understand that purpose and audience influence how one approaches a writing task.
 Effective writers recognize technology as an appropriate medium for collaboration and publication.

Learning Competencies	Essential Questions
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • produce task appropriate writing pieces. • write clearly in a variety of styles and formats. • collaborate with others effectively and efficiently. • provide and receive constructive criticism. • use technology to create and enhance his/her writing. 	<ul style="list-style-type: none"> • What are the benefits of writing? • How does the intended audience affect writing? • Explain how different formats are audience specific. • What purpose are you trying to achieve? • Why is writing a process? • What role does technology have in the writing process?

Writing Anchor Standards 7-9

Research to Build and Present Knowledge CCS Standards:

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

21st Century Learning Expectations:

Hinsdale students will be able to solve problems.
Hinsdale students will take responsibility for their own learning.
Hinsdale students will demonstrate responsibility for their actions and choices.
Hinsdale students will demonstrate technological fluency and adaptability.

Enduring Understandings:

Effective writers use multiple, reliable sources to conduct ethical research.
Effective writers give credit to their sources.
Effective writers use evidence in their writing.

Learning Competencies

Students will be able to:

- gather the necessary evidence from appropriate sources.
- use their time effectively to gather research for a given project.
- can distinguish between appropriate and inappropriate sources.
- Use technology tools as needed.
- Properly cite their sources.
- Formulate an evidence-based main idea based on their research.
- Form their own idea(s) based on their research of a topic.

Essential Questions

- What are the benefits of proper research?
- Why do we need to cite our sources?
- How do you evaluate the credibility of your sources?
- How do you support your main ideas with evidence?
- What resources can you use to conduct research?

Writing Anchor Standard 10

Range of Writing CCS Standard:

10. Write routinely over time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Learning Expectations:

- Hinsdale students will take responsibility for their own learning.
- Hinsdale students will demonstrate responsibility for their actions and choices.
- Hinsdale students will communicate through various means.
- Hinsdale students will be able to solve problems.

Enduring Understandings:

- Effective writers plan their writing.
- Effective writers use their time efficiently.
- Effective writers can recognize the purpose for different forms of writing.

Learning Competencies

Students will be able to:

- use time efficiently based on the assignment given.
- demonstrate their use of graphic organizers to plan their writing.
- distinguish between different forms of writing and know when to use them.

Essential Questions

- Why is planning a necessary step in the writing process?
- How can graphic organizers be helpful?
- Why might various tasks call for different types of writing?
- How does the audience influence an author's writing?

Speaking and Listening Anchor Standards 1-3

Comprehension and Collaboration CCS Standards:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

21st Century Learning Expectations:

Hinsdale students will communicate through various means.

Hinsdale students will be able to solve problems.

Hinsdale students will take responsibility for their own learning.

Hinsdale students will demonstrate technological fluency and adaptability.

Hinsdale students will demonstrate responsibility for their actions and choices.

Enduring Understandings:

Effective speakers understand how to verbalize ideas clearly with various audiences.

Active listeners understand how to use tools to evaluate a speaker's message.

Learning Competencies	Essential Questions
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">• work independently or collaboratively to address various audiences.• utilize various types of media to verbalize an idea.• evaluate the context of the speaker's message.• prepare and practice speeches or presentations for various audiences.	<ul style="list-style-type: none">• What are the ethos (ethics), pathos (emotional), logos (logic) of an argument?• How does the author's background shape the message of their speech?• How does an audience affect a speech?• How does an audience's background impact their understanding of a speech?• How does a person demonstrate active listening?

Speaking and Listening Anchor Standards 4-6

Presentation of Knowledge and Ideas CCS Standard:

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

21st Century Learning Expectations:

Hinsdale students will communicate through various means.
 Hinsdale students will be able to solve problems.
 Hinsdale students will take responsibility for their own learning.
 Hinsdale students will demonstrate technological fluency and adaptability.
 Hinsdale students will demonstrate responsibility for their actions and choices.

Enduring Understandings:

Effective speakers structure a speech in order to address task, purpose, and audience.
 Effective speakers make use of digital media and visual displays to enhance their speech.

Learning Competencies	Essential Questions
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • present ideas with supporting information to one or more listeners. • include multi-media components to enhance the listener’s understanding. • demonstrate a knowledge of formal English as appropriate to the audience. • adapt speech to accommodate various contexts and tasks. 	<ul style="list-style-type: none"> • How do speakers determine the context, task, and audience? • Discuss the ways in which a speaker can enhance their presentation to aide in understanding. • How can formal language or lack thereof affect the presentation?