



Our Savior Christian Academy

Curriculum Framework for: **English I**

Our Savior Christian Academy's "Curriculum Framework for Language Arts" is designed as a tool that will follow the same format for all grades PreK-9th. Each grade level will have a separate section based on classroom structure, and it will be up to each individual teacher to design a lesson plan that fits their classroom needs based on these standards and suggestions.

Our Savior Christian Academy's "Curriculum Framework for Language Arts" is offered to the glory of God that it may be a blessing among Lutheran school educators and their students.



PHILOSOPHY ✠

God reveals Himself through language. The study of language enables us to gain knowledge, explore ideas, and communicate effectively. It is an integrated study of literature, reading, writing, listening, and speaking. Through the study of language we strengthen our relationship with God and are able to communicate His message to others.

Our Savior Christian Academy

Broad Goals

Our Savior Christian Academy's Language Arts goals include:

- Incorporating Jesus Christ in all core areas of Language Arts.
- Providing the children with a wide range of knowledge, skills, and related activities that help him/her to develop an understanding of the physical world and social exchanges.
- Encouraging the children to be confident and to communicate effectively through reading, writing, speaking, and listening.
- Providing learning experiences in which students will recognize, develop, and apply effective communication skills at or above grade level in the areas of reading, writing, speaking, and listening across the curriculum,
- Showing students strategies on how to be knowledgeable and proficient thinkers who will make positive Christ-like contributions to society.

Our Savior Christian Academy obtains this through:

- Keeping Our Savior, Jesus Christ, as the center focus on our campus and in our curriculum.
- Fascinating and significant Language Art experiences through multi-sensory activities
- Applying Language Arts to other core areas of learning
- Adapting other subjects to add valuable perspectives to the Language Arts curriculum.
- Teaching on an individual basis with the knowledge that children acquire an understanding of Language Arts in an uneven way.
- Continuous assessment for analysis and planning in Language Arts.
 - Focuses on the identification of the children's existing knowledge and strategies.
 - Updating curriculum to meet changing state standards along with student needs.
 - Provides information that will enable the teacher to cater for individual differences in ability, previous learning and learning style, and to resist pressure to push the child to premature mastery.
- Work samples and results that are shared with the parents, congregants, and community.

Reading Literary Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)	
	Grade 9-10
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.
Evidence/Inference K-5 correlation R1A, R2A, B, C,	Curriculum: Introduce students to reading through the use of graphic novels. Students will follow different themes in the novel citing quotes to support the different themes in the book.
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.
Word Meanings K-5 correlation R1B	Curriculum: Students will be creating a variety of poetry as well as analyzing poetry. http://www.uen.org/Lessonplan/preview?LPid=31527
C	Interpret visual elements of a text and draw conclusions from them (when applicable).
Text Features K-5 correlation R1A	Curriculum: Students will make connections while reading <i>Freedom Summer</i> https://www.education.com/lesson-plan/analyzing-visual-elements/

Reading Literary Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)	
	Grade 9-10
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.
Summarize/Theme K-5 correlation R2A	<p>Curriculum: Students will learn and apply techniques to develop and present a personal narrative/memoir. They will take their writing through all stages of the writing process. Their writing will reflect clear understanding of plot, dialogue, transitions, and descriptive details.</p> <p>http://www.uen.org/Lessonplan/preview?LPid=31180</p>

2 Analyze Craft and Structure (Approaching Texts as a Writer)	
	Grade 9-10
A	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.
Structure K-5 correlation R2B, R2C	<p>Curriculum: Post-It Plot</p> <p>Students choose five key sentences that show plot development and write them on Post-it notes. Then, students rearrange the Post-it notes and express (orally or in writing) how rearranging the plot development changes the theme and/or meaning in the work. Students pay particular attention to the development of mystery, tension and surprise.</p>

Reading Literary Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)	
Grade 9-10	
B	Analyze how point of view is reflected in the characters, setting, and plot.
Point of View No K-5 correlation	<p>Curriculum: <i>The Big Bad Wolf: Analyzing Point of View in Texts</i> This lesson is intended to show children the importance of evaluating information as they read. The author's point of view is limited in that it only truly shows one side of the story. There is always another perspective. How the author views a subject colors everything that he or she writes about.</p> <p>http://www.learnnc.org/lp/pages/3187?ref=search</p>
C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
Craft and Meaning K-5 correlation R2B, R2C	<p>Curriculum: Students use textual evidence from Letter One from <i>Letters to a Young Poet</i> by Rainer Maria Rilke, to craft a formal, multi-paragraph response to the following prompt: What is the impact of Rilke's specific word choices on the meaning and tone of his letter? Students review their annotated text, discussion notes, and homework notes to organize their ideas. Students then develop their responses with relevant and sufficient evidence.</p>
D	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
Interaction and Meaning K-5 correlation R2A	<p>Curriculum: Read "The Birthmark" by Nathaniel Hawthorn. During the reading students need to do a few tasks that will increase their comprehension and analysis of the characters. The main task is to fill out a Character Map (1, 2) which will assist them in analyzing the complex characters changes and motives in this short story RL.9-10.3. A second task is to annotate the text as they read by writing comments in the margins and circling vocabulary words and characters names. The last task is to fill in basic Story Web organizer as they read or after they complete reading the short story. A story web can improve students' comprehension and many of my students benefit from using a framework for identifying the elements of a story. This web helps students who are of varying abilities, to organize information and ideas efficiently. This scaffold organizer addresses standard RL.9-10.10 which requires students to read and comprehend literature, including stories, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>http://betterlesson.com/lesson/518197/analyzing-how-complex-characters-change-and-develop-in-the-birthmark</p>

Reading Literary Text

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	
Grade 9-10	
A	Analyze multiple performances of a story, drama, or poem, evaluating how each version interprets the source text.
Text in Forms K-5 correlation R4A	Curriculum: Analyze written text (story, drama, or poem) compared to a source text or different interpretation of that text (e.g., Tristan y Isold vs Romeo and Juliet).
B	Explain how and why an author alludes to or transforms source material within his or her text.
Relationships in Texts K-5 correlation R1C	Curriculum: This activity, to be completed after reading Tony Earley's <i>Jim the Boy</i> , helps students identify examples and details and then analyze them effectively. The class will brainstorm examples of life-changing events in Jim's life. The teacher will select one of the events, find the pages in the novel where it is discussed, and show the students how to annotate the text by marking details and commenting on them. Using a "T" chart, the class will then select three of the details to analyze. http://www.learnnc.org/lp/pages/3119
C	Analyze how multiple texts reflect historical and/or cultural contexts.
Historical Context K-5 correlation R2A	Curriculum: Questioning Find an article from the historical era of a literary text and share this with the class. Through questioning, tie the nonfiction essay into the literary text, focusing on the connections between the historical events and the events in the text (e.g., comparisons, analogies, categories). This will show students how texts are not composed in isolation – there are ties to history and culture that must be considered when reading a piece.
D	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
Comprehension K-5 Correlation R1A, R1D	Curriculum: Students will choose from four to five different-leveled stories that have similar plot structures, themes, etc. They will draw conclusions regarding the universal recurring themes while evaluating their effectiveness and accessibility. They will design “one-pager” visual summaries to demonstrate their understanding.

Reading Informational Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)	
	Grade 9-10
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.
Evidence/Inference K-5 correlation R1A, R3A, B, C	<p>Curriculum: Graphic Organizers</p> <p>Use graphic organizers such as a herringbone pattern or semantic web to show connections between explicit facts and how they can be connected to make inferences. Work backwards so that students brainstorm and/or identify details first and then decide on a main idea.</p>
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.
Word Meanings K-5 correlation R1B	<p>Curriculum: Graphic Organizers</p> <p>Using a nonfiction text, have students create graphic representations of the main concept, focusing on the evidence that supports the main idea as well as arguments that refute it. This will allow students to break down a text to visualize how the author deals with conflicting arguments and viewpoints.</p>
C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
Text Features K-5 correlation R3A	<p>Curriculum: Visual Summaries</p> <p>Students will choose from four to five different-leveled stories that have similar plot structures, themes, etc. They will draw conclusions regarding the universal recurring themes while evaluating their effectiveness and accessibility. They will design “one-pager” visual summaries to demonstrate their understanding.</p>

Reading Informational Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)	
	Grade 9-10
D	<p>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.</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Graphic Organizers
Summarize/Claim K-5 correlation R3B, R3C	<p>Using a nonfiction text, have students create graphic representations of the main concept, including explicit and inferred support. This will allow students to break down a text into the connections of support to main idea as well as visualize how the main idea is developed throughout the text.</p> <ul style="list-style-type: none"> • Questioning <p>Find an article from the historical era of a literary text and share this with the class. Through questioning, tie the nonfiction essay into the literary text, focusing on the connections between the historical events and the events in the text (e.g., comparisons, analogies, categories).</p>

2 Analyze Craft and Structure (Approaching Texts as a Writer)	
	Grade 9-10
A	<p>Analyze how an author's choices concerning how to structure a text or sequence information impact the reader.</p> <p>Curriculum:</p> <p>Modeling/Peer Review</p>
Structure K-5 correlation R3C	<p>Use an article as a model for a future writing assignment, breaking down the structure and word choice used by the author. Then have the students create a rubric that they would use, using this model's strengths and weaknesses as the basis. This will allow students to see the parts of the structure as individual sections as well as how they play into the whole.</p>

Reading Informational Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)	
	Grade 9-10
B	Analyze how an author uses rhetoric to advance point of view or purpose.
Point of View K-5 correlation R3B	Curriculum: Analyzing the Rhetoric of JFK's Inaugural Address:: Students will identify rhetorical terms and methods, examine the rhetorical devices of JFK's inaugural address, and analyze the effects of the rhetorical devices on the delivered speech.
C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
Craft and Meaning K-5 correlation R3B	Curriculum: Mini- Research Project Pull out analogies and allusions from a text and have students study informational sites to determine the author's purpose in including those elements. This will deepen students' knowledge of analogies and allusions as well as build their awareness of how authors use them for impact in their writing.

Reading Informational Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)	
	Grade 9-10
D	Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Argument/Evidence K-5 correlation R3B	<p>Curriculum: Graphic Organizers</p> <p>Using a nonfiction text, have students create graphic representations of the main concept, focusing on the evidence that supports the main idea as well as arguments that refute it. This will allow students to break down a text to visualize how the author deals with conflicting arguments and viewpoints.</p>

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	
	Grade 9-10
A	Analyze how similar ideas or topics are portrayed in different media formats.
Texts/Forms K-5 correlation R4A	<p>Curriculum: Compare/Contrast</p> <p>Students find two or three examples of information on the same current topic (newspaper article, blog, TV news, Internet post). Have students read/listen to all examples and then discuss how the information was presented. Look for similarities, differences, bias and tone. Have students determine which form was most reliable and explain why. Discuss the connections to research.</p>

Reading Informational Text

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	
	Grade 9-10
B	Evaluate how effectively two or more texts develop similar ideas/topics.
Relationships/ Texts K-5 correlation R1C	Curriculum: Readers compare and contrast articles written on similar topics throughout the school year.
C	Analyze how multiple texts reflect the historical and/or cultural contexts.
Historical Context No K-5 correlation	Curriculum: Questioning Find articles from the historical era of a literary text and share this with the class. Through questioning, tie the nonfiction essay into the literary text, focusing on the connections between the historical events and the events in the text (e.g., comparisons, analogies, categories). This will show students how texts are not composed in isolation – there are ties to history and culture that must be considered when reading a piece.
D	Read and comprehend informational text independently and proficiently.
Comprehension K-5 Correlation R1A, R1D	Curriculum: Provide informational text to students to read independently and answer comprehension questions at the end. Students will use a web diagram to determine the main idea and details of a paragraph in an informational text.

Writing

1 Approaching the Task as a Researcher	
	Grade 9-10
A	<p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p>
Research K-5 correlation W3A	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>Curriculum: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
2 Approaching the Task as a Writer	
	Grade 9-10
A	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>
Development K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C	<p>curriculum:</p> <ol style="list-style-type: none"> a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details. b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence. c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.

Writing

3 Approaching the Task as a Reader

A

Grade 9-10

Revise and Edit K-5
correlation W1C

Review, revise, and edit writing with consideration for the task, purpose, and audience.

- a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
- b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
- c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
- d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Curriculum:

Career Connection

Students will brainstorm and then research the characteristics and skills of a quality employee (e.g. Career Ready Practices or Life and Career Skills). For their pre-writing activity, students will choose three to five of these ideas to focus their key idea statements, which will serve as the structure of their essay. Invite a Human Resources professional to the classroom to share their expectations of quality applicants. Students will realize the skills expected to be demonstrated during job interviews and in the workplace.

Editors of the Day

Assign different students to be Editors of the Day. These students should use a checklist (including commas, dashes, ellipses, capitalization, etc.) to help answer questions that other students have as they are writing. When the student editor cannot answer a question, he or she sends the writer to the teacher. The teacher can have a specific job per editor to share the experience more often (e.g., Dash Editor of the Day, Ellipsis Editor of the Day).

Speaking and Listening

1 Collaborating	
Grade 9-10	
A	<p>Work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.</p>
Conversations K-5 correlation SL1A, SL3A	<p>Curriculum: Students will summarize information found in the Missouri Driver Manual and share their findings in a multimedia presentation. Students will be responsible for self scoring and peer scoring the multimedia presentations.</p> <p><i>Before Activity:</i></p> <ol style="list-style-type: none"> 1. Ask each student to access the online version of the Missouri Driver Manual. 2. Students should look at the Table of Contents and make predictions as to what they think each chapter will cover. 3. Teacher should ask groups to share their predictions with a partner. <p><i>During Activity:</i></p> <ol style="list-style-type: none"> 1. Students should be divided into groups. Each group should be assigned a chapter. 2. In their groups, students should work together to create a multimedia product that presents the material from the chapter. Information from each subheading should be included along with a brief summary statement about the overall theme of the chapter. 3. Students should also include a paragraph in their presentation with justifications as to why their chapter is important for potential drivers. <p><i>After Activity:</i></p> <ol style="list-style-type: none"> 1. After self scoring, students will present their projects to the entire class and peers will score the presentations.
B	<p>Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>
Questioning K-5 correlation SL3A	<p>Curriculum: Letters to the Editor</p> <p>Teachers clip out several Letters to the Editor from a local newspaper. Students, working in pairs, will read the letters and identify what the writer is hoping to accomplish with the letter. Students will report to the class the article’s main idea, its purpose and evidence to support its claim. A graphic organizer may be used to report information.</p>

Speaking and Listening

C	Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.
Viewpoints of others K-5 correlation SL1A	<p>Curriculum: Compare/Contrast Students find two or three examples of information on the same current topic (newspaper article, blog, TV news, Internet post). Have students read/listen to all examples and then discuss how the information was presented. Look for similarities, differences, bias and tone. Have students determine which form was most reliable and explain why. Discuss the connections to research.</p>
2 Presenting	
Grade 9-10	
A	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
Verbal Delivery K-5 correlation SL4A	<p>Curriculum: Commercial or PowerPoint Presentation Have groups of students identify one rule from the school's handbook (informational text) that they wish was different. Students produce a commercial or PowerPoint presentation explaining why the group wants the rule changed and offer at least three ways that the new rule will improve the quality of student life while not adversely affecting the school.</p>

Speaking and Listening

B	<p>Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.</p>
Nonverbal K-5 correlation SL4A	<p>Curriculum: Debating Current Events Students research current events/debatable topics such as the teenage driving age, global warming, school funding, etc. Students then present information and defend ideas, plans and concrete evidence per standard debate guidelines. Students will support claims with valid evidence, present information with eye contact and good oral presentation skills.</p>
C	<p>Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
Multimedia K-5 correlation SL4A	<p>Curriculum: Commercial or PowerPoint Presentation Have groups of students identify one rule from the school's handbook (informational text) that they wish was different. Students produce a commercial or PowerPoint presentation explaining why the group wants the rule changed and offer at least three ways that the new rule will improve the quality of student life while not adversely affecting the school.</p>