Providing Pathways to Excellence for Each Student

**ELA 9 – 10**

**Unwrap a Standard: *What do students have to know and be able to do?***

**Domain: Reading Standards for Informational Text**

**Cluster**: **Key Idea and Details**

**Domain/Reporting Category** (if applicable)**:**

**Standard: 9-10 RI.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Performance/Achievement Level Descriptors**

|  |  |  |  |
| --- | --- | --- | --- |
| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| I can determine the main idea of the text. | I can cite strong and thorough textual evidence to support my analysis of what the text says explicitly | I can cite strong and thorough textual evidence to support my analysis of inferences drawn from the text. | I can make inferences about complex relationships (e.g., the cause of an event or phenomenon) in narratives and informational texts.) |
|  | | | |
| **Building Background Knowledge and Skills: Flashback Standard**  **Standard: 8.RI.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | | | |
|  | | | |
| **Extending Knowledge and Skills: Preview Standard**  **Standard: 11-12.RI.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the  text, including determining where the text leaves matters uncertain. | | | |

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| **Essential Knowledge/Concepts**  ***What Do Students Need to Know/Understand?***  **List the underlined nouns.** | **Essential Skills**  ***What Do Students Need to Be Able to Do?***  **List the circled (or *italicized*) verbs.** |
| **DOK Level**  **Level of content complexity rather than content difficulty.** |
| **WONDER Questions**  ***How can we capture student wonder?***  **\*Including open-ended and ‘second’ questions** | **Essential Vocabulary**  ***What Do Students Need to Comprehend?***  **List all key vocabulary** |
| **Learning Objectives aligned to the Standard**  ***What are the Learning Intentions and Success Criteria that will guide student progress?*** | |
| **Evidence of Student Mastery?**  ***How will we know when they know it?***  ***How will we encourage each student to try?*** | |
| **Specific Instructional Framework?**  ***What will we do to help them know/understand/can do it?***  ***What will we do for students who still don’t know it?***  ***What will we do for students who already know it?*** | |

Providing Pathways to Excellence for Each Student

**ELA 9-10**

**Unwrap a Standard: *What do students have to know and be able to do?***

**Domain: Reading Standards for Informational Text**

**Cluster**: **Key Idea and Details**

**Domain/Reporting Category** (if applicable)**:**

**Standard: 9-10 RI.1 Cite** strong and **thorough** textual evidence to **support** **analysis** of what the text says explicitly as well as **inferences** drawn from the text.

**Performance/Achievement Level Descriptors**

|  |  |  |  |
| --- | --- | --- | --- |
| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| I can **determine** the main idea of the text. | I can **cite** strong and thorough textual evidence to support my **analysis** of what the text says explicitly | I can **cite** strong and thorough textual evidence to support my **analysis** of inferences drawn from the text. | I can **make** **inferences** about complex relationships (e.g., the cause of an event or phenomenon) in narratives and informational texts. |
|  | | | |
| **Building Background Knowledge and Skills: Flashback Standard**  **Standard: 8.RI.1 Cite** the textual evidence that most strongly supports an **analysis** of what the text says explicitly as well as **inferences** drawn from the text. | | | |
|  | | | |
| **Extending Knowledge and Skills: Preview Standard**  **Standard: 11-12.RI.1 Cite** strong and thorough textual evidence to support **analysis** of what the text says explicitly as well as **inferences** drawn from the  text, including determining where the text leaves matters uncertain. | | | |

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| --- | --- |
| **Essential Knowledge/Concepts**  ***What Do Students Need to Know/Understand?***  **List the underlined nouns.**  Main Idea Supporting Detail  Textual Evidence Explicitly Stated  Inferences | **Essential Skills**  ***What Do Students Need to Be Able to Do?***  **List the circled (or *italicized*) verbs.**  Determine Cite evidence Infer  Analyze Support analysis Explain  Justify |
| **DOK Level**  **Level of content complexity rather than content difficulty.**  DOK 1 DOK 2 DOK 3 |
| **WONDER Questions**  ***How can we capture student wonder?***  **\*Including open-ended and ‘second’ questions** | **Essential Vocabulary**  ***What Do Students Need to Comprehend?***  **List all key vocabulary**  Main Idea Supporting Details Infer  Textual Evidence Explicitly Stated  Analyze |
| **Learning Objectives aligned to the Standard**  ***What are the Learning Intentions and Success Criteria that will guide student progress?***  ***See attached Learning Intention and Success Criteria*** | |
| **Evidence of Student Understanding?**  ***How will we know when they know it?***  ***How will we encourage each student to try?***  ***See attached Diagnostic Formative Assessment (Quick Check)*** | |
| **Specific Instructional Framework?**  ***What will we do to help them know/understand/can do it?***  ***What will we do for students who still don’t know it?***  ***What will we do for students who already know it?***  ***See attached Thinking Routines*** | |

Diagnostic Formative Assessment (DFA)

Checking for Understanding

***How will we know when they know it?***

***How will we encourage each student to try?***

**Passage 1:**

Arizona is home to a rich tapestry of Indigenous cultures that have inhabited the land for thousands of years. The state is home to 22 federally recognized tribes, each with its own unique traditions, languages, and histories. Some of the prominent tribes in Arizona include the Navajo, Hopi, Apache, Tohono O'odham, and Pueblo peoples.

The Navajo Nation is the largest tribe in Arizona, known for their intricate artistry in weaving and jewelry-making. The Hopi people are recognized for their traditional villages on mesas and their vibrant Kachina dolls. The Apache tribes are known for their strong warrior traditions and skilled craftsmanship. The Tohono O'odham people have a deep connection to the land and are known for their basket weaving. The Pueblo tribes have a rich cultural heritage that includes pottery-making and intricate dances.

The indigenous peoples have a deep spiritual connection to the land and their ancestors, often reflected in their ceremonies, songs, and art. They have faced challenges throughout history, including forced relocation, discrimination, and attempts to erase their cultures. Despite these challenges, many Indigenous communities in Arizona continue to preserve and celebrate their traditions, passing down their knowledge to future generations.

It is important to recognize and honor the contributions of Arizona's Indigenous peoples to the state's history and culture. By learning about their traditions and histories, we can gain a deeper appreciation for the diverse tapestry of cultures that make Arizona such a unique and vibrant place to call home.

**Item #1:** Alignment to ALD 9-10.RI.1.**0** (Flashback to 8.RI.1)

What are the Tohono O’odham people known for?

1. Intricate dances
2. Jewelry-making
3. Basket weaving
4. Weaving

**Item #2:** Alignment to ALD 9-10.RI.1.**1**

What are the Navajo known for in terms of their artistry?

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**Item #3:** Alignment to ALD 9-10.RI.1.**2**

Describe one aspect of the cultural heritage of the Pueblo people mentioned in the text? Include textual evidence to support your description.

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**Item #4:** Alignment to ALD 9-10.RI.1.**3**

What does the text suggest about the spiritual connection of the Indigenous peoples to the land and their ancestors? Cite textual evidence to support your explanation.

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**Item #5:** Alignment to ALD 9-10.RI.1.**3**

What inferences can be made about the significance of ceremonies, songs and art in Indigenous cultures?

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**Item #6:** Alignment to ALD 9-10.RI.1.**4**

Why is it important to learn about the histories and traditions of Arizona’s Indigenous peoples in the text?

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**Charting My Progress Reaching My Personal Goals ELA 9-10.RI.1**

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| --- | --- | --- |
| **Learning Intention:** I am learning to cite strong and thorough textual evidence to support my analysis of what the text says explicitly and my inferences drawn from the text. | | |
| **My Success Criteria** | **?** | **Why am I learning This?** |
| I can identify specific details and facts directly stated in the text. | I’m There  On My Way  Getting Started | **Why bother?** |
| I can quote accurately from the text to support my points. | I’m There  On My Way  Getting Started |
| I can identify clues in the text that suggest deeper meanings or ideas. | I’m There  On My Way  Getting Started |
| I can explain how these clues lead to inferences about characters, events, or themes. | I’m There  On My Way  Getting Started |
| I can choose evidence from the text that directly relates to the analysis I am making. | I’m There  On My Way  Getting Started |
| I can explain why the evidence I selected is strong and relevant to my analysis. | I’m There  On My Way  Getting Started |
| I can organize my analysis in a clear and logical manner. | I’m There  On My Way  Getting Started |
| I can reflect on my analysis and consider alternative interpretations or perspectives. | I’m There  On My Way  Getting Started |
| **Vocabulary:**  Main Idea Supporting Details Infer Textual Evidence Explicitly Stated  Analyze | | |
| **ELP:** | **Standard:**  AZ 9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | |
| **What stuck with me? Why is it important to remember?**  (include any combination of images, numbers, and words) | | |

**Guided Group Lesson**

Standard: . Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Date:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group Members | Emerging | Developing | Proficient | Distinguished |
|  |  |  |  |

Warm-Up:

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| Trio of thought: With your partners, carefully read the passage and annotate it, highlighting key details and inferences you can make. Prepare to explain and justify your observations. |

Vocabulary

Main Idea Supporting Details Infer

Textual Evidence Explicitly Stated

Analyze

|  |  |  |  |
| --- | --- | --- | --- |
| Emerging | Developing | Proficient | Distinguished |
| Lesson focus:  Storyboard Sequence: With a partner, illustrate a sequence of events from the text, annotating each frame with supporting evidence. | Lesson focus:  Multimedia presentation: Create a slideshow or video that showcases key textual evidence and explains how it supports the main idea. | Lesson focus:  Partner scavenger hunt: . Scan a text and find specific examples of explicit and implicit evidence to support the author’s claims. | Lesson focus:  Compare and Contrast Game: Analyze the two related texts, identifying similarities and differences in how the authors use evidence to support the central ideas. |

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| Observations: |  | Next Steps: |
| What you notice about your students during small group instruction. | What will you do with these students next? Change groups, repeat, etc. |

**Guided Group Lesson**

Standard: .

Date:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group Members | Emerging | Developing | Proficient | Distinguished |
| Student  Names | Student  Names | Student  Names | Student  Names |

Warm-Up:

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| Warm-up Task to Focus students on objective/standard. |

Vocabulary

|  |  |  |  |
| --- | --- | --- | --- |
| Emerging | Developing | Proficient | Distinguished |
| Lesson focus:  Task to move Emerging students to Developing Understanding | Lesson focus:  Task to move Developing students to Proficient Understanding | Lesson focus:  Task to move Proficient students to Distinguished Understanding | Lesson focus:  Task to move Distinguished students to Preview Standard Understanding |

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| --- | --- | --- |
| Observations: |  | Next Steps: |
| What you notice about your students during small group instruction. | What will you do with these students next? Change groups, repeat, etc. |