

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.

<p>ESSENTIAL KNOWLEDGE/CONCEPTS <i>What Do Students Need to Know/Understand?</i> List the underlined nouns.</p>	<p>ESSENTIAL SKILLS <i>What Do Students Need to Be Able to Do?</i> List the circled (or <i>italicized</i>) verbs.</p>
<p>WONDER QUESTIONS <i>How can we capture student wonder?</i> *Including open-ended and 'second' questions ○</p>	<p>DOK LEVEL Level of content complexity rather than content difficulty.</p> <p>ESSENTIAL VOCABULARY <i>What Do Students Need to Comprehend?</i> List all key vocabulary</p>
<p align="center">LEARNING OBJECTIVES ALIGNED TO THE STANDARD <i>What are the Learning Intentions and Success Criteria that will guide student progress?</i></p>	
<p align="center">EVIDENCE OF STUDENT MASTERY? <i>How will we know when they know it?</i> <i>How will we encourage each student to try?</i></p>	
<p align="center">SPECIFIC INSTRUCTIONAL FRAMEWORK? <i>What will we do to help them know/understand/can do it?</i> <i>What will we do for students who still don't know it?</i> <i>What will we do for students who already know it?</i></p>	

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 <u>main idea</u> of the text.	I can cite strong and thorough textual evidence to support my analysis of what <u>the text says explicitly</u>	I can cite strong and thorough textual evidence to support my analysis of <u>inferences drawn</u> from the text.	I can make inferences about <u>complex relationships</u> (e.g., the <u>cause of an event or phenomenon</u>) 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.

<p>ESSENTIAL KNOWLEDGE/CONCEPTS <i>What Do Students Need to Know/Understand?</i> List the underlined nouns.</p> <p>Main Idea Supporting Detail</p> <p>Textual Evidence Explicitly Stated</p> <p>Inferences</p>	<p>ESSENTIAL SKILLS <i>What Do Students Need to Be Able to Do?</i> List the circled (or <i>italicized</i>) verbs.</p> <p>Determine Cite evidence Infer</p> <p>Analyze Support analysis Explain</p> <p>Justify</p> <p>DOK LEVEL Level of content complexity rather than content difficulty.</p> <p style="text-align: center;">DOK 1 DOK 2 DOK 3</p>
<p>WONDER QUESTIONS <i>How can we capture student wonder?</i> *Including open-ended and 'second' questions</p>	<p>ESSENTIAL VOCABULARY <i>What Do Students Need to Comprehend?</i> List all key vocabulary</p> <p>Main Idea Supporting Details Infer</p> <p>Textual Evidence Explicitly Stated</p> <p>Analyze</p>
<p style="text-align: center;">LEARNING OBJECTIVES ALIGNED TO THE STANDARD <i>What are the Learning Intentions and Success Criteria that will guide student progress?</i></p> <p style="text-align: center;">See attached Learning Intention and Success Criteria</p>	
<p style="text-align: center;">EVIDENCE OF STUDENT UNDERSTANDING? <i>How will we know when they know it?</i> <i>How will we encourage each student to try?</i></p> <p style="text-align: center;">See attached Diagnostic Formative Assessment (Quick Check)</p>	
<p style="text-align: center;">SPECIFIC INSTRUCTIONAL FRAMEWORK? <i>What will we do to help them know/understand/can do it?</i> <i>What will we do for students who still don't know it?</i> <i>What will we do for students who already know it?</i></p> <p style="text-align: center;">See attached Thinking Routines</p>	

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?

- A. Intricate dances
- B. Jewelry-making
- C. Basket weaving
- D. Weaving

Item #2: Alignment to ALD 9-10.RI.1.1

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

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.

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.

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?

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?

<p>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.</p>		
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	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>Why bother?</p> </div>
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	
<p>Vocabulary: Main Idea Supporting Details Infer Textual Evidence Explicitly Stated Analyze</p>		
<p>ELP:</p>	<p>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.</p>	
<p>What stuck with me? Why is it important to remember? (include any combination of images, numbers, and words)</p>		

Guided Group Lesson

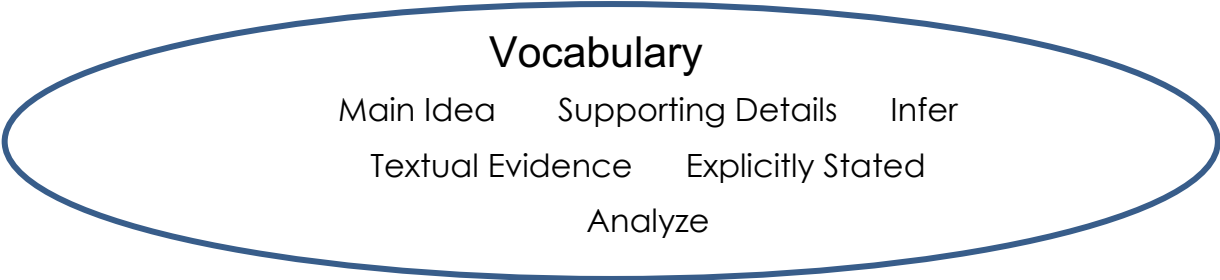
Standard: . Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Date:

Group Members	Emerging	Developing	Proficient	Distinguished

Warm-Up:

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.



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.

Observations:
What you notice about your students during small group instruction.

Next Steps:
What will you do with these students next?
Change groups, repeat, etc.

Guided Group Lesson

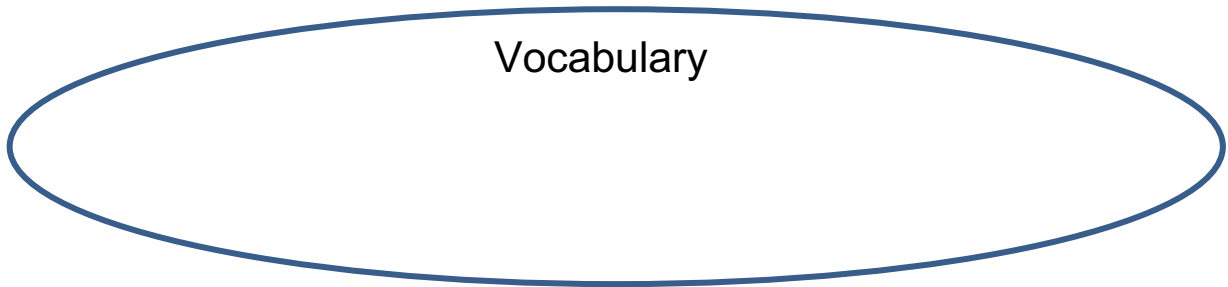
Standard: .

Date:

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

Warm-Up:

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



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

Observations:
What you notice about your students during small group instruction.

Next Steps:
What will you do with these students next?
Change groups, repeat, etc.