

## **DISTRICT LANGUAGE ARTS 5 YEAR PLAN**

### **EQUITY**

**We will ensure high quality learning for every student by**

#### **2009-2010**

- Revising bell ringer work keys for Juniors
- Developing bell ringer work keys for Freshmen and Sophomores
- Developing daily ACT reading questions for Freshman-Junior courses
- Incorporating vocabulary word of the day
- Incorporating novel selection in DCAC process
- Implementing summer curriculum template to reflect one-year projection

#### **2010-2011**

- Implementing updated bell ringer work keys for Juniors
- Implementing bell ringer work keys for Freshmen and Sophomores
- Implementing daily ACT reading questions for Freshman-Junior courses
- Implementing vocabulary word of the day
- Implementing novel adoption process
- Incorporating revised summer curriculum process

#### **2011-2012**

- Evaluating bell ringer work keys for Freshmen and Sophomores
- Evaluating daily ACT reading questions for Freshman-Junior courses
- Updating vocabulary word of the day
- Updating novel adoption process
- Evaluating revised summer curriculum process

#### **2012-2013**

- Revising bell ringer work keys for Freshmen and Sophomores
- Revising daily ACT reading questions for Freshman-Junior courses
- Evaluating vocabulary word of the day
- Evaluating and select possible new novels

#### **2013-2014**

- Updating daily ACT reading questions for Freshman-Junior courses
- Revising vocabulary word of the day
- Implementing any new novels

## **TEACHING AND LEARNING**

**We will ensure high expectations and access to meaningful content every day by**

### **2009-2010**

- Beginning to incorporate RtI strategies for all students
- Beginning to incorporate DI strategies into all Language Arts courses
- Incorporating Social Studies and Language Arts Pre-AP partnership

### **2010-2011**

- Fully implementing RtI strategies for all students
- Fully implementing DI strategies into all Language Arts courses
- Implementing Social Studies and Language Arts Pre-AP partnership

### **2011-2012**

- Evaluating RtI process
- Refining DI strategies into all Language Arts courses
- Evaluating Social Studies and Language Arts Pre-AP partnership

### **2012-2013**

- Updating and revising RtI process
- Incorporating new DI strategies
- Updating and revising Social Studies and Language Arts Pre-AP partnership

### **2013-2014**

- Continuing RtI process
- Continuing DI practices in all Language Arts courses
- Continuing Social Studies and Language Arts Pre-AP partnership

## **CURRICULUM**

**We will ensure meaningful and relevant content in every lesson by**

### **2009-2010**

- Incorporating reading strategy-based curriculum into Reading I
- Reviewing grammar text for grades 9-12 for possible adoption
- Incorporating Freshman writing diagnostic exam and rubric
- Incorporating Mock ACT Writing prompts and rubric in Sophomore and Junior courses

### **2010-2011**

- Implementing reading strategy-based curriculum into Reading I
- Adopting and implementing grammar text for grades 9-12
- Implementing Freshman writing diagnostic exam and rubric
- Implementing Mock ACT Writing prompts and rubric in Sophomore and Junior courses

### **2011-2012**

- Evaluating reading strategy-based curriculum for Reading I
- Incorporating reading strategy-based curriculum into Reading II
- Evaluating grammar text usage for grades 9-12
- Incorporating diagnostic exam data into English 9 course preparation and revisions
- Incorporating Mock ACT Writing data into Sophomore and Junior course preparation and revisions

### **2012-2013**

- Implement reading strategy-based curriculum into Reading II
- Refining grammar text usage for grades 9-12
- Continuing MCT data review for Sophomore English Team
- Continue Mock ACT data review for Sophomore and Junior Teams

### **2013-2014**

- Evaluating reading strategy-based curriculum for Reading II
- Reassess usage needs for grades 11-12
- Continuing MCT data review for Junior English Team
- Continue Mock ACT data review for Sophomore and Junior Teams