



Doral Academy of Nevada ELA Curriculum Overview

K-5 Reading: Reading Wonders

Publisher: McGraw Hill/Copyright: 2020

Grades K-1: Accessible texts are aligned to the foundational skills scope and sequence. The weekly units of study alternate between literary and informational, each focused on a content-based inquiry question with a common core (NVACS) anchor standard and key skills.

Grades 2-5: Text evidence skills are developed through close reading of a variety of text including short apprentice texts and longer anchor texts. The suggested structure is organized into genre studies lasting 1-2 weeks with a common core (NVACS) anchor standard and key skills.

Differentiation: Resources and guided lessons connect to weekly instruction to provide all students with scaffolding and/or extensions.

English Language Learners: Instruction is integrated into the core curriculum providing academic and social language acquisition. Resources from newcomers to advanced proficiency are built in to ensure equity of access.

K-5 Writing: Units of Study by Lucy Calkins/Wonders Performance Tasks

Publisher: Heinemann/Copyright: 2013

Students engage in 3-4 Units of Study focused on the common core (NVACS) Text Types and Purposes including:

Units of Study: Opinion, Informative, and Narrative. Each unit represents 6-8 weeks of teaching and composing. The following essentials for writing embody Doral's philosophy of teaching writing:

- Writing needs to be taught with explicit instruction and ample opportunity to practice.
- Students deserve to write the kinds of texts they see in the world.
- Writers write to put meaning onto the page.
- Students need opportunity and instruction to cycle through the writing process: rehearsing, drafting, revising, editing, and publishing.
- Writer's read in order to study an author's craft.
- Students need clear goals and frequent feedback.

Performance Tasks: Wonders Performance Tasks integrate student's writing craft with common core (NVACS) writing/research standards. Teachers provide instruction on using information from given sources to write brief and full texts based on a question or prompt. Graphic organizers are taught to assist in organization of research-based writing.

6-12 Reading and Writing: Springboard

Publisher: College Board/Copyright: 2019

Springboard ELA integrates reading, writing, speaking, and listening.

Springboard Reading approaches reading with texts from a variety of genres. Students build extensive content knowledge with close reading and analysis of texts, critical viewing of select films, dialogic discussion, and independent reading. Flexible novel units provide analytical opportunities to reach greater depth of knowledge and endurance.

Springboard Writing features instruction in argumentative, explanatory/informative, and narrative with a writing task integrated into each embedded assessment.

Blended Learning: Zinc Learning Labs is an online library of nonfiction and fiction texts with gamified vocabulary development. It is part of the Springboard platform. Teachers also use NEWSOLA at multiple sites, providing instruction on informational text through motivating articles on current events.



Doral Academy of Nevada

High School Honors and AP Curriculum Overview

10th Honors~ American/World Literature

Publisher: Various

Course Description: This one-year course studies the most prolific period of U.S. literature as well as contemporary texts from outside of the United States and Europe. From the origins of the U.S. realist novel to the poetics and poetry of modernism to various postmodern forms of expression on a global scale, this course surveys major aesthetic shifts and the social history that shapes them. Students will focus upon novelists like Mark Twain, Chinua Achebe, Kate Chopin, Edith Wharton, William Faulkner, and Ralph Ellison; poets like Emily Dickinson and Walt Whitman; as well as essays by figures such as Richard Wright and Martin Luther King, Jr. Through these authors, their eras and movements, this course will repeatedly return to the idea of what makes American literature “American”. This framework will inform how students examine the relationship between the production of American Literature and the production of World Literature.

AP Literature and Composition

Publisher: Various

Course Description: This one-year course is a survey of English Literature from the Anglo-Saxon period through the 20th century. Emphasis will be placed on the development of advanced thinking and composition skills, as well as skills and content necessary to succeed on the Advanced Placement exam in this area. This Advanced Placement Literature and Writing course is designed to teach introductory-college writing through the fundamentals of rhetorical theory, and follows the curricular requirements described in the AP English Course Description. To this end, some study of American literature and World Literature will be undertaken during the course of the year. Students will closely analyze their own writing, and the class will cover the elements of upper-level writing throughout the year, including: invention and the artistic proofs (ethos, pathos, logos), disposition or structure, and style (diction, syntax, figurative language, mechanics). Because passing the AP exam usually means earning college credit, the literature presented in this course is aimed at the college student and will be studied as such. This course fulfills one of the English credits or the arts humanities credit required for graduation. This course is designed to comply with the curricular requirements described in the *AP English Course Description*.

AP Language and Composition

Publisher: Various

Course Description: This one-year course provides instruction in English language and composition: reading, writing, speaking, listening, and language skills. CollegeBoard describes this course as a rigorous endeavor that “cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement.” CollegeBoard expects “students [to] deepen and expand their understanding of the way written language functions rhetorically, [which means to] communicate writers’ intentions and elicit readers’ responses in particular situations.” Students’ speaking, listening, and presentation skills are enhanced with opportunities for both formal and informal presentations and discussions. The application of academic vocabulary is elemental to the curriculum. The appropriate use of technology and digital media is an integral part of this course. This course fulfills one of the English credits required for high school graduation.