"Community and Civic Engagement"

Lawrence High School
Second Year English Language Arts

Organization

The following documents represent the range and organization of the Massachusetts English Language Arts Curriculum Frameworks that students must master upon completion of their second year of English, along with the skills, learning outcomes, assessments, text-sets and materials connected with said Standards. The curriculum documents are organized into six units of study, with dates provided as a guide for pacing the teaching of the unit. While the documents outline the specific theme of "civic and community engagement," as well as some required extended texts, the intention of the document is not to dictate all that teachers teach, or how teachers teach. It is the expectation that teachers will adhere to the minimum requirements for the sake of consistency and cohesion in the delivery of the MA ELA Standards, but that they will also feel free to use the documents as the starting point for their own unit and lesson development. Teachers are further encouraged to tailor the units and themes to the specific needs of their students and theme of their school.

Course Description

Students in second year English will build on the knowledge they gain in their first year English course by reading a wide variety of fiction and non-fiction. They will learn to read critically and to compare and contrast ideas, themes, and concepts. Students will demonstrate their ability to produce coherent, well supported, and carefully crafted writing through a variety of assignments including explanatory, argumentative, narrative, and research writing. It is important for students to consider the connection between literature and the human condition as it relates to both our country and the global community; therefore, the course will focus on the theme of Community and Civic Engagement. Required readings may include *Oedipus* (Sophocles), *'Night* (Wiesel), *I Know Why The Caged Bird Sings* (Angelou) and *In The Time of the Butterflies* (Alvarez).

Course Levels:

Each of the English courses is offered at the honors and the college prep levels. While the standards and learning outcomes will remain the same regardless of course level, the amount of teacher support and student modification will vary between the honors and college prep level. These modifications include, but are not limited to, a higher volume of reading assignments, as well as more challenging written assignments to be completed with a higher degree of student independence. It is the expectation that teachers specializing in ESL and special education will make the necessary accommodations that said sub groups require.

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Contents

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Language Progressive Skills

At the beginning of each grade level all students will be administered a writing pre-assessment, which will assess for the language standards that are outlined by the MA ELA Frameworks. Teachers should use the data from this assessment to determine areas of need in relation to language skills, and plan instruction in those areas. Additionally, teachers will revisit language skill building as they assess students throughout the year via writing assignments and oral language proficiency.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	X	X	X	X	X	X	X	X
L.3.3a. Choose words and phrases for effect.	X	X	X	X	X	X	X	X
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		X	X	X	X	X	X	X
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).		X	X	X	X	X	X	X
L.4.3a. Choose words and phrases to convey ideas precisely.*		X	X					
L.4.3b. Choose punctuation for effect.		X	X	X	X	X	X	X
L.5.1d. Recognize and correct inappropriate shifts in verb tense.			X	X	X	X	X	X
L.5.2a. Use punctuation to separate items in a series.†			X	X	X	X	X	
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.				X	X	X	X	X
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				X	X	X	X	X
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.				X	X	X	X	X
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				X	X	X	X	X
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡				X	X	X	X	
L.6.3b. Maintain consistency in style and tone.				X	X	X	X	X
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.					X	X	X	X
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					X	X	X	X
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.						X	X	X
L.9–10.1a. Use parallel structure.							X	X

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Introduction and WIDA Standards

Lawrence is a sheltered instruction district meaning that we have both English language development classes as well as the expectation that all courses are sheltered so that English Language Learners (ELLs) have access to the curriculum. 92% of LPS students come from homes that speak a different native language, 24% of the student population is coded as an ELL, and 30% are former ELLs. This means that all teachers in Lawrence need to be aware of the linguistic challenges that their students face and have the strategies to maintain high expectations for these students while at the same time allowing them to grow linguistically across content areas. This document provides all teachers a framework to approach teaching ELL students while enhancing instruction for all students in the district. WIDA Can Do Descriptors can be found at http://www.wida.us/standards/CAN_DOs/

One important component of good ELL instruction is the implementation of English Language Proficiency (ELP) standards and assessments. WiDA, World-class Instructional Design and Assessment, is a system of ELP standards and assessments that is rooted in the philosophy of advancing academic language development and academic achievement for ELLs.

The WiDA system consists of five ELP standards that are intended to be integrated into the Massachusetts Curriculum Frameworks:

ELP Standard 1:	ELLs communicate for **social and instructional** purposes within a school building
ELP Standard 2:	ELLs communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts**
ELP Standard 3:	ELLs communicate information, ideas and concepts necessary for academic success in the content area of **Mathematics**
ELP Standard 4:	ELLs communicate information, ideas and concepts necessary for academic success in the content area of **Science**
ELP Standard 5:	ELLs communicate information, ideas and concepts necessary for academic success in the content area of **Social Studies**

The WiDA system consists of two assessments:

W-APT	Exam administered by a school when the parent designates that the home language is other than English to determine ELL status
ACCESS	Annual exam administered by a school that measures proficiency across the four language domains (reading, writing, listening, speaking)
Rubrics	Speaking and Writing rubrics intended to be used by teachers on a formative basis on classroom level tasks

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Planning Scaffolds and Supports for ELLs within a Unit

When a teacher begins to plan to teach a unit, he/she first needs to think about the ELL students in their classroom and review the students' English language proficiency levels. Once a teacher knows the level of the students, they can plot these students on the "CAN DO Descriptors" in order to see to what extent they need to differentiate the objectives/activities/assessments for the unit so that all students have access to the curriculum and content. This means thinking about both the unit and daily outcomes and figuring out what needs to be put in place so that the ELLs are able to complete the same outcomes and fully participate in the learning.

Questions to consider when scaffolding a unit:

1) What kind of context/background knowledge do the students need to have prior to this unit?
2) What vocabulary needs to be identified and pre-taught?
3) What text features need to be explicitly taught so that they understand the genre and style of the text?
4) What explicit connections can students make with the text?

More specifically, when thinking about daily lesson plans and objectives, teachers need to plan what supports need to be in place for the specific daily outcome.

Examples of supports for a daily lesson plan:

Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures and Photographs • Illustrations, diagrams and drawings • Magazines and Newspapers • Physical activities • Videos and Films • Broadcasts • Models and Figures	• Charts • Graphic Organizers • Tables • Graphs • Timelines • Number Lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

Vocabulary Standards and Instructional Strategies

The Massachusetts Curriculum Framework for English Language Arts and Literacy outlines specific vocabulary proficiencies that must be attained by the end of each grade level. These vocabulary standards are represented in Strands for both Reading Literature and Informational Text. In addition the Language Standards 3-6 also outline vocabulary specific skills that must be practiced and mastered to proficiency by the conclusion of grades 11-12. It is the expectation that students at Lawrence High School receive regular and consistent instruction around the following vocabulary skills.

➢ Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

➢ Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

➢ Determine the meaning of unknown and multiple-meaning words and phrases using a range of strategies, including:
- Use context as a clue to the meaning of words and phrases.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, it's part of speech, its etymology, or its standard usage.
- Verify the preliminary determination of the meaning of a word or phrase.

➢ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by interpreting figures of speech in context and analyze their role in the text, and analyzing nuances in the meaning of words with similar denotations.

➢ Acquire and use accurately general and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Evidence of students' work on the above should be apparent in students' notebooks. Specific vocabulary strategies have been included in the "teacher resource" section of this document as a suggested guide for vocabulary instruction.

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Unit 1	**August 20 – September 26** *In The Time of the Butterflies* **by Julia Alvarez** **Fiction/Explanatory Writing**
Essential Questions:	❖ How can standing up for what you believe to be right impact the community in which you live? ❖ What is the importance of remembering in writing? ❖ What is the connection between historical events and fiction?
MA ELA Standards	**RL2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **RL7:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). **MA.8.A:** Relate a work of fiction, poetry, or drama to the seminal ideas of its time. **Rl3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **RI2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **RI3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **RL6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. **W2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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| Concepts and Skills | Theme   Main Idea

Culture   Point of View

Informative Writing   Narrative Writing

Plot Development   Setting

Tone   Foreshadowing

Character Development   Sequence of Events

Figurative Language   Symbolism

Social Justice   Dictatorship

Allusion | **RL&RI1:** Cite strong and thorough textual evidence to support analysis of what the text says.
RL&RI4: Determine the meaning of words and phrases as they are used in the text, including figurative meanings.
SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics*, *texts*.
SL4: Present information, findings, and supporting evidence clearly, concisely, and logically.
SL5: Make strategic use of digital media (e.g., textual, graphical) in presentations to enhance understanding of findings.
W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
W6: 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.
W2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions.
W2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. |
| Content Objectives | Students will:
❖ Determine the major themes in *In the Time of the Butterflies*, and relate one or more of these themes to another work of literature.
❖ Determine the main idea in *In the Time of the Butterflies* and relate this main idea to a work of short non-fiction that addresses similar topics.
❖ Describe how the main characters develop over the course of *In the Time of the Butterflies*, and explain how the development of the character contributes to the reader's understanding of theme in the novel.
❖ Explain how the events of *In the Time of the Butterflies* relate to the seminal ideas of that time period in the Dominican Republic.
❖ Analyze the representation of a work of art, photography or poetry related to one or more of the themes in *In the Time of the Butterflies*, and compare and contrast how the same theme can be presented in different ways.
❖ Compare and contrast the ways in which a work of fiction and a work of non-fiction unfold their plot lines/series of events, and relate these works to one or more of the themes explored in *In the Time of the Butterflies*
❖ Identify both the particular point of view and cultural experience reflected in *In the Time of the Butterflies*, and explain how these two elements interact to contribute to the theme of the novel.
❖ Convey complex ideas, concepts and information about *In the Time of the Butterflies* clearly and accurately through informative/explanatory writing.
❖ Create real life narratives related to your particular cultural experience using effective narrative techniques. | |

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Assessments/ Products	**Types of Writing** **Routine Writing:** Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model. **Writing Assessment – Explanatory Essay:** *Example Essay Question: Examine the theme of courage in the novel. While Minerva Mirabal may be considered more outwardly brave, how is each sister courageous in her own way?* **Narrative Essay:** *Example assignment: Students will write about an important event in their life of family history that changed the course of their future. This could be either from their own life or something from a family member or friend.* **Standards and Content addressed in this unit will also be assessed on the district-wide Common Assessment in January**
Texts	**1 Extended Work of Fiction:** *In the Time of the Butterflies* by Julia Alvarez **2 Short Informational Texts** **Suggested Supplemental Reading/Materials:** "Declaration of Sentiments" by Elizabeth Cady Stanton The 19th Amendment "The Rights of Women" by Anna Laetitia Barbauld (Poetry) "My Name" from The House on Mango Street (Short Fiction) ***See list of supplementary titles in the appendix for additional titles**

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Unit 2	**September 29 – October 31 (Term 1 Ends October 24)** **Oedipus Rex and Antigone (Fiction/Drama)** **Argumentative Writing**
Essential Questions:	❖ How is drama different from other genres? ❖ When dark secrets are revealed, how does society deal with them? ❖ When leaders act wrongly, what should be done? ❖ How do you know when something is true? How is truth identified?
MA ELA Standards	**RL2**: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **RL6**: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. **RL5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time create such effects as mystery, tension, or surprise. **RL7:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. **RL9:** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). **RI9:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. **MA.8.A:** Relate a work of fiction, poetry, to the seminal ideas of its time. **W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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Concepts and Skills	Greek Drama Stage Direction Theme Main Idea Tragic Hero Tragic Flaw Setting Prologue Parados Recognition Hubris Fate v. Freewill Episode Exodus Chorus Dramatic irony Monologue Aside Figurative Language	**RL&RI1:** Cite strong and thorough textual evidence to support analysis of what the text says. **RL&RI4:** Determine the meaning of words and phrases as they are used in the text, including figurative meanings. **SL1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics*, *texts*, *and issues.* **SL4:** Present information, findings, and supporting evidence clearly, concisely, and logically. **SL5:** Make strategic use of digital media (e.g., textual, graphical) in presentations to enhance understanding of findings. **W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W6:** 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. **W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W1a:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s). **W1b:** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both.
Content Objectives	Students will: ❖ Identify two or more themes within and across *Oedipus Rex* and *Antigone*, and explain how they interact and build on one another to create overall meaning in a work. ❖ Delineate the structure that the author uses in *Oedipus Rex* and *Antigone*, and explain how this structure relates to the overall meaning of the play. ❖ Identify the elements of Greek Drama in *Oedipus Rex* and *Antigone*, and explain the impact that these elements on the reader's interpretation of the plays. ❖ Compare and contrast how two or more texts from the same time period treat similar topics, and explain how these topics relate to the historical and contemporary context. ❖ Explain how the author structures certain parts of the play, and explain how that structure contributes to the aesthetic impact of the play. ❖ Explain how major characters develop within and across *Oedipus Rex* and *Antigone* and determine the relationships between this development and the elements of Greek drama. ❖ Describe the structure of works of Greek drama, and explain how this structure has an impact on the meaning and aesthetic impact of the work. ❖ Compare and contrast multiple interpretations of a work of drama, and evaluate how each version interprets the original text. ❖ Write arguments in support of a claim related to a work of Greek Drama using valid reasoning, and sufficient evidence. ❖ Create a narrative of a real or imagined experience related to one of the themes within the three plays, using effective narrative technique.	

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Assessments/ Products	**Types of Writing** **Routine Writing:** Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model. **Writing Assessment-Argumentative Writing:** *Example Essay Question: The idea of fate versus freewill plays a major role in the development and outcome of the Oedipus Rex and Antigone. In a well-developed essay choose one of the tragic figures from the plays that we explore this unit, and create an argument which delineates whether fate or freewill ultimately lead to the tragic outcome for the character. Be sure to include relevant and specific examples from the play to support your thesis.* **Standards and Content from this unit will also be assessed on the district-wide Common Assessment in January**
Texts	**1 Extended Work of Literature:** *Oedipus Rex* and *Antigone* 1 Short Work of Literature, 1 Short Informational Text: (See list of suggested titles) **Suggested Supplementary Reading/Materials:** Jokasta by Ruth Eisenberg Excerpts from The Poetics of Aristotle Articles related to Freud's Psychosexual Theories, especially in relation to the "Oedipus Complex" ***See list of supplementary titles in the appendix for additional titles**

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Unit 3	November 3 – December 19 *Night* by Elie Wiesel (Non-Fiction/Fiction) **Explanatory Writing, Narrative Writing**
Essential Questions	❖ How do the elements of literature connect to bring about meaning in a text? ❖ What is our moral obligation to those within and outside of our community? ❖ How can we understand and justify tragedies?
MA ELA Standards	❖ **RL2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ❖ **RL3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. ❖ **RL5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. ❖ **MA.8.A:** Relate a work of fiction, poetry, to the seminal ideas of its time. ❖ **RI2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ❖ **RI5:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). ❖ **RI6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. ❖ **W2**: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ❖ **W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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Concepts and Skills	Memoir Citation Main Idea Character Development Objective Summary Argument Narration Holocaust Propaganda Motif Theme Atrocity	Conflict Foreshadowing Symbolism Plot Sequence Internal Conflict External Conflict Social Injustice Figurative Language Author's Purpose Genocide Context Clues	**RL&RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly. **RL&RI4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. **SL1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues building on others' ideas. **SL4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. **SL5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings. **W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience **W6:** 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. **W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W2a:** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions. **W2b:** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
Content Objectives	**Students will:**		

Students will:
- ❖ Identify two main ideas in *Night*, and explain how they interact and build on one another to create overall meaning within the book.
- ❖ Identify themes in throughout *Night,* and explain how those themes are revealed through the literary elements represented in the book.
- ❖ Identify symbolism throughout *Night*, and explain how these symbols contribute to the overall meaning of the book.
- ❖ Explain the plot structure of *Night*, and explain how the author uses this structure to create suspense and tension for the reader.
- ❖ Describe how the experiences of the main character impact the development of said character, and explain how the development of the characters contributes to the plot and themes presented within the book.
- ❖ Identify two or more complex ideas in a short work of non-fiction, explain how these ideas interact and develop through an objective summary, and relate these ideas to one of the major themes of *Night*.
- ❖ Determine an author's point of view or purpose in a work of short non-fiction, and analyze how an author uses rhetoric to advance that point of view or purpose.
- ❖ Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a work of short non-fiction.

- ❖ Convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- ❖ Develop a topic related to the book *Night* in writing with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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Assessments/ Products	**Types of Writing** **Routine Writing:** Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model. **Writing Assessment – Explanatory Essay:** *Example Essay Question***:** *In the novel the author recounts a horrific ordeal that he and millions of other people experienced during the Holocaust. What was the purpose of the author telling this story? How do the literary elements of the story work together to achieve this purpose? Be sure to cite relevant and specific details from the novel to support your thesis.* **Narrative Writing** Sample assignment: Students write a real life narrative related to the theme of social injustice in their community. **Standards and Content from this unit will also be assessed on the district-wide Common Assessment in January**
Texts	**1 Extended Work of Literature:** *Night* by Elie Wiesel **1 Short Work of Literature, 1 Short Informational Text** **Suggested Supplemental Reading:** "The Terrible Things" (Short Fiction) Elie Wiesel Photograph at Buchenwald (Photography) "First They Came For…" by Martin Niemoeller (Poetry) Polish Boy With his Arms Up (Photography) Excerpt from The Diary of Anne Frank (Non-Fiction) The Sower by Thomas Hart Benton (Art) "To the Little Polish Boy Standing with his Arms Up" by Peter Fischl (Poetry) Unable to Work by David Olière (Art) Elie Wiesel Nobel Prize Speech (Non-Fiction) Food of the Dead for the Living by David Olière (Art) Schindler's List (Film) Gassing by David Olière (Art) The Pianist (Film) Normal Life in Flossenburg by Ferman Van Horen Video of Elie Wiesel and Oprah at Auschwitz (Video Interview) See www.englishillinois.edu/maps/holocaust/art.html and www.englishillinois.edu/maps/holocaust/photography.html Maus I and II by Art Spiegelman The Book Thief ***See list of supplementary titles in the appendix for additional titles**

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Unit 4	January 5 – February 13 (Term 2 Ends January 9) *I Know Why The Caged Bird Sings* by Maya Angelou **Argumentative Writing**
Essential Questions:	❖ What sustains communities? What destroys them? ❖ How does culture define a community? ❖ What is the power of memoir to tell the story of a community?
MA ELA Standards	**RI2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **RI5:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **RI6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **RI8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **RI9:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. **RL9:** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). **W1**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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Concepts and Skills	Central Idea Structure of Non-Fiction Rhetoric Argument Point of View Author's Purpose Allusion Theme Topic Author's Audience Voice Figurative Language Tone Mood Civil Rights	**RL&RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly. **RL&RI4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. **SL1**: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics*, *texts*, *and issues* building on others' ideas. **SL4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. **SL5**: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings. **W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience **W6:** 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. **W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W1a:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s). **W1b:** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both.
Content Objectives	Students will: ❖ Determine two or more central ideas in *I Know Why the Caged Bird Sings*, and explain how they interact and build on one another to provide a complex account. ❖ Explain how an author unfolds an analysis or series of ideas or events in *I Know Why the Caged Bird Sings*, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. ❖ Analyze and evaluate the effectiveness of the structure an Angelou uses in his or her exposition, including whether the structure makes points clear, convincing, and engaging. ❖ Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text ❖ Analyze how an author draws on and transforms source material in a work of short fiction or poetry. ❖ Delineate and evaluate the argument and specific claims in a speech, assessing whether the reasoning is valid and the evidence is relevant and sufficient ❖ Identify false statements and fallacious reasoning in a work of non-fiction. ❖ Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	

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Assessments/ Products	**Types of Writing** **Routine Writing:** Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model. **Writing Assessment – Argumentative Essay** Sample Essay Question: *Is Angelou a reliable narrator? To what extent does her own memory seem to distort her narrative? How would the significance of the work be different if it were fictional?* **Standards and Content addressed in this unit will also be assessed by the district-wide Common Assessment in June**
Texts	**1 Extended Informational Text:** *I Know Why the Caged Bird Sings by Maya Angelou* **2 Short Works of Literature, 2 Seminal U.S. Documents** **Suggested Supplemental Texts** "Maya Angelou" PBS Home Video "Lift Every Voice and Sing" by James Weldon Johnson "The Migration of the Negro" series of paintings by Jacob Lawrence The 14th Amendment Background information on Brown v. The Board of Education Letter From a Birmingham Jail by M.L. King, Jr. "Sympathy" Paul Laurence Dunbar "Alone" Maya Angelou "Caged Bird" By Maya Angelou "One the Pulse of the Morning" Inaugural Poem by Maya Angelou "Phenomenal Woman" poem by Maya Angelou "Still I Rise" poem by Maya Angelou ***See list of supplementary titles in the appendix for titles**

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Unit 5	February 23 – April 10 (Term 3 Ends March 24) *Teacher's Choice* (Fiction) **Argumentative Writing, Narrative Writing**
Essential Questions:	❖ **How do the choices an author makes in a text impact the meaning for the reader?** ❖ **How can fiction help the reader to better understand the society in which we live?** ❖ **How are communities effectively built? How are they destroyed?**
MA ELA Standards	**RL2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **RL3**: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **RL5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **RL6**: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. **RL7:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). **RL9:** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). **W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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Concepts and Skills	Central Idea Sequence of Events/Ideas Argumentative Writing Figurative Language Character Development Conflict Setting Theme Plot Structure Narration Point of View Symbolism Tone Mood	**RL&RI1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL&RI4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **SL1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics*, *texts*, *and issue* ,building on others' ideas and expressing their own clearly and persuasively. **SL4:**Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **SL5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience **W6:** 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. **W1a:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s). **W1b:** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both.
Content Objectives	❖ Identify the main ideas within the novel and describe how the plot structure works to reveal this main idea. ❖ Identify the major themes in the novel, and explain how these themes are shaped by specific literary elements. ❖ Explain how the major characters within the novel develop over the course of the text, and relate the development of these characters to the development of the plot of the novel. ❖ Compare and contrast themes and subject matter within a work of art, photography, poetry or short fiction with one or more of the themes in the novel. ❖ Identify the author's use of allusion in the novel, and explain how these allusions relate to one or more of the major themes of the novel. ❖ Delineate the plot structure of the novel, and explain how this plot structure works to create suspense for the reader. ❖ Identify a particular point of view or cultural experience reflected in a work of short fiction from outside the United States, and relate this work to a major theme in the novel. ❖ Identify examples of symbolism within the novel; explain what those objects symbolize, and explain how they work to advance the readers understanding of the themes within the novel. ❖ Write an argumentative essay related to the novel in which precise, knowledgeable claims are introduced, and distinguished from opposing claims.	

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Assessments/ Products	**Types of Writing** **Routine Writing:** Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model. **Writing Assessment – Students will write an argumentative essay on a topic related to the novel explored in this unit.** **Standards covered in this unit will also be assessed on the district-wide Common Assessment in June**
Texts	**1 Extended Text:** *Teacher's Choice* **2 Short Works of Literature** ***See list of supplementary titles in the appendix**

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Unit 6	April 20 – June 5 **Teacher's Choice: Non-Fiction** **Explanatory Writing, Research Writing**
Essential Questions:	❖ What is the importance and significance of the research process to my academic career? ❖ How can the knowledge I gain through research help my community? ❖ To what extent do our pasts influence who we are today? ❖ How do authors use language to communicate their emotions and experiences?
MA ELA Standards	**RI2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **RI5:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **RI6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **RI8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **RI9:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. **W2**: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content **W7:** 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. **W8:** 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. **W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **SL2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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Concepts and Skills	Research – Purpose, Process, Organization, Impact Reliable v. Unreliable Sources Biased v. Unbiased Sources Thesis Main Idea MLA Citation Synthesis of Information Oral Presentation Objective Summary Text Structure Theme Topic Compare and Contrast Plagiarism Paraphrase Point of View Inquiry Direct Quotation	**RL&RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL&RI4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. **SL1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **SL4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **SL5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience **W6:** 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. **W1a:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. **W1b:** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns
Content Objectives	Students will: ❖ Delineate the structure of an extended work of non-fiction, and explain how an author's ideas are developed through that structure. ❖ Identify two or more main ideas in an extended work of non-fiction, and write an objective summary of details from the work to explain how they interact and build on one another. ❖ Determine an author's point of view in an extended work of non-fiction, and explain how that point of view establishes the purpose of the piece of writing. ❖ Explain the literary and historical significance of a seminal U.S. historical document. ❖ Compare and contrast the themes and concepts explored in two or more seminal U.S. historical documents. ❖ Convey complex ideas, concepts and information through explanatory writing. ❖ Gather multiple authoritative print and digital sources, and synthesize that information to develop their research writing. ❖ Demonstrate understanding of the subject under investigation through writing. ❖ Evaluate the credibility and accuracy of sources, noting any discrepancies among data. ❖ Know the format of MLA citation, and apply that format to a research paper. ❖ Synthesize multiple sources of information through writing, and integrate those sources of information into diverse forms of media and formats.	

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Assessments/ Products	*Types of Writing* ***Routine Writing:*** *Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.* ***Research Paper –****Students will complete a formal research paper and accompanying presentation on a topic related to the theme of "civic and community engagement."* **Standards covered in this unit will also be assessed on the district-wide Common Assessment in June**
Texts	*1 Extended Informative Text:* *Teacher's Choice: Extended Non-Fiction* *1 Short Work of Literature, 2 Short U.S. Historical Documents*

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Suggested Supplementary Titles:

Extended Texts	Short Fiction	Short Non-Fiction	Poetry
• The Alchemist by Paul Coehlo • Of Mice & Men by John Steinbeck • Littler Brother by Doctrow • A Gathering of Old Men by Earnest Gaines • The Scarlet Letter by Nathaniel Hawthorne • The Crucible by Arthur Miller • Animal Farm by George Orwell • Bread and Roses, Too by Katherine Patterson • Lord of the Flies by William Golding • 1984 by George Orwell • Anthem by Ayn Rand • The Curious Incident of the Dog in the Night by Mark Haddon • The Tempest by William Shakespeare • A Midsummer Night's Dream by William Shakesepeare • Julius Cesar by William Shakespeare • Wuthering Heights by Emily Bronte • A Tale of Two Cities or Great Expectations by Charles Dickens • Les Miserables by Victor Hugo • A Raisin in the Sun by Lorraine Hansberry • Our Town by Thornton Wilder • Letters from the Birmingham Jail by Martin Luther King, Jr. • The Boy Who Harnessed the Wind by William Kamkwamba • A World of Fiction: Twenty Timeless Short Stories (ed. Marcus)	• Young Goodman Brown by Nathaniel Hawthorne • The Metamorphosis by Franz Kafka • Drown by Junot Diaz • All the Years of Her Life by Morley Callaghan • Araby by James Joyce. • Can-Can by Arturo Vivante • The Contents of a Dead Man's Pocket by Jack Finney • The Lottery by Shirley Jackson • Like a Winding Sheet by Anne Petry • The Secret Life of Walter Mitty by James Thurber • The Model by Bernard Malmud • The First Day by Edward P. Jones • Harrison Bergeron by Kurt Vonnegut • The Story of an Hour by Kate Chopin • The Terrible Things by Eve Bunting • My Name from The House on Mango Street by Sandra Cisneros	• State of the Union Address by Franklin Delano Roosevelt • Letter from a Birmingham Jail by Martin Luther King Jr. • Hope, Despair and Memory by Elie Wiesel • On Compassion by Barbara Ascher • The Obligation to Endure by Rachel Carson • On Morality by Joan Didion • The Men We Carry in Our Minds by Scott Russell Sanders • Kid Kustomers by Eric Schlosser • Just Walk on By: Black Men and Public Space by Brent Staples • Mother Tongue by Amy Tan • Elie Wiesel Photograph at Buchenwald (Photography) • Polish Boy With his Arms Up (Photography) • Excerpt from The Diary of Anne Frank • The Sower by Thomas Hart Benton (Art) • Unable to Work by David Olière (Art) • Elie Wiesel Nobel Prize Speech Food of the Dead for the Living by David Olière (Art) • Schindler's List (Film) Gassing by David Olière (Art) • The Pianist (Film) • Normal Life in Flossenburg by Ferman Van Horen • Video of Elie Wiesel and Oprah at Auschwitz (Video Interview)	• The Rights of Woman by Anna Laetitia Barbauld • Still I Rise by Maya Angelou • The Chimney-Sweeper by William Blake • If— by Rudyard Kipling • A Lemon by Pablo Neruda • Bogland Digging, and/or The Underground by Seamus Heaney • Shakespeare's Sonnets, especially #18, 29, 73, 116, 130 • Campo di Fiori by Czesław Miłosz • First They Came For… by Martin Niemoeller • Dream Variations by Langston Hughes • To the Little Polish Boy Standing with his Arms Up by Peter Fischl • Elegy Written in A Country Churchyard by Thomas Gray • Homecoming by Julia Alvarez • I Ask My Mother to Sing by Li-Young Lee • Lord Randall (Anonymous) • Love Is by Nikki Giovanni • Mending Wall by Robert Frost • Morning Glory by Naomi Shihab Nye • Ozymandias by Percy Bysshe Shelley • Phantom Limbs by Anne Michaels • Poetry by Marianne Moore • Psalm 96 (King James Bible) • Saturday's Child by Countee Cullen • The Darkling Thrushby Thomas Hardy

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		See - A Midsummer Night's Dream by Gustave Dore (Art) - Scene from A Midsummer Night's Dream by Edwin Lanseer (Art) - A Midsummer Night's Dream by Yuri Leitch (Art) - A Midsummer Night's Dream 1999 Film Adaptation - Mahatma Gandhi Speech - NY Times Editorial: "The Littlest Killers" by Brent Staples - Film version of Lord of the Flies - Desert Island Survival Task - The Role of Woman in the Dominican Republic – National Endowment for the Arts 14th of June Movement and November 25th – National Endowment for the Arts	- The Lady of Shalott by Alfred, Lord Tennyson - The Raven by Edgar Allan Poe - The Reader, In Trackless Woods" by Richard Wilbur - The Sound of the Sea by Henry Wadsworth Longfellow - Walking Distance by Debra Allbery - We Grow Accustomed to the Dark by Emily Dickinson

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Teaching Resources

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English Language Learner Resources

	Speaking Rubric of the WIDA Consortium		
Task Level	**Linguistic Complexity**	**Vocabulary Usage**	**Language Control**
1 **Entering**	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 **Beginning**	Phrases, short oral sentences	General language related to the content areas; groping for vocabulary when going beyond the highly familiar is evident	When uses simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
3 **Developing**	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent' communication may from time to time be impeded by groping for language structures or phonological, syntactic or semantic errors; especially when attempting more complex oral discourse
4 **Expanding**	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to prove detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident.	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 **Bridging**	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content areas; facility with needed vocabulary is evidence	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make
6 **Reaching**	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization in oral language.	Consistent use of just the right at the right time; precise vocabulary usage in general, specific or technical language	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments

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	Writing Rubric of the WIDA Consortium grades 1-12		
Task Level	**Linguistic Complexity**	**Vocabulary Usage**	**Language Control**
1 **Entering**	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language	Usage of highest frequency vocabulary from school setting and content areas	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text
2 **Beginning**	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced	Usage of general language related to the content area; lack of vocabulary may be evident	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors
3 **Developing**	Simple and expanded that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be occasionally evident	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text
4 **Expanding**	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity	Usage of general and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.
5 **Bridging**	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.
6 **Reaching**	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in the right place; precise vocabulary usage in general, specific or technical language	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments

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Supports for ELLS

Supports Related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
Illustrated word/phrase walls	Blocks/Cubes	Scientific instruments	Maps
Felt of magnetic figures of story elements	Clocks, sundials and other timekeepers	Measurement tools	Globes
Sequence blocks	Number Lines	Physical Models	Atlases
Environmental print	Models of geometric figures	Natural Materials	Compasses
Posters or displays	Calculators	Actual Substances, organisms or objects of investigation	Timelines
Bulletin boards	Protractors	Posters/Illustrations of processes or cycles	Multicultural Artifacts
Photographs	Rulers, yard/meter sticks		Arial and Satellite Photographs
Cartoons	Geoboards		Video Clips
Audio books	Counters		
Songs/Chants	Compasses		
	Calendars		
	Coins		

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<p align="center">**Second Year English – Sample MPI**</p>

Unit 1: "Civic and Community Engagement"

Connections:

RI2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SL1: Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts.*

Example Context for Language Use: ESL students would benefit from the teacher preparing a lesson in which the class engages in a small group discussion on the two central ideas of the text. Prior to this lesson, the students have had the opportunity to read the text and use a graphic organizer (a timeline is suggested). In addition, some explicit language instruction on using transition words would support their ability to participate in the content and expand their linguistic abilities.

Cognitive Function: Identify two central ideas in In The Time of the Butterflies, and explain how they interact and build on one another to create overall meaning within the book.

	Level 1 – Entering	Level 2 – Emerging	Level 3 – Developing	Level 4 – Expanding	Level 5 - Bridging	
LANGUAGE DOMAIN: Speaking	Use laminated word bank to check off key vocabulary words they hear; use fiction and non-fiction flashcards to show the genre.	Use sentences stems and a word bank to determine whether the text is fiction or non-fiction.	Use list of conventions and features with a word bank to determine whether the text is fiction or non-fiction.	List key conventions and features to determine whether the text is fiction or non-fiction by using complete sentences.	Write complete sentences describing 3 features that help determine whether the text is fiction or non-fiction ("I know this is non-fiction because…").	Level 6 – Reaching

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Note-Taking

Content/Response Notes Organizer: Fiction, Poetry, Drama

Title: **Author:**   **Pages:**

Element/Device	Quotes & Notes (w/pg. #)	Importance	H.O.T. Responses: Developing Habits of Mind*
__ **Plot/Action** __ **Character** __ **Setting** __ **Theme** __ **Tone/Mood** __ **Conflict/ Resolution** __ **P.O.V.** **Device (e.g., symbolism, irony, flashback, satire, personification):** **_____** __ **All the above.**			

Summary:	Extended Response:
- Important Development (e.g., "This section was important to the development of _____ because…..") - Important Details/Evidence: Quotes & Notes	- Response - Details/Evidence - Explanation/Reasoning

H.O.T. Responses: Key Questions

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Determine Importance:
- What specific text is important to think about and remember?
- Why is this text important to the development of the theme, a "big idea", the tone/mood, the conflict/resolution; to the development of a selected element; as a literary/poetic/dramatic/rhetorical device; for some other reason? What have I learned from it?

Question:
- What confusing words, phrases, lines, or passages do I need help with?
- What other questions do I have, that I want and need answers to?

Make Connections:
- How is __ similar to something/someone else I've read (about), observed, studied, heard (about), experienced, or know about? (Compare)
- How is __ contrary to something/someone else I've read (about), observed, studied, heard (about), experienced, or know about? (Contrast)
- How does __ help me reconsider some idea, issue, problem, challenge, experience, essential question that I (and/or other people) struggle with?
- What was the cause and/or effect of __? Why did __ happen? (Cause & Effect)
- How and why are these connections interesting and important, to everyone and/or to me?

Identify the Theme & Author's Point of View
- Why did the author write this story, poem, play?
- What important idea, issue, problem, challenge, human condition, or essential question did the author want to explore or explain?
- What, if any, position did the author take on this idea, issue, problem, challenge, human condition, or essential question?

Reflect/Search for Relevance:
- What lesson(s)/new idea(s) have I learned from __?
- How has __ changed my thinking, and why?
- How can I apply what I've learned in some positive way?

Infer/Interpret:
- What do I think I know about __ that hasn't already been revealed?
- Why did s/he do that? What are his/her intentions or beliefs?
- What does he/she mean by this?
- What does this line, passage, event, characterization, or setting imply, indicate, or suggest? What might it be a symbol of, or a metaphor for?
- What does all of this add up to, given what I just read and already know?

Comment/Evaluate:
- What adjective(s) best describe __ ? What text leads me to believe this?
- What action, idea, point of view, or solution do I like/dislike (or agree/disagree) with? What text leads me in this direction?
- What other action, idea, point of view, or solution would I prefer, and why?

Predict/Estimate:
- What will happen next, given what I've read, seen, heard?
- What will the results likely be, given what I've read, seen, heard?

Visualize:
- How can I summarize or characterize __ in one or more images?

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Content Response Notes (Informational Text)

Chapter/Section/Article/Document/Presentation Title/Topic

Key Concepts, Phenomena, Processes, Events, Documents, Decisions, Laws, People, Organizations, Inc.	**Explain It:** Succinctly, in note form, using your own words (and key quotes from primary source documents). Include keys dates.
Name it: • Identify and list the key concepts, events, phenomena, etc. included in the title, major headings, subheadings, illustrations, boldfaced and italicized words, chapter summary as you preview the text. • Identify and list additional key concepts, phenomena, events, people, etc. as you read, listen, and/or watch. **Question It:** • Identify any questions you have about key concepts, events, phenomena, etc. • You will answer these questions after you've completed your content notes.	**Helpful Hints:** • Underline or highlight the names of key concepts, people, phenomena, events, etc. • Write in phrases or key words • Use a symbol to identify the main idea • Use a different symbol to identify important details and examples, directly under the main ideas.

Summarize It: 100 Word Limit

• Briefly synthesize what you have learned from the reading, video, or presentation, including the topic, main idea, most important details, and examples.
• Explain why the concepts, phenomena, people, etc. you studied are important for your and others to study, remember and understand.

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Vocabulary Strategies

Steps in the Vocabulary Self-Selection Strategy
(Adapted from Bolachowics & Fischer, 2002)

1. Have students read a text selection and identify two words that they find interesting or challenging.

2. Have each student write these two words on a card so that they can be shared with the class.

3. Ask the class to vote on five to eight words to be learned for the week.

4. Engage students in a discussion of the words to clarify, elaborate, and extend word meanings.

5. Have students record the word on the My Words Sheet and the Class Words sheet and generate a chart, diagram, picture, and definition to help them remember the words' meanings.

6. As an extension to this activity, ask students to create writing assignments, activities, games, and practice tests based on the selected words.

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Name _____   Date _____

Class Words: Vocabulary Self-Selection Strategy Sheet

Word	Sentence	Definition	Memory Help	How I'll Use It

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Personal Vocabulary Journals
Source: Based on Wood, K.D. (1994). *Practical strategies for* Columbus, OH: National Middle School Association *improving instruction.*

Content Objective: Students will understand and acquire new vocabulary and use it correctly in reading and writing. **Language Objective:** Identify and use correctly new words acquired through study of their different relationships to other words.

Rationale/Description: Most vocabulary words learned by students are determined by the teacher, usually through commercially prepared materials and textbooks. Consequently, students do not have the opportunity to learn vocabulary words of their own choosing, based on their individual interests. The Personal Vocabulary Journal can be used by teachers of all grade levels and subject areas to help focus students' attention on new words of interest throughout their daily life at home or at school.

Intended for: Students of all grade levels, ability levels, and subject areas.

Procedure:

Step One: Ask students if they have ever heard or read a word in our out of class and wondered what it meant. Also, ask if they would like to have the opportunity to choose their own words to study instead of having the teacher decide which are most important.

Step Two: Display a blank vocabulary form on a document reader or on a handout. Tell the students that they will use this form to record one or two (or more) vocabulary terms that interest them or that relate to the particular unit of study.

Step Three: Demonstrate a sample entry by thinking aloud the process that students will undergo to select and record their entries. Enlist the participation of the class whenever possible.

Step Four: Make copies of the Personal Vocabulary Journal Collection handout and distribute it to the class. Explain that they may be asked to keep a vocabulary journal for other subjects as well. Also explain that they may be asked to choose any word encountered that interests them, not necessarily one that is related to a topic studied in class.

Step Five (discussion option): Students can be assigned to small groups of five to eight students to share words from their vocabulary journals. When appropriate, they may be asked to act out their words or make drawings to depict their meanings (these drawings can be displayed on your word wall).

Step Six (Additional options): Students may be asked to select two or three vocabulary words from their Personal Vocabulary Journals for the weekly or unit vocabulary tests. These terms can be submitted to the teacher for assessment purposes. Students can also choose two or three words to from their journal to add to their word wall.

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ELL Tip: The Personal Vocabulary Journal can be adapted for use with English language learners and second language learners. Have students write vocabulary words in both languages. They can include definitions and examples in both languages.

Personal Vocabulary Journal Sample Exercise

My new word is <u>squall</u>

It is related to <u>our science unit on weather</u>

I found it <u>on the weather station on TV.</u>

The specific context is <u>New Yorkers were surprised by a think squall early this morning. No precipitation is expected tomorrow, however.</u>

I think it means <u>rain storm</u>

The appropriate dictionary definition is <u>a sudden gust of wind; a black squall has dark clouds; a thick squall has hail or sleet</u>

It reminds me of the <u>word squall used in our Language Arts story which meant "to scream."</u>

My sentence is <u>The black squall scared the young children as they played ball in the street</u>

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Personal Vocabulary Journal Collection

My new word is_____

It is related to _____

I found it _____

The specific context is_____

I think it means   _____

The appropriate dictionary definition is _____

It reminds me of_____

My sentence is_____

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Personal Vocabulary Journal
Sample Exercise for English Language Learners

	Spanish	English
My new word is	Esfera	Sphere
It is related to	Geometria	Geometry
I found it	En el libro de texto	The textbook
I think it means	Bola o pelota	A ball
Definition	Un objecto esferico o una pelota	Spherical object or ball
Example	Un baloncesto es una esfersa.	A basketball is a sphere
Picture		

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Personal Vocabulary Journal

My new word is		
It is related to		
I found it		
I think it means		
Definition		
Example		
Picture		

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Rubrics

Argument 9-10	Score of 4	Score of 3	Score of 2	Score of 1
Organization and Development	Introduces precise claim(s), and distinguishes the claim(s) from alternate or opposing claims Establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Skillfully uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Provides a concluding statement or section that follows from and supports the argument.	Introduces precise claim(s), and distinguishes the claim(s) from alternate or opposing claims. Establishes relationships among claim(s), counterclaims, reasons, and evidence. Uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Provides a concluding statement or section that follows from the argument.	Introduces claim(s), but fails to distinguish the claim(s) from alternate or opposing claims, and does not establish clear relationships among claim(s), counterclaims, reasons, and evidence. Inconsistently uses words, phrases, and clauses to link the major sections of the text, resulting in a lack of cohesion, and clarify in the relationships between claim(s) and counterclaims. Provides a conclusion, but it is disconnected from the argument.	Fails to adequately Identify a claim(s). Inadequate use of words, phrases, and clauses to link the major sections of the text, which results in a lack of clarity and cohesion. Does not provide a conclusion that is connected to the argument.
Support	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both.	Does not fully develop claim(s) and counterclaims, and/or supplying evidence for each.	Fails to develop, and/or supplying evidence for claims and counterclaims.
Conventions of Standard English	Demonstrates skillful command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. *See focus areas for conventions of Standard English below	Demonstrates command of the conventions of standard English grammar and usage. *See focus areas for conventions of Standard English below	Demonstrates limited command of the conventions of standard English grammar and usage. *See focus areas for conventions of Standard English below	Fails to demonstrate command of the conventions of standard English grammar and usage. *See focus areas for conventions of Standard English below
Knowledge of Language and Style	Eloquently maintains a formal style and objective tone in relation to argumentation. Fully conforms to the guidelines in an MLA format.	Maintains a formal style and objective tone in relation to argumentation. Conforms to the guidelines in an MLA format.	Inconsistently uses formal style and objective tone in relation to argumentation. Does not fully conform to the guidelines in an MLA format.	Lacks formal style and objective tone in relation to argumentation. Does not conform to the guidelines in an MLA format.
Vocabulary	Uses precise language and domain-specific vocabulary to manage to complexity of the topic.	Uses well-chosen language and domain-specific vocabulary to manage to complexity of the topic.	Inadequate use of appropriate language and domain-specific vocabulary to manage to complexity of the topic.	Fails to use appropriate language and domain-specific vocabulary to manage to complexity of the topic

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Explanatory 9-10	Score of 4	Score of 3	Score of 2	Score of 1
Organization and Development	Introduces a topic; organizes complex ideas, concepts, and information to make important connections and distinctions.

Uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify relationships among complex ideas and concepts.

Provides a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications of the significance of the topic). | Introduces a topic; organizes complex ideas, concepts, and information to make important connections and distinctions.

Uses some transitions to link the major sections of the text, but a lack of variety impacts the cohesion and clarity of relationships among complex ideas and concepts.

Provides a concluding statement or section that it follows from. | Introduces a topic, but fails to organize complex ideas, concepts, and information to make important connections and distinctions.

Inconsistent use of transitions to link the major sections of the text, but a lack of variety impacts the cohesion and clarity of relationships among complex ideas and concepts.

Provides a conclusion, but it is disconnected from the information or explanation presented. | Fails to adequately introduce the topic

Inadequate use of transitions to link the major sections of the text, but a lack of variety impacts the cohesion and clarity of relationships among complex ideas and concepts.

Does not provide a conclusion that is connected to the information or explanation presented. |
| **Support** | Develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | Develops the topic with relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. | Does not fully develops the topic with well-chosen, relevant, and sufficient facts, and may be missing extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | Fails to develop, and/or supplying well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. |
| **Conventions of Standard English** | Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling throughout the paper.

*See focus areas for conventions of Standard English below | Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling, but with some minor mistakes.

*See focus areas for conventions of Standard English below | Demonstrates limited command of the conventions of standard English grammar and usage.

*See focus areas for conventions of Standard English below | Fails to demonstrate command of the conventions of standard English grammar and usage.

*See focus areas for conventions of Standard English below |
| **Knowledge of Language and Style** | Eloquently maintains a formal style and objective tone in relation to informative/explanatory writing.

Fully conforms to the guidelines in an MLA format. | Maintains a formal style and objective tone in relation to informative/explanatory writing.

Fully conforms to the guidelines in an MLA format. | Inconsistently uses formal style and objective tone in relation to informative/explanatory writing.

Does not fully conform to the guidelines in an MLA format. | Lacks formal style and objective tone in relation to informative/explanatory writing.
Does not conform to the guidelines in an MLA format. |
| **Vocabulary** | Uses precise language and domain-specific vocabulary to manage to complexity of the topic. | Uses well-chosen language and domain-specific vocabulary to manage to complexity of the topic. | Inadequate use of appropriate language and domain-specific vocabulary to manage to complexity of the topic. | Fails to use appropriate language and domain-specific vocabulary to manage to complexity of the topic |

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Narrative 9-10	Score of 4	Score of 3	Score of 2	Score of 1
Organization and Development	Engages and orients the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator, and/or characters Creates a smooth progression of experiences of events Use of a variety of techniques to sequence events so that they build on one another to create a coherent whole. Provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Engages and orients the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator, and/or characters Creates a progression of experiences of events Some use of techniques to sequence events so that they build on one another to create a coherent whole. Provides a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.	Orients the reader by setting out a problem, situation, or observation, but fails to establish one or multiple point(s) of view, or introduce a narrator, and/or characters Lacks a progression of experiences of events Limited use of techniques to sequence events so that they build on one another to create a coherent whole. Provides a conclusion, but it is disconnected from what is experienced, observed, or resolved over the course of the narrative.	Fails to engage or orient the reader. Lacks a progression of experiences of events Fails to use techniques to sequence events so that they build on one another to create a coherent whole. Lacks a conclusion.
Narrative Technique	Uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.	Uses some narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.	Limited use of narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.	Fails to use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.
Conventions of Standard English	Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling throughout the paper. *See focus areas for conventions of Standard English below	Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling, but with some minor mistakes. *See focus areas for conventions of Standard English below	Demonstrates limited command of the conventions of standard English grammar and usage. *See focus areas for conventions of Standard English below	Fails to demonstrate command of the conventions of standard English grammar and usage. *See focus areas for conventions of Standard English below
Knowledge of Language and Style	Eloquently maintains a formal style and objective tone in relation to narrative writing. The writing fully conforms to the guidelines in an MLA format.	Maintains a formal style and objective tone in relation to narrative writing. The writing fully conforms to the guidelines in an MLA format.	Inconsistently uses formal style and objective tone in relation to narrative writing. The writing does not fully conform to the guidelines in an MLA format.	Lacks formal style and objective tone in relation to narrative writing. The writing does not conform to the guidelines in an MLA format.
Use Vocabulary and Imagery	Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, settings, and/or characters.	Uses well-chosen words and phrases, telling details, and sensory language to convey a picture of experiences, events, settings, and/or characters.	Inadequate use of precise words and phrases, telling details, and sensory language.	Fails to use of precise words and phrases, telling details, and sensory language.

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Research 9-10	Score of 4	Score of 3	Score of 2	Score of 1
Organization and Development	The research answers a teacher or student generated question or solves a problem. The paper narrows or broadens the inquiry when appropriate The paper synthesizes multiple sources on the subject, demonstrating understanding of the subject under investigation. Skillfully uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between ideas. Provides a concluding statement or section that answers the question or solves the problem under inquiry.	The research answers a teacher or student generated question or solves a problem. The paper synthesizes sources on the subject, demonstrating understanding of the subject under investigation. Uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between ideas. Provides a concluding statement or section that answers the question or solves the problem under inquiry.	The research is not based on answering a teacher or student generated question or problem, The paper provides information, demonstrating basic understanding of the subject under investigation. Inconsistently uses words, phrases, and clauses to link the major sections of the text, resulting in a lack of cohesion. Provides a concluding statement or section, but fails to answer the question or solve the problem under inquiry.	The research fails answers a teacher or student generated question or solves a problem. The paper provides little to no relevant information related to the subject under investigation. Inadequate use of words, phrases, and clauses to link the major sections of the text, which results in a lack of clarity and cohesion. Does not provide a conclusion that is connected to the question or problem under inquiry.
Support	Provides relevant information from multiple authoritative print and digital sources, using advanced searches effectively. Assesses the usefulness of each source in answering the question. Integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism.	Provides relevant information from multiple authoritative print and digital sources, but is lacking in effective use of advanced searches. Assesses the usefulness of each source in answering the question Integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism.	Provides some information from print and digital sources, but is lacking in effective use of advanced searches. Assess the usefulness of some of the sources in answering the question. Integrates some information into the text selectively, but fails to maintain the flow of ideas.	Fails to provide information from print and digital sources. Fails to assess the usefulness of each source in answering the question. Fails to integrate an adequate amount of relevant information into the text selectively, and fails to maintain the flow of ideas.
Conventions of Standard English	Demonstrates skillful command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.	Demonstrates command of the conventions of standard English grammar and usage.	Demonstrates limited command of the conventions of standard English grammar and usage.	Fails to demonstrate command of the conventions of standard English grammar and usage.
Knowledge of Language and Style	Eloquently maintains a formal style and objective tone in relation to research. Fully conforms to the guidelines in an MLA format.	Maintains a formal style and objective tone in relation to research. Conforms to the guidelines in an MLA format.	Inconsistently uses formal style and objective tone in relation to research. Does not fully conform to the guidelines in an MLA format.	Lacks formal style and objective tone in relation to research. Does not conform to the guidelines in an MLA format.
Use Vocabulary	Skillfully uses general academic and domain specific words and phrases at the college and career readiness level.	Uses general academic and domain specific words and phrases at the college and career readiness level.	Inadequate use of general academic and domain specific words and phrases at the college and career readiness level	Fails to use general academic and domain specific words and phrases at the college and career readiness level

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Oral Presentation 9-10	Score of 4	Score of 3	Score of 2	Score of 1
Presentation of Knowledge and Ideas	Presents information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning and the organization The development, substance, and style of the presentation are appropriate to purpose, audience, and task.	Presents information, findings, and supporting evidence clearly, and logically so that listeners can follow the line of reasoning and the organization The development and substance of the presentation are appropriate to purpose, audience, and task, but may be packing stylistically.	Student presents information, findings clearly, but is lacking the supporting evidence and organization that listeners need to follow the line of reasoning. The development and substance of the presentation are not fully appropriate to purpose, audience, and task.	Student fails to present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning and the organization The presentation lacks development, substance, and style appropriate to purpose, audience, and task.
Oral Presentation Skills	The speech eloquently maintains a formal style and objective tone in relation to task. Student demonstrates command of formal English when indicated or appropriate. Student maintains eye contact with the audience throughout the presentation.	The speech maintains a formal style and objective tone in relation to task. Student demonstrates command of formal English when indicated or appropriate. Student maintains eye contact with the audience for most of the presentation.	The speech maintains a formal style and objective tone in relation to task for some, but not all, of the presentation. Student demonstrates some command of formal English when indicated or appropriate. Student maintains eye contact with the audience for some of the presentation.	The speech fails to maintain a formal style and objective tone in relation to task. Student fails to demonstrate command of formal English when indicated or appropriate. Student fails to maintain eye contact with the audience for most of the presentation.
Use of Media	Student makes strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in the presentation to enhance understanding of findings, reasoning, and evidence to add interest for the audience.	Student makes good use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in the presentation to enhance understanding of findings, reasoning, and evidence to add interest for the audience.	Student makes some use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in the presentation to enhance understanding of findings, reasoning, and evidence, but fails to maintain interest for the audience.	Student makes limited use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in the presentation, leading to a lack of interest for the audience.
Use of Vocabulary	The student skillfully uses general academic and domain specific words and phrases at the college and career readiness level.	The student uses general academic and domain specific words and phrases at the college and career readiness level.	The student inadequately uses general academic and domain specific words and phrases at the college and career readiness level	The student fails to use general academic and domain specific words and phrases at the college and career readiness level
Preparedness/ Length of Presentation	Completely prepared and has obviously rehearsed the presentation. Delivers the presentation within the allotted amount of time.	Completely prepared, but needs more rehearsal of the presentation prior to delivery. Delivers the presentation within two minutes of the allotted time.	Somewhat prepared, and has not fully rehearsed the presentation. Delivers the presentation within three minutes of the allotted time.	Unprepared and has failed to rehearse the presentation. Delivers the presentation within four or more minutes of the allotted time.

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Formative Assessment Examples

Strategy	Description
Index Card Summaries/Questions	Distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
Hand Signals	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process: "I understand:" Thumbs Up, "I don't understand:" Thumbs Down, "I'm not completely sure:" Thumbs in the Middle
One Minute Essay	A one minute essay question is a focused question with a specific goal that can be answered within a minute or two.
Analogy prompt	Present students with an analogy prompt related to the concept, principle, or process that they are learning: (Blank) is like (Blank) because…….
Web or Concept Map	Any of several forms of graphical organizers which allow students to perceive relationships between concepts through diagramming key words representing those concepts.
3,2,1	3 things you learned; 2 things you already knew, 1 thing you still don't fully understand
Think, Write, Pair, Share	Students respond to a question by thinking about it, writing about it, and then sharing their ideas with a nearby partner
Misconception Check	Present students with common or predictable misconceptions about a designated concept, principle, r process. Ask them where they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple choice or true-false quiz.
3 Minute Pause	The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. - I changed my attitude about… - I became more aware of… - I was surprised about… - I felt… - I related to… - I empathized with…
Observation	Walk around the classroom and observe students as they work to check for learning. Strategies may include anecdotal records, conferences, or checklists.
Idea Spinner	The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands on the
Inside-Outside Circle	Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to creates new pairs. Repeat.
S-O-S Summary	The teacher presents a statement (S), asks the student's opinion (O) (whether the student agrees or disagrees with the statement), and asks the student to support (S) his or her opinion with evidence.
Fact Storming	See attached "Fact Storming" sheet for full description and directions
Peer Assessment	Classmate evaluates peer work as compared to a set of criteria: rubric, checklist, etc. (See attached "Peer Assessment" guides for examples).
KWL	KWL is a type of graphical organizer that students fill out before, during and after learning a new topic, concept or process, in which they fill in what they "Know," what they "What to Know," and what they "Learned."
Graffiti Walls	The teacher places a large sheet of paper on a smooth surface, and invites the students to write or draw what they know about the topic. Students "sign: their work or statement, allowing the teacher to see, at a glance, misconceptions, prior knowledge, and new learning targets
Traffic Light	Students use a green, yellow, and red marker to indicate the level of help they need with their work, by marking the appropriate color next to different sections of a piece of written work
Directed Paraphrasing	Ask students to write a layman's translation of something they have just learned, geared to a specified individual or audience to access their ability to

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		comprehend and transfer concepts. Categorize student responses according to characteristics you think are important.
Application Cards		After teaching about an important theory, concept, or procedure, ask students to write down at least one real-world application for what they have just learned to determine how they can transfer their learning. Quickly read and categorize them according to their quality. Pick out a broad range of examples, and present them to the class.
Self-Assessment Strategy #1		Have students self-assessed using a few guiding sentence fragments, such as: I am pleased with my work so far, because… Two improvements I've made are… Next time I revise my work, I need to focus on… I would grade myself a _____ because I… In order to improve, I need to…
Ungraded Descriptive Feedback		Feedback that includes suggestions for improving the quality of the work; (Not a grade or %)
Self-Assessment Strategy #2 or Self Reflection		Post self-evaluation questions on the wall in the classroom. Examples of such questions would be as follows: What were you most pleased about? What do you need more help with? What did you find difficult? What did you already know about it? What did you find easy? What helped you move on to learn something new?
Four Corners (Frayer Model)		Four Corners is useful as a strategy at many grade levels and in many subject areas. It makes use of a familiar graphic organizer. Four boxes contain the words definition, information, example and non-example. The topic or concept is named in the middle of the graphic organizer.
Chain notes		Students pass around an envelope on which the teacher has written one question about the class. When the envelope reaches a student he/she spends a moment to response to the question and the places the response in the envelope. Look through the responses and determine the best criteria for categorizing the data with the goal of detecting response patterns. Discuss the patterns with students.

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Lesson Planning

Lesson Plan Template

Essential Questions:
- What thought-provoking questions will foster inquiry, deepen understanding, and transfer beyond the classroom?

Learning Objectives:
- What facts and basic concepts should students know and be able to recall?
- What discrete skills and processes should students be able to use?

Lesson Activities and Strategies:
- **Launching the Lesson**
  - Grab the students' attention
  - Generate curiosity about the topic
  - Make connections between previous lesson and today's lesson
  - Establish the purpose of the lesson
- **Guided Practice**
  - Building background for students
  - Modeling
  - Building Vocabulary
  - Pre-assessing where the students are at in terms of their knowledge and skills.
- **Independent/Collaborative Work**
  - What are students producing independently or collaboratively to demonstrate that they have mastered the objective?
  - Is the activity or assignment designed so that students can make connections?
  - How are students grouped?
  - How is the lesson differentiated?
  - Is the activity hands-on? Engaging? Applicable beyond the classroom?
  - Is there an opportunity for students to engage in some higher order discussion with each other?
- **Closure**
  - What will the students (and you) do to summarize as assess what has been learned?
  - How will you address gaps in understanding you've identified during the lesson?
- **Notes/Reflections:**
  - What worked? What didn't work? What are your next steps?

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Class:　　　　　　　　**Dates:**　　　　　　　　**Teacher:**

Essential Question(s): What thought provoking questions will you explore this week that will foster inquiry, deepen understanding, and transfer beyond the classroom?

	Learning Objectives: • **What facts and concepts will students know?** • **What discrete skills and processes will students be able to use?**	Assessment: • **How will you know if your students met the lesson objectives?**	Lesson Activities/Strategies/Homework: • **How will you launch the lesson?** • **How will you guide their learning?** • **What independent/collaborative work will students engage in?** • **How will you close the lesson?**
DAY 1			
DAY 2			
DAY 3			
DAY 4			
DAY 5			
DAY 6			

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D A Y 7		

NOTES:
What worked? What didn't work? What are your next steps?