"Identity"

Lawrence High School
9th Grade 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 first 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 to guide the pacing of the unit. While the document outlines the specific theme of "identity" 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 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. These documents do not currently include the modifications that are necessary to meet the specific needs of English Language Learners and Special Education students. It is the expectation that teachers specializing in those areas will make the necessary accommodations that our English language learners and special education students require.

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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.	●	●	●	●	●	●	●	●
L.3.3a. Choose words and phrases for effect.	●	●	●	●	●	●	●	●
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		●	●	●	●	●	●	●
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).		●	●	●	●	●	●	●
L.4.3a. Choose words and phrases to convey ideas precisely.*		●	●					
L.4.3b. Choose punctuation for effect.		●	●	●	●	●	●	●
L.5.1d. Recognize and correct inappropriate shifts in verb tense.			●	●	●	●	●	●
L.5.2a. Use punctuation to separate items in a series.†			●	●	●	●		
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.				●	●	●	●	●
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				●	●	●	●	●
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.				●	●	●	●	●
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				●	●	●	●	●
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡				●	●	●	●	
L.6.3b. Maintain consistency in style and tone.				●	●	●	●	●
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.					●	●	●	●
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					●	●	●	●
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.						●	●	●
L.9–10.1a. Use parallel structure.							●	●

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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 the 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, its 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 21 – September 27** *Lord of the Flies* **by William Golding** **Literary Analysis (Fiction), Informative/Explanatory Essay , Narrative Writing**
Essential Questions:	❖ **Do individual control groups, or do groups control individuals?** ❖ **How does a society maintain order? Are laws necessary?** ❖ **How does the setting of a story contribute to the theme of the story?**
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	Character Development Theme Main Idea Plot Text Structure Sequence of Events Point of View Author's Purpose Allegory Figurative Language Social Satire Allusion Conflict Climax Foreshadowing Setting Symbolism	**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:** ❖ Identify two main ideas in *Lord of the Flies*, and explain how they interact and build on one another to create overall meaning within the novel. ❖ Identify themes in *Lord of the Flies*, and explain how those themes are revealed through the literary elements represented in the novel. ❖ Identify symbolism throughout *Lord of the Flies*, and explain how these symbols contribute to the overall meaning of the novel. ❖ Know the meaning of allusion in literature, and be able to identify biblical allusions within *Lord of the Flies,* and explain how Golding creates said allusions. ❖ Explain the plot structure of *Lord of the Flies*, and explain how the author uses this structure to create suspense and tension for the reader. ❖ Describe how the experiences of the main characters impact the development of those characters, and explain how the development of the characters contributes to the overall plot of the work. ❖ Compare and contrast how two works of non-fiction express similar themes and ideas, but in different ways, i.e. through the use of literary elements in unique ways. ❖ 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 *Lord of the Flies*. ❖ Determine an author's point of view and 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 in writing related to *Lord of the Flies* with well-chosen, relevant, and sufficient facts, concrete details, quotations, or other information and examples from the novel to support their writing.	

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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: The novel's narrative action draws an increasingly firm line between savagery and civilization, yet the value of each becomes an issue in the conclusion, when Jack's fire saves the boys. Using these terms, what is the novel suggesting about human nature, evil, and human civilization?* **Narrative Writing** – Students write a real life narrative related to the theme of social injustice in their community, and the impact that this injustice has on an individual's identity. ***More specific information regarding Common, district-wide, end-of-term assessments forthcoming.**
Texts	**1 Extended Work of Literature:** *Lord of the Flies* by William Golding **2 Short Works of Literature, 2 Short Informational Texts** **Suggested Supplementary Reading/Materials:** "Crow Song" by Margaret Atwood (Poem) Excerpt from *The Declaration of Independence*(Non-Fiction) "Allegory" by Thomas Hood (Poem) Mahatma Gandhi Speech (Non-Fiction) NY Times Editorial: "The Littlest Killers" by Brent Staples Film version of Lord of the Flies Desert Island Survival Task ***See list of supplementary titles in the appendix for additional titles**

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Unit 2	**September 30 – November 1 (Term 1 Ends October 25)** *A Midsummer Night's Dream* **by William Shakespeare** **Literary Analysis (Drama)/Argumentative Essay**
Essential Questions:	❖ What is the power of dreams? Can dream have an effect on "reality"? ❖ How does Shakespeare structure language to create meaning and effect? ❖ How has Shakespeare's work influenced contemporary society?
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, or 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	Drama Theme		**RL&RI1:**Cite strong and thorough textual evidence to support analysis of what the text says.
	Character Development	Soliloquy	**RL&RI4:**Determine the meaning of words and phrases as they are used in the text, including figurative meanings.
	Central Idea	Language	**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.*
	Iambic Pentameter	Point of View	**SL4:**Present information, findings, and supporting evidence clearly, concisely, and logically.
	Shakespearean Tragedy	Ambition	**SL5:**Make strategic use of digital media (e.g., textual, graphical) in presentations to enhance understanding of findings.
	Setting	Corruption	**W4:**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Prologue	Fate v. Freewill	**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.
	Dramatic Irony	Imagery	**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.
	Monologue	Tragic Hero	**W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Paradox	Aside	**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).
	Dialogue	Stage Directions	**W1b:** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both.
	5 Act Structure		
Content Objectives	Students will: • Explain how Shakespeare structures the plot of *A Midsummer Night's Dream,* and describe how this plot structure has an effect on the way we interpret the play. • Determine the theme(s) within *A Midsummer Night's Dream*, and explain how they emerge and are shaped by specific details in the play. • Identify Shakespeare's use of allusion in *A Midsummer Night's Dream*, and explain how this allusion relates to one or more of the major themes in the play. • Identify Shakespeare's use of paradox in *A Midsummer Night's Dream*, and explain how this literary element contributes to the development of the main characters in the play. • Compare and contrast the impact that Shakespeare's use of language has within *A Midsummer Night's Dream* and a Shakespearean sonnet. • Explain how the major themes presented in *A Midsummer Night's Dream* relate to the seminal ideas of its time. • Identify the particular cultural point of view in which *A Midsummer Night's Dream* is set, and explain how Shakespeare presents that cultural perspective through the elements of drama. • Compare and contrast how two U.S. historical documents express the same concepts, and/or themes, but in different ways. • Write argumentative essays in which the students support claims related to the plot and themes presented in *A Midsummer Night's Dream* .		

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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:** *Example Essay Question: In a well-developed essay argue either for or against the relevance of one or more themes in A Midsummer Night's Dream to a 21st Century audience. Be sure to cite relevant and specific examples from the play to support your thesis* ***More specific information regarding Common, district-wide, end-of-term assessments**
Texts	**1 Extended Work of Literature:** *A Midsummer Night's Dream* by William Shakespeare **2 Short Works of Literature, 2 Short Informational Texts** **Supplementary Titles:** Shakespeare's Sonnets 18, 29, 116, 154 (Poetry) 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 Pyramus and Thisbe by Ovid ***More specific information regarding common, district-wide, end-of-term assessments forthcoming.**

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Unit 3	**November 4 – December 30** **Research, Informative/Explanatory Essay** **Teacher's Choice in Extended Work of Non-Fiction**
Essential Questions:	❖ Is knowledge the same as understanding? ❖ How do I know if my information is reliable, accurate, unbiased, current and appropriate? ❖ How can the knowledge I gain through research help my 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. **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 Thesis Reliable v. Unreliable Sources Biased v. Unbiased Sources MLA Citation Main Idea Theme v. Concept Structure of Non-Fiction Synthesis of Information Main Idea Argument Objective Summary	**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.
Content Objectives	Students will: ❖ Identify two or more central ideas in a work of non-fiction, and write an objective summary of details from the work to explain how they interact and build on one another. ❖ Explain how an author uses particular portions of the text to unfold a series of ideas, and/or claims in a work of non-fiction. ❖ Evaluate the argument and specific claims in a work of non-fiction, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. ❖ Explain the historical and literary significance of seminal U.S. documents (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. ❖ Conduct sustained research on a self-generated question, narrowing and/or broadening inquiry when appropriate. ❖ Know the purpose of research, and apply that knowledge to the development of a research thesis. ❖ Gather multiple authoritative print and digital sources, and synthesize that information to develop a research paper. ❖ 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 research writing.	

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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 and explanatory essay connected to the chosen literature addressed during this unit. **Midterm Assessment: Research Paper –** Extended research paper on a topic related to the 9th grade theme of "identity." ***More specific information regarding common, district-wide, end-of-term assessments forthcoming**
Texts	**1 Extended Informative Text:** Teacher's Choice – Research 1 Short Work of Literature **2 Short U.S. Historical Document** **Suggested Supplementary Titles:** Washington's Farewell Address The Gettysburg Address Roosevelt's Four Freedoms speech King's "Letter from Birmingham Jail"

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Unit 4	**January 6 – February 14 (Term 2 Ends January 10)** ***To Kill a Mockingbird* by Harper Lee** **Literary Analysis (Fiction), Argumentative Essay, Narrative Writing**
Essential Questions:	❖ What influence do class and race have on decisions people make? ❖ How can literature influence human behavior as it relates to stereotypes and prejudice? ❖ How can literature serve as a vehicle of change?
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	Theme Main Idea Character Development Plot Structure/Sequence Point of View Allusion Argument Narration: Reliable v. Unreliable Racism Theme Point of View Foreshadowing Elements of Fiction Setting Symbolism Tone Suspense Figurative Language Tolerance Morality Equality	**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	<td colspan="2"> - Identify the main idea of *To Kill a Mockingbird* and describe how specific details in the novel function to reveal this main idea. - Identify the major themes in *To Kill a Mockingbird* and explain how these themes are shaped by specific literary elements. - Explain how the major characters within *To Kill a Mockingbird* develop over the course of the text, and relate the development of these characters to the development of the plot of the novel. - Analyze the representation of a work of art, photography or poetry related to one or more of the themes in *To Kill a Mockingbird*, and compare and contrast how the same theme can be presented in different ways. - Identify Lee's use of allusion *in To Kill a Mockingbird*, and explain how this allusion relates to one or more of the major themes in the novel. - Delineate the plot structure of *To Kill a Mockingbird,* 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 *To Kill a Mockingbird.* - Write an argumentative essay related to the novel *To Kill a Mockingbird* in which precise, knowledgeable claims are introduced, and distinguished from opposing claims. - Create a narrative of an imagined experience drawing on a theme presented in *To Kill a Mockingbird* using effective narrative technique. </td>

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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:** *Example Essay Question: Since its publication, To Kill a Mockingbird has been heralded as a great literary achievement. Such praise has made the novel a mainstay in middle school and high school classrooms across the country. In fact, To Kill a Mockingbird is among the ten most frequently taught titles in the United States. In a well-developed essay, argue for or against To Kill a Mockingbird's place as novel required to be taught in high school. Be sure to provide relevant and specific examples from the novel to support your thesis.* ***More specific information regarding common, district-wide, end-of-term assessments forthcoming.**
Texts	**1 Extended Text:** *To Kill a Mockingbird* by Harper Lee **2 Short Works of Literature** Excerpts from "I Am Scout: The Biography of Harper Lee" by Charles J. Shields The Poetry of Langston Hughes "I Know Why the Caged Bird Sings" by Maya Angelou "Ain't I A Woman" by Sojourner Truth The Problem We All Live With By Norman Rockwell (Art) "Courage" by Anne Sexton "If" by Rudyard Kipling "Scottsboro, Too, Is Worth It's Song" by Countee Cullen "My Papa's Waltz" by Theodore Roethke "The Haunted Oak" by Paul Laurence Dunbar ***See list of supplementary titles in the appendix for additional titles**

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Unit 5	**February 24 – April 11 (Term 3 Ends March 25)** *Teacher's Choice* **Literary Analysis (Fiction), Informative/Explanatory Essay, Narrative Writing**
Essential Questions:	❖ Does my culture define my identity? ❖ What impact does culture have on one's identity and actions? ❖ What happens when there is a clash between cultural values and principles?
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.

"Identity"

| Concepts and Skills | Theme   Main Idea   Culture   Point of View

Informative Writing   Narrative Writing

Plot Development   Setting   Tone   Foreshadowing

Figurative Language   Conflict

Character Development   Sequence of Events | **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.
W2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W2b: Develop 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 topics. |

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Content Objectives	Students will: ❖ Determine the major themes in an extended work of fiction, and relate one or more of these themes to another work of literature that you have read. ❖ Determine the main idea in an extended work of fiction, and relate this main idea to a work of short non-fiction. ❖ Describe how the main characters develop over the course of an extended work of fiction, and explain how the development of their character contributes to the reader's understanding of theme in the novel. ❖ Explain how the events of an extended work of fiction relate to the seminal ideas of its time. ❖ Analyze the representation of a work of art, photography or poetry related to one or more of the themes in an extended work of fiction, 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 ideas. ❖ Identify both the particular point of view and cultural experience reflected in an extended work of fiction, and explain how these two elements interact to contribute to the theme of the novel. ❖ Convey complex ideas, concepts and information about an extended work of fiction clearly and accurately through informative/explanatory writing. ❖ Create real life narratives using effective narrative techniques.
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:** *Students will write an explanatory essay on a topic related to a work of fiction that they are reading throughout this unit.* **Narrative Essay:** *Students will write a narrative essay on an imagined experience related to the works of literature explored during this unit.* ***More specific information regarding common, district-wide, end-of-term assessments forthcoming**
Texts	**1 Extended Work of Literature:** *Teacher's Choice* **2 Short Informational Texts, 1 Short Work of Fiction** ***See list of supplementary titles in the appendix for additional titles**

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Unit 6	**April 21 – June 6 (Term 4 Ends)** *A Long Way Gone: Memoirs of a Boy Soldier* **by Ishmael Beah** **Argumentative Writing**
Essential Questions:	❖ What can we learn from the stories of others? How do these stories affect our lives? ❖ Why is it important for people and cultures to construct narratives about their experience ❖ In the face of adversity what causes some individuals to prevail, while others fail?
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 Memoir Symbolism Theme Child Soldiers Social Injustice Moral Obligation	**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 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: ❖ Determine two or more main ideas in *A Long Way Gone*, and explain how they interact and build on one another to provide a complex analysis. ❖ Explain how an author unfolds an analysis or series of ideas or events in *A Long Way Gone* 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 Ishmael Beah uses in his or her exposition of *A Long Way Gone*, including whether the structure makes points clear, convincing, and engaging. ❖ Determine an author's point of view and purpose in *A Long Way Gone* 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:** *Example Essay Question: There are numerous resources stating that Beah has falsified dates, events, and even the map in his memoir. After reading the novel and the claims against him, who is correct? In a well-developed persuasive essay, prove which side is right in its claim.* **End of the Year Assessment** ***More specific information regarding common, district-wide, end-of-term assessments forthcoming.**
Texts	**1 Extended Informational Text:** *A Long Way Gone* by Ishmael Beah **2 Short Works of Literature, 1 short work of non-fiction** "For Child Soldiers, Every Day is a Living Nightmare" OP/ED Forbes Magazine, 2012 "Life After Death: Helping Former Child Soldiers Become Whole Again, Harvard School of Public Health Fall 2011 Ishmael Beah interview www.cbc.ca/thehour (You Tube) ***See list of supplementary titles in the appendix for titles**

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Suggested Supplementary Titles:

Extended Texts	Short Fiction	Short Non-Fiction	Poetry
Fiction • The Killer Angels: A Novel of the Civil War by Michael Shaara • My Antonia by Willa Cather • Life of Pi by Yann Martel • The Adventures of Sherlock Holmes by Arthur Doyle • I Know Why The Caged Bird Sings by Maya Angelou • Hunger of Memory by Richard Rodriguez • The Joy Luck Club by Amy Tan • The Catcher in the Rye by JD Salinger • The Autobiography of an Ex-Colored Man by James Weldon Johnson • The Grapes of Wrath by John Steinbeck • The Secret Life of Bees by Sue Monk Kidd • A Long Way Gone by Ishmael Bea • Godless by Pete Hautman • White Fang by Jack London • 13 Reasons Why by Jay Asher • Because I am Furniture by Thalia Chaltas • American Born Chinese by Gene Luen Yang • When I Was Puerto Rican by • Winter Girls By Esmeralda Santiago • I Know Why the Caged Bird Sings by Maya Angelou • Jane Eyre by Charlotte Bronte • The Book Thief by Markus Zusak **Non-Fiction:** • The Diary of Anne Frank • Hole in my Life by Jack Gantos • Stitches by • Chew on This by Eric Schlosser	• Edgar Allen Poe – The Cask of Amontillado • James Thurber – The Secret Life of Walter Mitty (short story) • Richard Connell – The Most Dangerous Game • O. Henry – The Gift of the Magi • Leslie Marmon Silko – The Man to Send Rain Clouds • Toni Cade Bambara – Blues Ain't No Mockingbird • Pyramus and Thisbe by Ovid • The Tell Tale Heart; The Cask of the Amontillado, etc. by Edgar Allen Poe • The Secret Life of Walter Mitty by James Thurber • Woman Hollering Creek, etc. by Sandra Cisneros • Excerpts from House on Mango Street by Sandra Cisneros • Wachale! By Ilan Stavens • Girl by Jamaica Kincaid • The Golden Kite and the Silver Wind by Ray Bradbury • The Invalid's Story by Mark Twain • Harrison Bergeron by Kurt Vonnegut • Eleven by Sandra Cisneros • Every Little Hurricane by Sherman Alexie • The Necklace by Guy de Maupassant. • No Face by Junot Diaz • Popular Mechanics by Raymond	• Franklin Roosevelt – State of the Union address, 1941 • Four Freedoms Speech by Franklin Roosevelt • I Have a Dream by MLK Jr. • The Autobiography of an Ex-Colored Man by James Weldon Johnson • Speech to the Second Virginia Convention by Patrick Henry • Farewell Address by George Washington • informational, historical • The Gettysburg Address by Abraham Lincoln • My English by Julia Alvarez • How to Tame a Wild Tongue by Gloria Anzaldua • The Myth of the Latin Woman: I Just Met a Girl Named Maria by Judith Ortiz Cofer • Seeing by Annie Dillard • The Ways we Lie by Stephanie Ericcson • No Name Woman by Maxine Hong Kingston • One Being a Cripple by Nancy Mairs • Two Ways to Belong in America by Bharati Mukherjee • Ain't I A Woman by Sojurner Truth • My Cuban Body by Carolina Hospital • Why I Write by George Orwell • The Prince by Nicolo Machiavelli • King James I Speech on Divine	• Langston Hughes, A Dream Deferred • William Wordsworth, I Wandered Lonely as a cloud • Emily Dickinson, Hope is the Thing With Feathers • Yusef Komunyakaa, Slam, Dunk & Hook • Naomi Shihab Nye, Daily • Edgar Allen Poe, The Raven • William Shakespeare, The Seven Ages of Man • Walt Whitman, I Hear America Singing • We Wear the Mask by Paul Laurence Dunbar • Anabel Lee, The Raven by Edgar Allen Poe • Incident by Countee Cullen • he Road Not Taken; Stopping by Woods by Robert Frost • All American Girl by Julia Alvarez • Ode to a Pair of Socks by Pablo Neruda • All-American Girl by Julia Alvarez • The Stalin Epigram by Mandelstam • Crow Song by Margaret Atwood • Allegory by Thomas Hood • The Animal in Me by Dead Prez • Shakespeare's Sonnet 116 • Selected poems by Langston Hughes • "I Know Why the Caged Bird Sings" by Maya Angelou

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	Carver • Thank You, M'am by Langston Hughes • Dominos by Jack Argueros • Fiesta 1980 by Junot Diaz		

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Teaching Resources

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Note-taking

Content/Response Notes Organizer: **Fiction, Drama, Poetry**

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

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H.O.T. Responses: Key Questions

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?
- What details are essential to include in my visual?

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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 squall

It is related to our science unit on weather

I found it on the weather station on TV.

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

I think it means rain storm

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

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

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

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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:

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