Ninth Grade ELA CCGPS Frameworks - Unit 1

**Framework Title:** The Masks of Humanity

**Grade Level:** 9

**Course:** 9th Grade Literature and Composition

**Approximate Duration:** Nine Weeks

**Overview of the Unit: Masks of Humanity**

 “We wear the mask that grins and lies/it hides our cheeks and shades our eyes”-Paul Lawrence Dunbar “We Wear the Mask”

Human beings hide our imperfections behind masks so that when we, as a human race, look in the mirror, we are able to deceive ourselves into believing a false reality. The texts in this unit portray the representation of the flaws of humanity and provide numerous examples of human beings deceiving themselves while hiding behind idealized notions of goodness, equality, and perfection. For this unit, students will read appropriate grade level literary and informational texts to develop an understanding of the masks of humanity and complete a summative argumentative analysis of Thomas Hobbes’ opinion based on a famous Roman proverb.

Using textual evidence from suggested extended and shorter literary texts, and other grade-level appropriate informational texts, students will analyze the masks of humanity, explore its representation in multiple media sources, and produce writing arguing how “Man is a wolf to man” -Roman proverb (184BC)

**Priority Standards:**

**ELACC9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**ELACC9-10RL2:** Determine a theme or central idea of 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.

**ELACC9-10RL4:** 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.)

**ELACC9-10RL10:** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**ELACC9-10RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**ELACC9-10RI2:** 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.

**ELACC9-10RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**ELACC9-10RI10:** By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently.

**ELACC9-10L6:** Acquire and use accurately general academic 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.

**ELACC9-10W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. 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.

b. 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.

c. Use 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.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

**ELACC9-10W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**ELACC9-10W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9–10 Reading standards to literature (e.g., “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]”).

b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “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”).

**ELACC9-10W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**ELACC9-10SL1b:** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**ELACC9-10SL6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

**Supporting Standards**

**Learning targets**

· I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support assertions and answer explicit and inferential questions.

· I can determine how specific details in the text reveal and continually refine a theme.

· I can analyze how author’s specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of the text.

· I can support my claims and counterclaims by pointing out the strengths and limitations of both with textual evidence found in credible sources.

· I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.

· I can gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.

**Summative (Performance-based) Assessment**

# A popular Roman proverb by Plautus(184 BC): *Homo Homini Lupus*: "Man is a wolf to man." Thomas Hobbes later used it in his *"De cive, Epistola dedicatoria"*:

"Only part of us is sane: only part of us loves pleasure and the longer day of happiness, wants to live to our nineties and die in peace, in a house that we built, that shall shelter those who come after us. The other half of us is nearly mad. It prefers the disagreeable to the agreeable, loves pain and its darker night despair, and wants to die in a catastrophe that will set back life to its beginnings and leave nothing of our house save its blackened foundations."

To what extent do the authors covered in the unit texts agree with Hobbes’ view of humanity? After reading the texts, write an essay that addresses the question and support your position with evidence from the texts. Be sure to acknowledge competing views. Include evidence from extended text, at least one informational text, and one other text (literary, information, or visual).

**Skill Building Instruction**

This unit is designed to facilitate teacher flexibility. Within the unit are learning progressions for each of the priority standards for this unit. To develop a lesson on a specific text, select a starting point based on the readiness level of your students in each of the standards to be learned. Then select a grade-level appropriate text, either from the suggested list or another suitable text to effectively incorporate the theme of the unit. Next, create a lesson plan using a blend of the steps for the standards from the learning progressions.

A sample lesson plan has been included to show how the learning progressions can be used to develop lessons that build the necessary skills towards mastery of the standard.

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Provide students with the following I CAN accountability chart:

This I CAN accountability chart will be maintained by the student and serves to record the progression towards mastery of ELA9-10W1. Teacher will initial and date when mastery has occurred for the partners and individual components. This will allow students to take accountability for their own learning. (A skill necessary for college and career readiness).

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_

1. I can 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. (ELA9-10W1a)

Group: \_\_\_\_\_\_\_\_\_\_ Partners: \_\_\_\_\_\_\_\_\_\_ Individual: \_\_\_\_\_\_\_\_ Summative: \_\_\_\_\_\_\_\_\_

2. I can 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. (ELA9-10W1b)

Group: \_\_\_\_\_\_\_\_\_\_ Partners: \_\_\_\_\_\_\_\_\_\_ Individual: \_\_\_\_\_\_\_\_ Summative: \_\_\_\_\_\_\_\_\_

3. I can use 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. (ELA9-10W1c)

Group: \_\_\_\_\_\_\_\_\_\_ Partners: \_\_\_\_\_\_\_\_\_\_ Individual: \_\_\_\_\_\_\_\_ Summative: \_\_\_\_\_\_\_\_\_

4. I can establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.(ELA9-10W1d)

Group: \_\_\_\_\_\_\_\_\_\_ Partners: \_\_\_\_\_\_\_\_\_\_ Individual: \_\_\_\_\_\_\_\_ Summative: \_\_\_\_\_\_\_\_\_

5. I can provide a concluding statement or section that follows from and supports the argument presented. (ELA9-10W1e)

Group: \_\_\_\_\_\_\_\_\_\_ Partners: \_\_\_\_\_\_\_\_\_\_ Individual: \_\_\_\_\_\_\_\_ Summative: \_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson 1: (Standard ELA9-10RL1: cite evidence-whole class) (ELA9-10W1: relevant evidence-whole class)**

1. Provide students with the prompt:

“The world is a dangerous place to live; not because of the people who are evil, but because of the people who don’t do anything about it.” -Albert Einstein. To what extent is Einstein’s statement applicable to “The Lottery?” Be sure to support your position with evidence from the texts.

***(Note: This prompt can be used with different short stories with similar themes. Some suggestions include: “Masque of the Red Death” by Edgar Allan Poe and “The Ones Who Walk Away from Omelas” by Ursula K. Le Guin. Please choose whichever text works best for your district/school/class.)***

2. Model a break-down of the prompt:

1. prove/disprove that the world created by Shirley Jackson is a dangerous place

2. prove/disprove that people are/are not evil in the world created by Shirley Jackson

3. prove/disprove that people do something/nothing when evil presents itself in the world created by Shirley Jackson

4. Decide if the quote is applicable to the story

 **Lesson 2: (ELA9-10RL4: connotative meanings-Whole class and individually)(Standard ELA9-10RL1: cite evidence-partners)**

1. As a class, read the first paragraph of “The Lottery” by Shirley Jackson twice to model acquiring strong textual evidence.

*The morning of June 27th was clear and sunny, with the fresh warmth of a full-summer day; the flowers were blossoming profusely and the grass was richly green. The people of the village began to gather in the square, between the post office and the bank, around ten o'clock.*

2. In partners\*, have students discuss: Does the world created by Shirley Jackson seem to be a “dangerous place” as Einstein’s quote relates? What textual evidence could you find to support your claim?

\*Scaffolding as needed: Direct students to focus on the verbs, adverbs, and adjectives used. Also, the implications of the word “morning.” Ask why would Jackson have chosen to set this in the morning? Would it have been different had she set it at night? (The teacher can relate to a movie about evil: would Jackson’s setting be a typical setting? Why/why not?)

 3. Explain that the dictionary definition is the denotation of a word. Explain connotation to students. (ex. Slim and skinny: although both words have similar denotative meanings, the meaning that has been placed on the word by society varies from the denotative meaning.)

4. Assessment: Teacher observes student understanding and participation

Show video clip:<http://learni.st/learnings/20546-fun-with-nuances-9-10-l-5-b?board_id=2204#/learnings/20546-fun-with-nuances-9-10-l-5-b>

(Video provides a comical view of the difference between pretty, beautiful, cute, sexy, exotic, voluptuous, etc. to show the students that though the words have similar denotations, they have very different connotations).

5. Teacher models a bubble map based on the video with the center bubble being the word pretty and the attached bubbles being the synonyms for the word pretty. From synonyms, attach bubbles of connotative meanings of each.

6. Turn back to “The Lottery”, individually, create a bubble map of the word “village” as modeled with the word “pretty.” Include words with similar denotations and then determine the connotations of each. (Appendix B: Connotation Bubble Map)

7. Ask students to explain why the author chose to use THAT word rather than words that had the same denotation.

**Lesson 3: ELA9-10W1B: Develop Claim/Counterclaim-whole class and individually**

8. As a class, complete the reading of “The Lottery” by Shirley Jackson. Using post-it notes, document textual evidence that could be used for the writing prompt based on the break-down.

9. Brainstorm Agree (that Einstein’s quote relates to the text) and Disagree (that Einstein’s quote relates to the text)

10. Have the students come to the board and add the textual evidence either under the Agree or Disagree column and explain the rationale to the class.

11. Decide if the class will be Agreeing or Disagreeing based on the evidence. Whichever the class chooses becomes the claim. The one that is not chosen is the counterclaim.

12. Diagnostic Assessment of ELA9-10W1:B: Counterclaims

Using expo markers, have students write on their desk why brainstorming the counterclaim could be useful for your essay? Teacher assesses students’ prior knowledge about the application of counterclaim.

13. Have students share their responses with the class.\* Clarify misunderstandings about counterclaims.

\*Scaffolding Needed: If the class really does not have a clear understanding of counterclaims after the teacher assesses from the desks, a mini-lesson will be needed. Use one of the GHSWT prompts like: Should summer reading be required? Use the following questions to model the purpose of counterclaim with whichever prompt you decide to use:

**Claim (my thesis):**

**Counterclaim (what would someone who disagrees with you say?):**

**What evidence could you use to prove them wrong?:**

**Standard ELA9-10W1e: Concluding Statement-whole group**

13. In partners, create a “So what?” concluding statement. How could this quote and text relate to real life. After the partners share, the class chooses the best based on which “follows from and supports the argument presented.”

**Lesson 3: (Standard ELA9-10RL1: cite evidence in pairs) (ELA9-10W1: relevant evidence in pairs)**

Provide students with the prompt:

Equality, rightly understood as our founding fathers understood it, leads to liberty and to the emancipation of creative differences; wrongly understood, as it has been so tragically in our time, it leads first to conformity and then to despotism.-Barry Goldwater. Based on Goldwater’s quote, is equality rightly understood or wrongly understood in “Harrison Bergeron?” Be sure to support your position with evidence from the texts.

***(Note: This prompt can be used with different short stories with similar themes. Some suggestions include: “All Summer in a Day” by Ray Bradbury, “I Want a Wife” by Ray Bradbury, “How it Feels to be Colored Me” by Zora Neale Houston, excerpt from Night by Elie Wiesel. Please choose whichever text works best for your district/school/class.)***

In partners, students will:

1. Break down the prompt. Determine any academic vocabulary or phrases that need to be defined/understood.

2. Read “Harrison Bergeron” by Kurt Vonnegut. Using post-it notes to locate textual evidence for the writing prompt.

3. Brainstorm both of the claims that could be made based on the prompt.

**Standard ELA9-10W1e: Concluding Statement-partners**

4. Determine the claim, counterclaim and create a “So what?” concluding statement.

5. Share with the class. Have class decide together if the partners are using valid reasoning based on textual evidence.

**Lesson 4 (Standard ELA9-10W1a: Create organization-whole class, partners)**

1. In partners, using chart paper, create an outline based on your notes on either “The Lottery” or the “Harrison Bergeron” prompt in which you state your claim, sequence your points, note your supporting evidence, include your counterclaim with supporting evidence, and a “So What?” concluding statement.

2. Formative Assessment: Determine if partners understand the parts of the outline. Walk around and clarify any misunderstandings.

**Standard ELA9-10W1c: Words/phrases/clauses to clarify claim/counterclaims-whole class/partners**

3. Show students how to connect the claim and counterclaim cohesively by transitioning smoothly using linking words, phrases, clauses:

Counterclaim: It is true that, Proponents agree, Certainly, Of Course…

Rebuttal: However, Therefore, Conversely, As the evidence indicates

4. Model with the whole class a rebuttal sentence using the 4-point process:

1. address negative counterclaims provided by opposing reader/audience

2. begin rebuttal with transitional word or phrase

3. limit remarks to specific issue(s) being challenging

4. be clear and to the point in stating disagreements

5. Share model example:

*After reading The Hunger Games by Suzanne Collins and watching the movie adaptation of The Hunger Games, Margie has to create a response essay discussing if traditions should be upheld from generation to generation. After brainstorming if traditions should or should not be upheld, Margie begins her essay by stating: In Suzanne Collins’ The Hunger Games, traditions that cause harm can lead to rebellion.*

*Margie’s counterclaim: It is true that the use of violent traditions instills fear, and this fear may prevent rebellion. Rebuttal – However, this fear cannot last forever; the time will come when the violent tradition outweighs the fear of reprisal as seen in the novel, The Hunger Games (Collins).*

*In Margie’s conclusion, she writes: “Taking the kids from our districts, forcing them to kill one another while we watch – this is the Capitol’s way of reminding us how totally we are at their mercy” (Collins 18-19). These feelings of helplessness lead to the Districts’ rebellion against the Capitol. Any tradition, whether it is as outlandish as the tradition in The Hunger Games or the tradition of driving across the country each year to visit grandma, needs to be reassessed periodically to determine the adverse effects of the tradition.Traditions that cause harm can lead to rebellion, even if the rebellion manifests itself simply as an adult refusing to visit grandma because of the torture of obnoxious siblings every year growing up.*

6. In partners, practice the 4 point process with the notes from the outline.

**Formative Assessment: ELA9-10W1b,c**

**Determine if students with a partner for support can apply the concept to one of the prompts already covered.**

**Lesson 5**

In class writing prompt: **Formative Assessment: ELA9-10W1a: Create organization, ELA9-10W1b: Develop claim/counterclaim, ELA9-10W1c:Words/phrases/clauses to clarify claim/counterclaims, ELA9-10W1e: Concluding Statement, ELA9-10RL1: cite evidence, ELA9-10RL4: connotative meanings**

“Of all tyrannies a tyranny sincerely exercised for the good of its victims may be the most oppressive.”-C.S. Lewis

To what extent is C.S. Lewis’s statement applicable to “The Lottery” and “Harrison Bergeron” Be sure to support your position with evidence from the texts.

**Lesson 6: Standard ELA9-10W1d: Formal style-partners**

1. Using the rough draft, create citation sandwiches (Appendix A: Citation Sandwiches)

(*Top half of the bun: set-up, middle: quote, bottom: analysis)* by highlighting all the quotes in the paper. The students paste the quotes in the center of the sandwich. They then cut out the set-up for the quote-top of bun, and the analysis of the quote-bottom of the bun.

*Setup: Explain what is going on in the text at the time of the quote, who is saying the quote or the context for the quote*

*Quote: Make sure that you’re quoting enough of the passage so that you don’t take it out of context – don’t cut off sentences, or misquote a source*

*Analysis: Justify why you are using the quote and explain how the quote connects to the thesis*

2. The students may not have a bottom or top of the bun. This will allow them to visually see what is missing in their papers and revise. Remind students that beginning or ending a supporting paragraph with a quote will omit either the set-up or the analysis. For an argumentative essay, both are required.

**Formative Assessment: Standard ELA9-10W1d: Formal style**

3. Pair and Share. Have your students choose one sandwich that they feel they wrote the best and one that needs the most improvement.

4. Have the students share with their partner. Then, the pairs should help each other rewrite the sandwiches that needed the most improvement. Teacher will assess completed sandwiches.

**After assessing individual student learning using the I Can Accountability Chart, students that have not mastered a particular element after group and partner learning will need to be grouped with a partner that did master for additional support. If numerous students have not mastered an element, the teacher will need to revisit. If a only a few students did not master, one-on-one instruction will need to be provided before the summative assessment.**

Remainder of unit summary: Not covered in the sample, but needed for unit 1:

ELA9-10RL2: Theme

ELA9-10RI2: Central Message

ELA9-10RI4: Word choice

ELA9-10SL1b: Collaborative Discussions

ELA9-10SL6: Adapt Speech

ELA9-10L6: Academic Vocabulary

Within the unit are learning progressions for each of the priority standards for this unit. To develop a lesson on a specific text, select a starting point based on the readiness level for your students in each of the standards to be learned. Then select a grade-level appropriate text, either from the suggested list or another suitable text to effectively incorporate the theme of the unit. Next, create a lesson plan using a blend of the steps for the standards from the learning progressions.

A sample lesson plan was included to show how the learning progressions can be used to develop lessons that build the necessary skills towards mastery of the standard.

**End of Unit: By this time, students have completed whole group learning of ELA9-10W1 a-e, partner practice, and individual practice. Further, targeted instruction should be implemented before the summative assessment is given.**

**Summative Assessment:ELA9-10W1 a-e: Argumentative Writing, ELA9-10W9:Draw evidence form literary or informational text to support analysis**

A popular Roman proverb by Plautus(184 BC): *Homo Homini Lupus*: "Man is a wolf to man." Thomas Hobbes later used it in his *"De cive, Epistola dedicatoria"*:

"Only part of us is sane: only part of us loves pleasure and the longer day of happiness, wants to live to our nineties and die in peace, in a house that we built, that shall shelter those who come after us. The other half of us is nearly mad. It prefers the disagreeable to the agreeable, loves pain and its darker night despair, and wants to die in a catastrophe that will set back life to its beginnings and leave nothing of our house save its blackened foundations."

To what extent do the authors covered in the unit texts agree with Hobbes’ view of humanity? After reading the texts, write an essay that addresses the question and support your position with evidence from the texts. Be sure to acknowledge competing views. Include evidence from extended text, at least one informational text, and one other text (literary, information, or visual).

 **Resources**

 (Notes: Possibly include: *The Strange Case of Dr. Jekyll and Mr. Hyde, Midsummer Night’s Dream, Taming of the Shrew, Man the Iron Mask*)

Extended Literary Text Options:

* *Odyssey*
* *1984* by George Orwell
* Brave New World
* *Fahrenheit 451* by Ray Bradbury
* *All Quiet on the Western Front* by Erich Remarque

Visual Text Options:

* *Wall-E*
* *Avatar*
* *The Island*
* *The Stepford Wives*
* “Twilight Zone” The Obsolete Man (TV episode 1961)

Short Literary Text Options:

“The Yellow Wallpaper” by Charlotte Perkins

“I Want a Wife” by Ray Bradbury

“How it Feels to be Colored Me” by Zora Neale Hurston

excerpt from Night by Elie Wiesel

“The Minister’s Black Veil” by Nathaniel Hawthorne

“The Masque of the Red Death” by Edgar Allan Poe

” We Wear the Mask” by Paul Laurence Dunbar

“The Interlopers” by Saki

“The Lottery” by Shirley Jackson

 “Harrison Bergeron” by Kurt Vonnegut

“Shot Through the Neck” by George Orwell

 “The Ones Who Walk Away from Omelas” by Ursula K. Le Guin

“The Second Coming” by W. B. Yeat

“The Poisons of Left and Right” for Czeslaw Milosz by Les Murray

“I know the truth-give up all other truths!” by Marina Tsvetayeva

Non-Fiction Text Options:

“Fallacies Of Economic Equality That Promote Poverty” <http://www.forbes.com/sites/peterferrara/2011/07/07/fallacies-of-economic-equality-that-promote-poverty/>

The Narrative of the Life of Frederick Douglas by Frederick Douglas (excerpt)

Edith Hamilton’s Mythology

Fuchs, Victor R. “Women's Quest for Economic Equality.” The Journal of Economic Perspectives

Vol. 3, No. 1 (Winter, 1989), pp. 25-41:<http://www.jstor.org/stable/1942963>.

**Learning Progressions**

**Learning Progression ELA 9-10 RI1 and RL1**

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

**Key Action Verbs:** Cite, Analyze

**Supporting Standard:** RL4/RI4, RL7/RI7, RL10/RI10,W1, W2, W4, W5, W9, W10, SL1, L1, L2, L6

*\*Note: This progression integrates well with RI4 and L6 close reading activities. Often the same text can be used.*

*\*\* This progression can be replicated as needed, substituting for various areas of focus. For example, students could be tasked with determining rhetorical devices used by the author for argument. Also, the complexity level of the text selected will increase as students finesse close reading skills.*

**Step 1:** To help students learn to analyze a selection to determine what the text is saying explicitly as well as what is being implied within the text. Using the Smartboardor projector; the teacher will project a short grade-level-appropriate literary or informational text on the board, the teacher will read the selection aloud and ask students to come to the Smartboard to annotate based on their independent analysis, marking anything they consider to support or identify the selection’s meaning. For example, students may be asked to underline or key words or ideas of the selection and highlight (using a different color) or circle the supporting evidence; to place a question mark beside ideas that they consider confusing; etc. Assessment: The teacher will ask for volunteers to come to the board and mark one item which they feel supports the meaning of the selection, while also monitoring to make sure that students are marking their individual text as instructed, for a model.

**Step 2:** If more practice is needed, the teacher will use another short grade-level-appropriate text, which the students will read independently analyzing, to determine the controlling idea or meaning of the selection. The teacher will ask students to mark the text as instructed in the previous lesson. Assessment: Teacher will evaluate notations on text for understanding.

**Step 3:** Using grade-level-appropriate informational text, students will work in pairs, reading the selection silently, while analyzing to determine meaning or a controlling idea; they will also highlight or annotate any supporting evidence that strengthens their determination. Students will share, in open discussion, their examples of textual evidence identified for support. Assessment: Teacher will evaluate students’ understanding as provided in open discussion. Struggling students will be noted.

**Step 4:** Struggling students will be paired and the teacher will work with these pairs throughout step 3 leading them to independence and other students will work independently. Using grade-level-appropriate informational text, all students will read and analyze silently. Using annotating skills, students will underline the important information or controlling ideas which lead to the meaning of the selection, and highlight sentences that support their selection. Then the student will use a citation table to record the controlling idea and supporting explicit textual evidence. The students will identify information that can be inferred from the text and cite evidence that supports the inference. In small groups, the students will identify supporting text and invoke peer evaluation. Assessment: The teacher will evaluate the graphic organizer and monitor small group discussions.

**Step 5:** The teacher will use the information provided in the citation tables to teach students how to correctly cite a literary work based on MLA guidelines, using the Purdue OWL website,<http://owl.english.purdue.edu/owl/resource/747/01/>.

**Step 6:** Using a variety of grade-level-appropriate informational texts, students will work independently. All students will read and analyze their assigned text independently, annotating the important information or controlling ideas and supporting evidence. Each student will write a paragraph justifying the analysis with textual evidence including the relationship between the evidence selected and the purpose of the paragraph. Students will include appropriate citations at the end of their sentences. Assessment: The teacher will evaluate the paragraph using a researched based rubric. Appendix A

<http://eastprovidencehighschool.com/web/sites/default/files/AP%20English%20-%20Rubric%20-%20Literary%20Analysis%20Writing.pdf>

\*\* Resources attached

**Learning Progression: ELA 9-10 RI2 and RL2**

**Determine a theme or central ideas of 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.**

**Key Action Verbs:** determine, analyze, provide

**Supporting Standard:** RL1/RI1, RL3/RI3, RL10/RI10, W1, W2, W4, W5, W9, W10, SL1, SL2,

*\*Note:**This learning progression is meant to be a teacher guidance document created to help teachers to unpack and teach common core standards. The focus is on the verbs of the standard as well as on the progression of learning which leads students to mastery. Teachers are free to use any literary text which is appropriate in both Lexile level and content.*

**Step 1:** Students will be given a grade-level-appropriate piece to read and analyze to determine the theme, and track the themes development. First remind students that themes are the underlying ideas, morals, and lessons that give the story its texture, depth and meaning. The themes are rarely written out in a story. In this exercise students will take a different approach to annotating or taking notes on a reading selection. Students will sketch their way through the text.

**1)** **Instructions:** As you read this selection, stop when you notice something important, surprising, thought provoking or interesting. In the margin of the selection make a quick sketch of what you are thinking. The goal is to create a quick picture that will help you remember your thoughts and the information. We are not looking for works of art, stick figures are fine. Sketching is simply a way for you to visualize what is happening in the story. It activates a different part of the brain than writing, so it may feel awkward at first.

**2) Teacher Assessment:** Monitor reading and sketching as students are actively engaged. Look for examples to use with the whole class later. Encourage students to sketch as they read, and not to read through the selection first. The whole point of the exercise is to actively engage them while reading. If you notice students finishing up sooner than others, you can say:

**I***f you are finished, go back to the article, look at your sketches and try to add further details so that you can just glance at your drawings and remember the selection without having to reread it.*

**3) Instructions:** Pair up with your shoulder buddy and quickly discuss this article. Compare what you have sketched and your thoughts connected to those sketches. Discuss the differences in your sketches and why you chose to highlight different points from the selection. Together identify the theme or themes found in the reading selection.

**4) Instructions:** If possible use a document camera to share student’s sketches, while they comment on their sketches, and their identified theme. Give partners the opportunity to offer ideas about what they drew and interesting points that came up in their discussions.

**Step 2:** Students will be given a grade-level-appropriate literary or informational reading selection. They will read it independently, and then follow along as the teacher reads it. After completing the second reading; students will annotate the selection, analyzing key details and essential information in order to correctly identify the theme or controlling idea of the selection. Students will then write an objective summary of the text, while telling how the theme is developed and refined by details in the selection. Assessment: Peer review, using a research based rubric.

**Step 3:** Students will read a portion from the extended text, stopping at a designated point to summarize and identify the theme. Students will list supporting details from the selection to support their identification of the theme. Assessment: Teacher will check student mastery. Students needing remediation will be grouped into small groups for Step 4.

**Step 4:** Students will be a grade-level-appropriate informational text, to read as a group. After reading students will use the Cornell Notes organizer ( Appendix B) to identify key points from the selection, and analyze it in order to develop an objective summary of the text. Assessment: Teacher will monitor is ensure that everyone is following instructions, then they will make corrections as a class so that everyone has the correct answers.

**Step 5**: Using their graphic organizers from yesterday students will write a brief theme analysis based on the video clip. Students will use quotations from the videoclip t to support their claims. Assessment: Teachers will use a research based rubric to quickly and accurately monitor student mastery. (Appendix A)

**Learning Progression ELA 9-10 RI4**

**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning; analyze the cummulative impact of specific word choices on meaning and tone, (e.g., how the language of a court opinion differs from that of a newspaper).**

**Key Action Verbs:** Determine, Analyze

**Supporting Standard:** RL1/RI1, RL3/RI3, RL10/RI10, W1, W2, W9, W10, SL1, SL3, L3, L4, L6

*\*Note:**This learning progression is meant to be a teacher guidance document created to help teachers to unpack and teach common core standards. The focus is on the verbs of the standard as well as on the progression of learning which leads students to mastery. Teachers are free to use any literary text which is appropriate in both Lexile level and content.*

**Step 1:** Working in pairs, students read a grade-level-appropriate informational text with keywords and phrases (figurative/connotative/technical) highlighted.Have students determine the meanings of the highlighted words and phrases including figurative/connotative/technical meanings using context clues. The students will use a graphic organizer explain their definitions and cite context supporting the definition. (Appendix D) Assessment: (FA) Teacher monitors participation, and understanding, while facilitating discussions, or explanations.

**Step 2:** Teacher reads aloud a grade-level-appropriate informational text and models close reading techniques such as identifying context clues to determine word meaning as students follow along with a personal copy of the text for annotation. After reading students will define academic words and phrases as well as figurative/connotative/technical language in context. Assessment: (FA) Teacher monitors student annotations for clarity.

**Step 3:** Working independently, students will read a short grade-level-appropriate informational text and define academic words and phrases as well as figurative/connotative/technical language in context. The students will use a graphic organizer (Appendix D) Assessment: (FA) The teacher will evaluate the graphic organizer or thinking maps for definitions and context cited.

**Step 4:** Struggling students will receive a text with highlighted words and phrases. The teacher will support these students leading them into the following independent work.

All other students, working independently, will read a new grade-level-appropriate informational text without highlighted words or phrases. Have students highlight words and phrases they do not understand including figurative/connotative/technical meanings. Then have students determine the meanings of the words and phrases they do not understand including figurative/connotative/technical meanings using context clues. The students will use a graphic organizer (Appendix D). Assessment: (SA) Teacher will evaluate definitions and context cited.

**Step 5:** Using annotated text from Part 1, the teacher will read the text aloud again and lead the students in determining the central idea. Look at the highlighted words and phrases -

The teacher will lead a discussion on how these words help the author create the tone for the piece while maintaining the central idea.

**Step 6**

Working in pairs or small groups, the students will analyze the piece from Part 2, using their notes and the graphic organizer to determine the central meaning of the piece and to discuss how the words impacted the tone and central idea students will be asked to include analogies or allusions to other texts.

Students will create notes from the discussion to be used as a guide for the independent work to follow.

Teacher will facilitate.

Assessment: (FA) Teacher will evaluate notes.

**Step 7:** Teacher will work with struggling students and guide them through the analysis process. They will then join their peers in working independently.

Working independently students will reread the piece in Part 4 looking at the words they highlighted to determine if those words impacted the tone or central idea. They will also look for additional words that have more impact on the tone or central idea, including analogies and allusions to other texts.

Students will create notes from this rereading.

Teacher will facilitate and assess informally.

**Step 8:** Working in small groups (3-4), students will discuss the piece from Part 4 and how word choice has impacted the tone and central idea of the piece.

Students will add to their notes in preparation for the summative evaluation.

Teacher will facilitate and assess informally.

**Step 9:** Students will write a 1-2 paragraph essay analyzing the impact of the author’s word choice in the piece from Part 4, 7, and 8, explaining how the choice of words created the tone and helped establish the central idea, while incorporating textual references as evidence with citations.

Assessment: (SA) Teacher will assess based on a rubric.

**Learning Progression ELA 9-10 RL4**

**Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cummulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).**

**Key Action Verbs:** Determine, Analyze

**Supporting Standard:** RL1/RI1, RL7RI7, W9, W10, L1,L2,SL1,SL3

*\*Note:**This learning progression is meant to be a teacher guidance document created to help teachers to unpack and teach common core standards. The focus is on the verbs of the standard as well as on the progression of learning which leads students to mastery. Teachers are free to use any literary text which is appropriate in both Lexile level and content.*

**Step 1:**The teacher reads aloud a grade-level-appropriate literary text and models close reading techniques by identifying context clues to determine word meaning as students follow along with a personal copy of the text for annotation. Students will define academic words and phrases in context focusing on words with multiple meanings, figurative language and connotative meanings of words. Students will determine the influence of these words and phrases on the author’s tone and purpose. Assessment: (FA) Teacher monitors student annotations for clarity.

**Step 2:** Working in pairs, students read a new grade-level-appropriate literary text provided by the teacher that has key words and phrases (focusing on figurative language) highlighted throughout the first 1-3 paragraphs of the text. Students will determine the meanings of the highlighted words and phrases and explore the connotative emphasis for the words selected. Pairs will share their determinations in open discussion. Still working in pairs, the students will continue through the selection highlighting examples of key words and phrases including figurative language. The students will use a graphic organizer (Appendix D) explain their definitions and cite context supporting their determinations. Assessment: (FA) The teacher will evaluate the graphic organizer for definitions and context cited.

**Step 3:** Students that are struggling with recognizing figurative language, the intended meaning of words that have multiple meanings, and/or the connotative meaning of the word will work in a small group with the teacher finessing their skills so that they will be better equipped to engage in the following activity. Using the same text and organizer from Step 2 and working in pairs, students will explore words and phrases with similar or opposite meanings from the key words and phrases selected. Using the text, the student will substitute the explored words and phrases with different meanings from those that were intended by the author. The students will silently re-read the text with the substitutions noting the changes in purpose and tone. In open discussion, pairs will share examples of modified text and the resulting change in purpose and tone. Assessment: (FA) In a ticket out the door, each student will explain in 2-3 complete sentences the overall resulting change in purpose and tone.

**Step 4:** Working independently, students read a new grade-level-appropriate literary text. Students will select key words and phrases focusing on words with multiple meanings and figurative language. Using a graphic organizer (Appendix D) students will identify the key word or phrase, the explicit or suggested meaning, the context used to determine the meaning intended, and finally, the impact the selected word or phrase had on the development of the purpose and tone of the text. In open discussion, students will share their determinations. Then the student will write a short constructed response relating how the author’s choice of words influenced the tone and meaning of the text, using evidence with citations to support their claims. Teacher monitors and facilitates. Assessment: (SA) The teacher will evaluate the constructed response based a research based rubric.

**Learning Progression:ELACC9-10 W-9:**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Key Verbs: Draw, Support

Supporting Standards: RL1, RI1

Many of the skills needed for this standard are covered the learning progression for standards RL1 and RI1. Therefore this learning progression is going to focus more on the aspect of how to gather information, than specifically on how to cite evidence.

Step 1: Students will go to<http://owl.english.purdue.edu/owl/resource/588/02/> or other credible website and research how to determine if a source is credible. In doing this they can complete either a Cornell Note graphic organizer (Appendix B) or any other graphic organizer, or note taking system which the teacher prefers.

Step 2: The teacher will create a web quest on any of the numerous websites designed for this you might want to start with<http://webquest.org/index-create.php> OR<http://www.kn.pacbell.com/wired/fil/> . On this web quest you can have students focus on a research topic for the basis of the assignment only, or stay more general and simply have them visit various websites. In addition to the web quest have several texts and other sources for students to evaluate. This would be a great way to do stations.

Students will follow instructions to complete a web quest scavenger hunt for credible resources, using the attached graphic organizer for evaluation. (Appendix F)

Step 3: Students will be give several excerpts from a variety of texts. Each excerpt will have a claim attached. Students will have to go through the excerpt and find evidence to support said claim.

Step 4: Students will be given other excerpts to read, make a claim, or pull something out to analyze and provide two to four pieces of supporting evidence within the excerpt to support that claim or analysis.

Step 5: When working on the summative assessment for the unit students will demonstrate mastery of this standard as well as the standards RL1 and RI1.

**Learning Progression: ELACC9-10 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.**

**B. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.**

**Key Action Verbs:** Initiate, Participate

**Supporting Standard: L1, L5, W2**

*\*Note:**This learning progression is meant to be a teacher guidance document created to help teachers to unpack and teach common core standards. The focus is on the verbs of the standard as well as on the progression of learning which leads students to mastery. Teachers are free to use any literary text which is appropriate in both Lexile level and content.*

**Step 1:** Teacher will randomly assign students to groups and ask them to discuss a topic. After five minutes they will be asked to present their findings.

Teacher will lead a discussion asking students: What were the negative and positive aspects of the discussion? Who is responsible for keeping a discussion focused? How is the information from a discussion recorded? How can the standards of the discussion be determined? Who makes sure time is used wisely?

Teacher will then identify student roles in discussion and project development.

Leader, recorder, timekeeper, and spokesperson – these are some common roles – see link for more details

<http://serc.carleton.edu/introgeo/cooperative/roles.html>

**Step 2:** Teacher will randomly assign students to groups and then randomly assign roles.

Students will be given a discussion topic and five minutes to discuss the topic. Then they will be asked to present their findings.

Teacher will lead a discussion on the differences between the discussion in part 1 and the discussion in step 2.

**Step 3:** Students will summarize discussion protocols in note format and use notes to facilitate the discussion.

Teacher will ask students to work in a group, with randomly assigned roles to develop elements that are important to a successful discussion or group project.

Assessment: Students will share their ideas in the large group and create a master list on the board.

Teacher will then present research based protocols.

<http://serc.carleton.edu/introgeo/cooperative/whatis.html>

**Step 4:** Teacher will assign a discussion topic – based on one of the informational readings. Students will be placed in random groups and assigned random roles.

In a fishbowl setting one group will model the discussion for 5 minutes. Teacher will offer commentary to facilitate understanding of roles.

Students will then break into groups and continue the discussion with teacher facilitating.

Assessment: (FA) Teacher will monitor discussions.

**Step 5:** Students will be assigned to the same groups as in Step 4, but given different roles. Each group will be assigned a different question to discuss, based on a previous class reading. Groups will discuss the topic and present their findings. Assessment: (FA) Teacher will monitor discussions.

**Step 6:** Summative Assessment: Students will evaluate the various types of discussions and the impact of roles on cooperative learning in a written reflection.

**Learning Progression: ELACC9-10 SL6:**

**Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations).**

**Key Action Verbs:** Adapt, Demonstrate

**Supporting Standards:** RL1/RI1, RL4/RI4, RL5/RI5, L5, SL4, SL5, SL6, W2

*\*Note:**This learning progression is meant to be a teacher guidance document created to help teachers to unpack and teach common core standards. The focus is on the verbs of the standard as well as on the progression of learning which leads students to mastery. Teachers are free to use any literary text which is appropriate in both Lexile level and content.*

**Step 1:** Teacher will identify the Registers of Language and Levels of Abstraction in Language with students in whole group. Instructor will cover Registers of Language:

1. **Static (unchanging)**
2. **Formal(impersonal and formal)**
3. **Consultative (professional discourse / situational protocols)**
4. **Casual (appropriate in peer groups)**
5. **Intimate (close families and friends)**

Students will need to have this information available to them for reference later - either through note taking or providing students with it. Teacher can stress the importance of language registers and demonstrating the ability to use appropriate English in context with students, and that this skill will need to be used throughout the semester.

\*Note: Instructors can stress this to students visually and through technology integration by showing the Taylor Mali poem at <http://vimeo.com/3829682>.

As a whole class group, teacher will lead students in reading or viewing examples of speakers in each of the registers of language. Teacher should utilize a variety of examples - text, audio and video.

As a whole group, class will identify which register they believe the example falls under, analyzing and citing specific evidence from the example to explain why they assigned the classification, and notate these examples for guidance later in individual graphic organizers.

\*\* Note - For this lesson to be successful, it is important that students understand and can carry out the rhetorical strategies of analyzing audience and setting

Teacher will assess students by examining graphic organizers and guiding struggling students as needed.

**Step 2:**

Adapt speech to a variety of contexts. Teacher should discuss with students that skipping too many registers at once in public speaking is inappropriate, and that successful individuals primarily use registers 2 and 3. Students will review their notes and graphic organizer on registers from Step 1 if needed.

To illustrate this, students should evaluate the level of appropriateness that would be present if they switch the registers in each example from Step 1. In small groups or pairs, students should adopt the role of the speaker in each example, explain the situation/setting to other students in the group, and deliver the speech in a different language register. Students will take turns analyzing the level of appropriateness of the language being used by each member of their group, and write a response detailing their reasoning for the level assigned.

\* Note - For this lesson to be successful, it is important that students understand and can carry out the rhetorical strategies of analyzing audience and setting

Teacher will assess students ability to adapt speech to a variety of context by observing groups and by checking students’ writing responses detailing their reasoning.

**Step 3:**

Adapt speech to a variety of contexts, demonstrate command of formal English when appropriate. Throughout the course of the lesson or class, teacher will assign students multiple small and large presentations in the form of research projects, speeches, etc. These should not be ‘one day presentations’ where students stand in front of the class, speak, and receive a grade. Students will be given the opportunity compose these assignments at written documents and should:

* communicate with classmates throughout the process for revision
* individually present their work/presentation to the whole class group
	+ receive feedback on these presentations AND assess other’s presentation for appropriate language use
	+ provide other students (and be provided with) written feedback on how to improve their language/speech by citing specific examples from their presentations
	+ be given to opportunity to revise/redo and represent, working towards increasing the appropriateness and formality of their language.

Teachers will assess students at multiple points in the process by observing, giving written and verbal feedback of presentations and of students’ feedback to each other. There are multiple points within these steps for formative and summative assessments.

\*Note: This would be an opportunity for students to incorporate digital media in their presentation and should be encouraged to do so.

**Learning Progression ELA9-10 L6**

**Acquire and accurately use general academic 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.**

**Key Action Verbs:** Acquire, Use, Demonstrate the ability to gather

**Supporting Standard:** RL4/RI4, RL10/RI10, W6, SL1, SL2, SL4, SL5, L3, L4

*\*Note:**This learning progression is meant to be a teacher guidance document created to help teachers to unpack and teach common core standards. The focus is on the verbs of the standard as well as on the progression of learning which leads students to mastery. Teachers are free to use any literary text which is appropriate in both Lexile level and content.*

\*Note: L6 will work nicely in lessons that RL4 and RI4 are being addressed in as well. Teachers should note the three tiers of vocabulary, and that L6 asks students to acquire, use and demonstrate the ability to gathering knowledge with Tier 2 and Tier 3 words.

* **Tier 1:** Words acquired through everyday speech.
* **Tier 2:** Academic words that are generally abstract, and appear across all types of text and content areas.
* **Tier 3:** Domain and content specific words.

**L6** **requires teachers to conduct pre-planning in the form of reading the texts they will be using to determine the content and text specific Tier 2 and Tier 3 vocabulary they will be addressing. There is not a predetermined, generic list of vocabulary for teachers to address.** Within the lesson teachers can give students the opportunity to identify unfamiliar academic vocabulary on their own and have them gather knowledge to aid in comprehension of the text , but the instructor should still have determined specific words for students to focus on at the college-career readiness level.

**Step 1:**

Acquire academic vocabulary. Provide students with, and explain, academic language that is deemed essential to basic comprehension of a text or skill being used (Tier 3). Read the selected text (literary/informational) together with students, and highlight/annotate the text by identifying these vocabulary words and noting their meaning. Model this identification with students as a whole group; have students evaluate how important these words are to the comprehension of the text based on their frequency or placement in the annotated text.

\*Using the *Find* tool in Word or within an internet browser is a quick way to highlight and find the words being explained, provides a quick visual for students to see the frequency, and integrates technology use within the standard.

Teacher models where to find the academic vocabulary and how to annotate it. Once students evaluate the importance of these words, teacher should make clear to students the expectation that they will need to use the words in verbal and written discussion of the text.

**Step 2:**

Acquire academic vocabulary; demonstrate ability to gather knowledge. Have students read the selected text (literary/informational) in small groups or pairs. Students should identify academic words of significance within the text\*, and collaborate as a whole group to create a class word wall or visual thesaurus\*\*.

 **\***Students can identify words of significance based on placement within text structure, frequency, or using tools such as Woordle, VocabGrabber, instagrok, WordSift

 \*\*Students can create a word wall or visual thesaurus as a physical display in the classroom or digitally if resources allow. Tools such as Visual Thesaurus, NinjaWords, VocabGrabber, instagrok, WordSift, and WallWisher allow students to gather knowledge about self/group identified significant academic vocabulary and acquire the vocabulary through collaborative design.

Teacher monitors students and evaluates pair/group identified academic vocabulary for significance (ongoing formative, redirect as needed).

Teacher monitors and evaluates accuracy of meaning provided by students of pair/group academic words (ongoing formative, redirect as needed).

**Step 3:** Accurately use academic vocabulary; demonstrate ability to gather knowledge. Have students read the selected text (literary/informational) individually. Students should identify academic words of significance within the text\*, and create individual word walls/visual thesaurus, graphic organizers or flash cards\*\*. If students have not yet mastered Step 2, allow them to work together in groups with teacher leading and intervening - then moving on to Step 3 independently.

 **\***Students can identify words of significance based on placement within text structure, frequency, or using tools such as Woordle, VocabGrabber, instagrok, WordSift

 \*\*Students can create a word wall or visual thesaurus as a physical display in the classroom or digitally if resources allow. Tools such as Visual Thesaurus, NinjaWords, VocabGrabber, instagrok, WordSift, and WallWisher allow students to gather knowledge about self/group identified significant academic vocabulary and acquire the vocabulary through collaborative design.

**Step 4:** Accurately use general academic and domain-specific words and phrases. Students will use academic language identified and gathered in Steps 1-3 in independently created works.

* Students should consistently use teacher / whole group identified academic language consistently and correctly in writing - both shorter responses and longer drafted essays. Teacher should communicate to students throughout the writing process that this is required - perhaps even including academic language on the writing rubric. Students should utilize their annotated texts from Step 1, the class collaborative world wall/etc from Step 2 and their independent word walls/visual thesaurus, graphic organizers or flash cards from Step 3. Teacher will assess student writing for accurate use of this vocabulary.
* Students can accurately use the acquired and gathered words by designing and drawing comic strips that require students to think critically, create and communicate their vocabulary knowledge. Students can be given vocabulary in Tier 2 or 3 and be asked to demonstrate/illustrate the meaning of the vocabulary through creating comic strips. Make Beliefs Comix is a free digital comic strip maker that students can utilize for technology integration. Teacher will assess student acquisition of vocabulary through determining accurate representation of appropriate depth in their comic strip.
* Students can represent their knowledge and demonstrate accurate use of the acquired vocabulary through non-verbal approaches as well. Students can draw out their vocabulary knowledge through illustrations - on the whiteboard, Smart Board, or through the tool Sketch Odopod (which will record their digital drawings, allowing teachers to achieve quality student work or share a student’s ideas/mastery with others). Teacher will assess student acquisition of vocabulary through determining accurate representation of appropriate depth in their drawings