



Student Learning Objective (SLO) Process

Early Release Dates 2017-2018

Location: Copper Canyon High School Media Center

- September 27** **All Arts and Wellness Teachers**
SLO Overview of the SLO process and purpose
- November 1** **All Arts and Wellness Teachers**
Review data template
Discuss data collection and specific strategies to address different proficiency levels in order to effectively differentiate instruction.
Teachers bring data
- December 6** **Wellness, Theater and Visual Arts Teachers**
Begin the work on documents; either edit a current one or draft a new one.
Music (Choir and Band)
Continue revising the performing standards baseline, summative assessments, and rubric.
- February 7** Continue the work from December 6...
Wellness, Theater and Visual Arts Teachers
Continue the work on either revising documents or drafting new ones.
Music (Choir and Band)
Continue revising the performing standards baseline, summative assessments, and rubric.
- March 7** **All Arts and Wellness Teachers**
Collect data for the summative assessments to use with the data protocol.
Ensure pacing is on time and on target for the summative assessments in April.
- April 4** **All Arts and Wellness Teachers**
Review next year's plans, calendar dates to give assessments for 2018-2019, discuss any revisions that still need to be made over the summer.



Why Academic Vocabulary is Important

Everyone “knows” that acquiring vocabulary is absolutely critical for learning how to read and write fluently. Success in the classroom is predicated on a student’s ability to grow in their knowledge of words. And there is clear evidence connecting vocabulary to how well students perform on end-of-year standardized assessments.

The impact of vocabulary does not stop as students exit the schoolhouse door into the workforce: economic mobility has been shown to be tied to vocabulary as well. Vocabulary acquisition has particular importance for ELL students or those with lower socio-economic status.

It’s no mystery then that teachers are sold on the idea that students need to build their vocabularies. But when you peel back what teachers actually know about the current research surrounding vocabulary acquisition, you find a mish-mash of clichés and anecdotal evidence that rarely adds up to an **actionable plan**.

Understanding how and why vocabulary is essential for learning is key to mapping out what words and approaches should receive priority. Knowing how words are acquired, retained, and utilized by students empowers teachers to strategize when they hit a roadblock with a student or a class. Once they have an in-depth grasp of multi-faceted processes involving vocabulary, teachers are able to “zero in” on why students are struggling and design solutions to remedy the situation.

ACADEMIC VOCABULARY DEFINED

Vocabulary can broadly be divided into three categories, or tiers, based upon the characteristics of the words in question and the stages at which children learn such words. Initially, children grasp Tier 1 words from oral conversation. These are the basic and concrete words of everyday speech like walk, said, and car.

At the opposite end of the spectrum are discipline and domain specific words students acquire when studying particular subject matter. These Tier 3 words—like oligarchy, photosynthesis, and carburetor—are highly specialized vocabulary used to describe content knowledge. Their low occurrence rate typically leads to them being explicitly defined by the teacher or the text itself (e.g. “Jim Crow laws were segregation statues that ensured white supremacy”).

Between everyday Tier 1 words and content specific Tier 3 words lay general academic vocabulary known as Tier 2 words. These precise and yet more abstract words like analyze, symbol, and vehicle largely stem from written sources. Despite these features, they are seldom defined or scaffolded within texts. Because of their generality and frequent appearance across content areas—as well as their rich representational quality, multiple meanings (depending on context), and connection to other words—Tier 2 words have high utility, and should be the focus of academic vocabulary instruction.



Tier 2 Checklist and Practice

CHECKLIST FOR DETERMINING TIER 2 VOCABULARY

- Does the word significantly impact the meaning of the text (e.g. shape purpose or point of view)?
- Does it illustrate nuance in an author's choice of words (e.g. *admitted* versus *confessed*)?
- Will learning it help students be more precise in describing ideas and concepts?
- Does the word have strong general utility (i.e. will students often see the word appear in other texts)?
- Does it connect to other ideas, concepts, or experiences that students have been learning?
- Will it be of use to students in their own writing (including when writing in response to the text)?
- Is understanding the word necessary to avoid confusion and guide understanding?
- Are there multiple meanings based on context (e.g., Texas was *admitted* to the union, he *admitted* his errors)?

PRACTICE IDENTIFYING TIER 2 VOCABULARY BELOW:

From Susan B. Anthony's "Is it a Crime for a Citizen of the United States to Vote?"

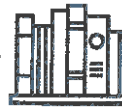
Our democratic-republican government is based on the idea of the natural right of every individual member thereof to a voice and a vote in making and executing the laws. We assert the province of government to be to secure the people in the enjoyment of their unalienable rights. We throw to the winds the old dogma that governments can give rights. Before governments were organized, no one denies that each individual possessed the right to protect his own life, liberty and property. And when 100 or 1,000,000 people enter into a free government, they do not barter away their natural rights; they simply pledge themselves to protect each other in the enjoyment of them, through prescribed judicial and legislative tribunals. They agree to abandon the methods of brute force in the adjustment of their differences, and adopt those of civilization.

Nor can you find a word in any of the grand documents left us by the fathers that assumes for government the power to create or to confer rights. The Declaration of Independence, the United States Constitution, the constitutions of the several states and the organic laws of the territories, all alike propose to protect the people in the exercise of their God-given rights. Not one of them pretends to bestow rights.

"All men are created equal, and endowed by their Creator with certain unalienable rights. Among these are life, liberty and the pursuit of happiness. That to secure these, governments are instituted among men, deriving their just powers from the consent of the governed."

Here is no shadow of government authority over rights, nor exclusion of any from their full and equal enjoyment. Here is pronounced the right of all men, and consequently of all women, to a voice in the government.

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Teaching Key Academic Vocabulary on Next Generation Assessments

At the heart of assessing reading comprehension on Next Generation Assessments is the ability of students to demonstrate they have understood what they have read. If a student is reading challenging complex text all their energy will be spent trying to decode its meaning and then transfer that understanding to the questions asked.

Devoting working memory to decoding what they are being asked will force them to loosen their grasp on the story or explanation they have closely read, leading to gaps in their understanding of the passage as a whole. But Next Generation Assessments rely on questions that precisely do that if the academic vocabulary used on them is not understood by students.

It makes sense then that if we can anticipate what words will challenge students on Next Generation assessments we should move those words into the long term automatic memory of our students so that they are decoded without any conscious effort on their part. For these words we should adopt a teaching model with that goal in mind.

A MODEL FOR ACQUIRING VOCABULARY

A sketch of such an approach looks something like this: first, teachers should identify which words students already know and which words students still need to learn. Once teachers determine the order the remaining words should be taught in, they should then (for each word):

- 1) Introduce its meaning and model its use for students (by contextualizing it in a story or conversation drawn from real life).
- 2) Create practice opportunities for students to use it themselves using the strategies taught
- 3) Review regularly using methods to ensure automaticity
- 4) Design assessments that explicitly use these words

Approaching vocabulary instruction in this manner begins by moving these key academic vocabulary words from merely being noticed to being placed in working memory. Then by providing multiple strategic encounters with these words students will start to lock them into long term memory. By reviewing them systematically and designing assessments that employ them students in the end are empowered because they can effectively navigate them unconsciously.



Close Reading and Acquiring Vocabulary

WHAT IS CLOSE READING?

The ultimate goal of close reading is for students to be able to read and comprehend complex text proficiently. That requires students to be able to methodically investigate and make sense of complex text. But asking students to examine and analyze the text such that they can discuss the overall development of events and ideas requires them to be able to navigate individual sentences and making meaning out of what they read. Developing the skill of being able to extract evidence from the text as well as draw non-trivial inferences that logically follow from what they have read requires students to understand the words on the page—literally. Vocabulary acquisition therefore plays a crucial role in comprehension.

VOCABULARY AND THE TEACHER

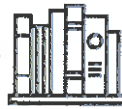
Vocabulary has been shown to be a critical element in reading comprehension and academic achievement, yet the lack of frequent and systematic instruction with academic vocabulary as its focus is a primary cause of the achievement gap. Helping students build a rich understanding of words is therefore crucial, and students must be exposed to and taught such words in multiple contexts: through direct instruction as well as in context through discussion, reading and/or being read to, and responding to what they hear or read. Teachers thus need to be alert to the presence of Tier 2 words and carefully make professional judgments about which words to devote instructional time to learning.

DIRECT VOCABULARY INSTRUCTION

Many words in complex texts have ample context clues to determine their meaning. But sometimes the context is lacking, or background knowledge deficits are such that students simply cannot make sense of the word. This is when direct vocabulary instruction is called for.

In those cases once you've identified those words you want to target, introduce their meanings via a story or conversation drawn from real life that models/contextualizes their use. Then encode their meaning using tools and strategies presented during the workshop to begin moving these Tier 2 vocabulary words from merely being noticed to being placed in working memory.

By subsequently providing multiple strategic encounters with these words—i.e. having students practice using the words—they will start to lock them into long term memory. The final steps to solidify their grasp of these words include reviewing them regularly and designing assessments that employ them explicitly.



Pre-Assessment for Key Verbs on Next Generation Assessments

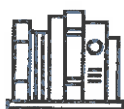
Word	"I've heard it" (✓)	"Its definition is..."	"I can use it in this sentence"
Analyze			
Articulate			
Cite			
Compare			
Contrast			
Delineate			
Demonstrate			
Describe			
Determine			
Distinguish			
Evaluate			
Explain			
Identify			
Infer			
Integrate			
interpret			
Organize			
Paraphrase			
Refer			
Suggest			
Summarize			
Support			
Trace			



Acquisition Strategies for Key Verbs on Next Generation Assessments

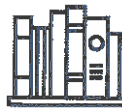
Word	"Its definition is..."	Strategies for Remembering
Analyze	Break something down into parts	"Break it down to explain what you found" "Anna lies, so analyze (to find out what is true)"
Articulate	Express clearly	Frayer Mind Map
Cite	Quote	"Cite is about pointing things out!" "Use sight to cite" Icon Concept Map
Compare	Find similarities or likenesses	"Compare to find things the same, see how many you can name" Venn Diagram Signal Words (below)
<i>Compare (versus)</i>	<i>Similarly, and, likewise, just as... so, both, comparatively, each, can be compared, alike, same, also</i>	
<i>Compare & Contrast</i>	<i>However, still, but, yet, nevertheless, instead, even though, on the contrary, although, though, on the other hand, despite, conversely, different from, each, whereas, neither... nor, either... or, more, less than, then... now, one... the other</i>	
Contrast	Find differences and dissimilarities	"Now look for things to contrast, finding differences is a blast" Venn Diagram
Delineate	Describe in detail	"Delineate uses words to show 1 2 3 what you know" Visual Cue: Map of the US
Demonstrate	Show clearly	"Demonstrate what you know, make it clear and plainly show" Visually Enact Understanding
Describe	Tell what it is; note the facts	"A scribe describes" Look, Describe, and Find
Determine	Decide; figure out	"Determine and you will find, That you have made up your mind" Concept Map Force a Choice
Distinguish	Identify or set apart	Concept Map

Word	"Its definition is..."	Strategies for Remembering
Evaluate	Judge; Find out value	"I evaluate in order to judge, I critique without a grudge" Icon
Explain	Make plain; spell out	Frayer Model
Identify	Find; point out	Sesame Street Concept Map
Infer	Conclude; deduce	Jingle Fill in the Blanks
Integrate	Put together	Jingle Mind Map
Interpret	Explain the meaning of	Start with Pictures
Organize	Arrange; classify	Synonym Wheel
Paraphrase	Put in different words	"Paraphrase what authors say; Make it easy—say your way" "A Pair of phrases" Venn Diagram Summary Frames
Refer	Mention; point to	Use in Class
Suggest	Put forth; to say	"Recommend, put forth, suggest; propose ideas that are the best" Synonym Wheel What Do You Suggest?
Summarize	Briefly go over main points	"Summarize and make it shorter; Just the facts like a reporter" "The sum total of what was said" Venn Diagram Summary Frames Mind Map
Support	Hold up; in favor of	Frayer Model Prove it!
Trace	Outline; follow the course of	Transition Words Concept Outline
<i>Chronologically</i>	<i>First, second, third, next, then, after, following</i>	
<i>Cause-Effect</i>	<i>So, thus, therefore, hence, consequently, another, for instance, for example</i>	
<i>Addition</i>	<i>Similarly, additionally, also, another, moreover</i>	
<i>Opposition</i>	<i>But, though, however, yet, on the other hand, conversely, nonetheless, nevertheless</i>	



More Key Verbs on Next Generation Assessments

Acknowledge	Check	Examine	Partition
Acquire	Clarify	Express	Present
Adapt	Conduct	Generate	Produce
Advance	Consider	Graph	Recognize
Anticipate	Construct	Illustrate	Record
Apply	Contribute	Inform	Relate
Approximate	Convey	Interact	Represent
Assess	Decide	Justify	Respond
Associate	Decompose	Measure	Revise
Attend	Emphasize	Model	Solve
Broaden	Establish	Orient	Transform
Calculate	Estimate	Participate	Verify



Key Words and Phrases on Next Generation Assessments

Accuracy	Conjectures	Estimation	Report conclusions
Approaches	Connotative/ Figurative	Explain flaws	Rhetoric
Approximations	Control/variables	Nuances	Solution pathway
Assess reasoning/ veracity	Conventions	Optimize	Support claims/ conclusions
Assumptions	Correspondence	Parts relate to whole	Structure
Audience	Credibility	Point(s) of view	Tone
Break situations into cases	Critique	Predictions	Units of measure
Central ideas	Data	Proportional	
Conceptualize	Discern	Quantitative	
	Draw/Justify conclusions	Relevant/Sufficient evidence	



Vocabulary Bingo



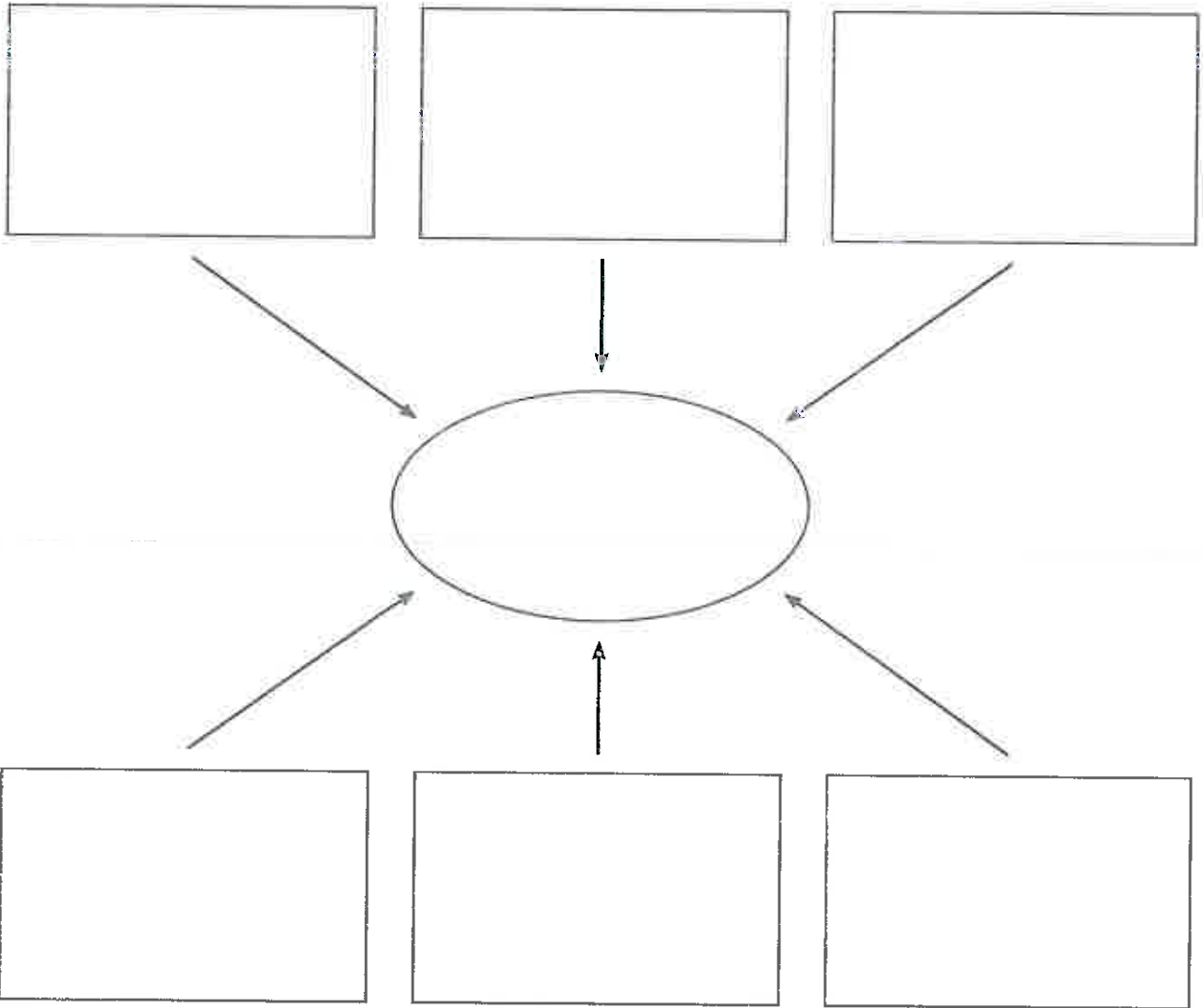
Frayer Model

DEFINITION IN THEIR OWN WORDS	FACTS/CHARACTERISTICS
EXAMPLES	NONEXAMPLES

The Frayer Model is a 2x2 grid with a central circle. The quadrants are labeled: top-left 'DEFINITION IN THEIR OWN WORDS', top-right 'FACTS/CHARACTERISTICS', bottom-left 'EXAMPLES', and bottom-right 'NONEXAMPLES'. The central circle is empty.

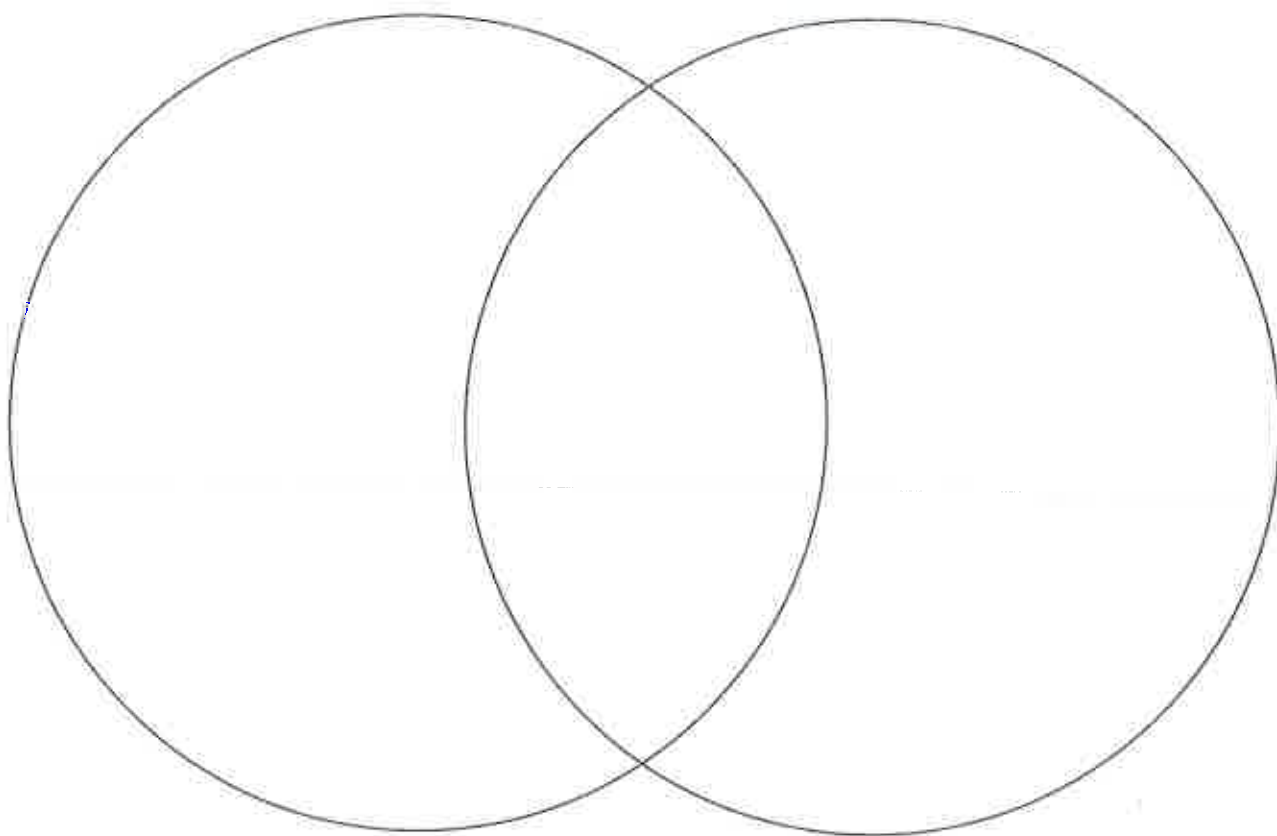


Concept Map



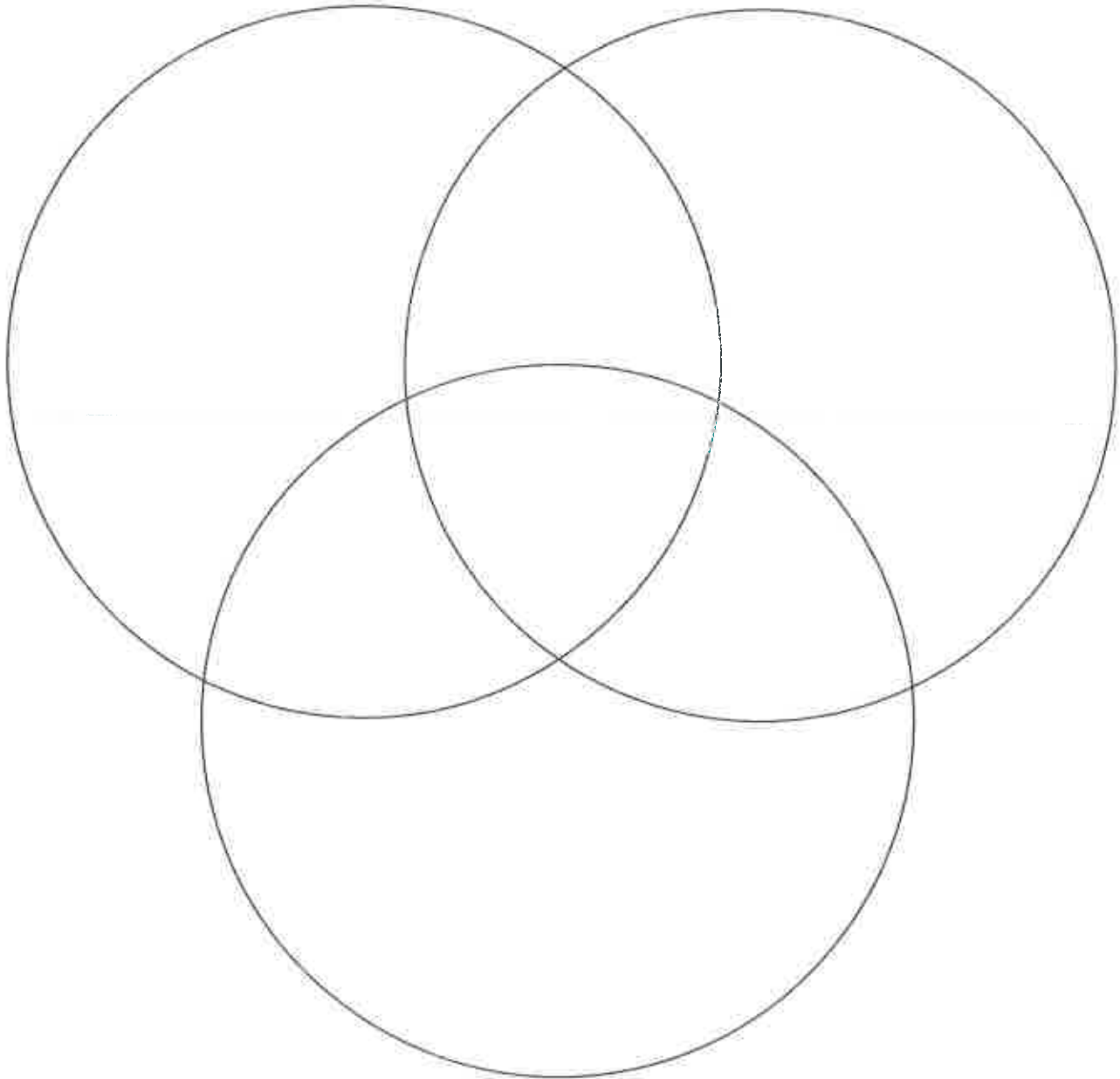


Venn Diagram (2)



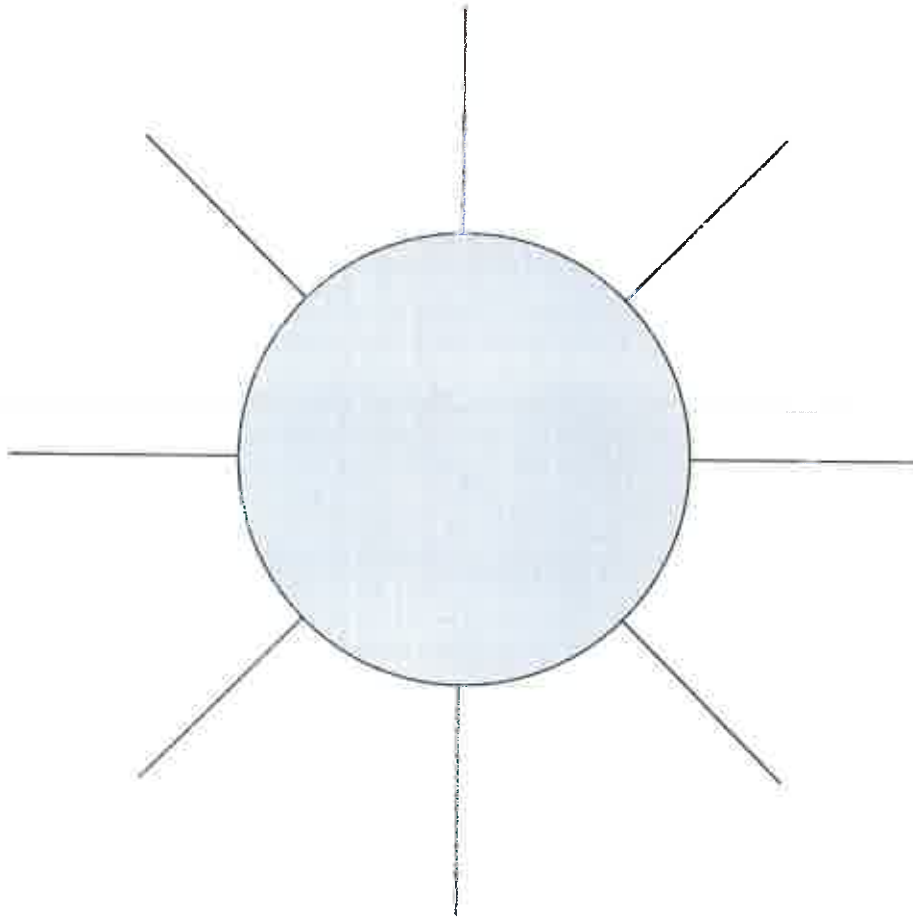


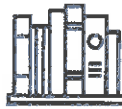
Venn Diagram (3)





Synonym Wheel





20 Key Prefixes and Suffixes

Prefix	Meaning	Example
un-	not; opposite of	unusual
re-	again	rewrite
in-, im-, il-, ir-	not	indirect, immoral, illiterate
dis-	not; opposite of	discover
en-, em-	cause to	enact, empower
non-	not	nonviolent
in-, im-	in	include
over-	over; too much	overspend
mis-	wrongly	misspell
sub-	under	subway
inter-	between; among	interrupt
pre-	before	preview

Suffix	Meaning	Example
-s, -es	more than one	trains, trenches
-ed	past tense	the dog walked
-ing	ongoing action	sleeping
-ly	how something is	lovely
-er, -or	person connected with	teacher, professor
-ion, -tion	act; process	submission, motion
-able, -ible	is; can be	affordable, sensible
-al, -ial	having characteristics of	universal, facial



50 Key Greek and Latin Roots

Root	Definition	Example
ambi	both	ambiguous, ambidextrous
anthropo	man; human; humanity	anthropologist, philanthropy
aud	to hear	audience, audition
auto	self	autobiography, automobile
bene	good	benefactor, benevolent
bio	life	biology, biography
cent	one hundred	century, percent
chron	time	chronological, chronic
circum	around	circumference, circumstance
dict	to say	dictation, dictator
dys	bad; hard; unlucky	dysfunctional, dyslexic
fac	to do; to make	factory, manufacture
form	shape	conform, reform
fort	strength	fortitude, fortress
fract	break	fracture, fraction
gram/graph	writing	epigram, telegram, phonograph
hetero/homo	different/same	heterogeneous, homonym
hyper/hypo	over; above/below; beneath	hyperactive, hyperbole, hypothermia
ject	throw	projection, rejection
jud	judge	judicial, prejudice
logy	study of	biology, psychology
mal	bad	malevolent, malefactor
meter	measure	thermometer, perimeter
micro	small	microbe, microscope
mis/miso	hate	misanthrope, misogyny

Root	Definition	Example
mono/multi	one/many	monologue, monotonous, multimedia
morph	form; shape	morphology, morphing
mort	death	mortal, mortician
phil	love	philanthropist, philosophy
phobia	fear	claustrophobia, phobic
port	to carry	portable, transportation
pseudo	false	pseudonym, pseudoscience
psycho	soul; spirit	psychology, psychic
rupt	to break	bankrupt, disruption
scrib/script	to write	inscription, prescribe
sect/sec	to cut	bisect, section
sent	to feel	consent, resent
spect	to look	inspection, spectator
struct	to build	destruction, restructure
tele	far off	television, telephone
therm	heat	thermal, thermometer
vid/vis	to see	televise, video
voc	voice; to call	vocalize, advocate

Team Name: Click here to enter text.



Ceramics Team Norms

In Professional Learning Communities, norms represent protocols and commitments developed by each team to guide members to work together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.

R. Dufour, R. Eaker, R. DuFour,

The following norms have been agreed upon by our team.

- 1.
- 2.

Norms could be related to:	Examples of team norms:
<ul style="list-style-type: none">• Meeting attendance and punctuality• Communication• Being prepared of completing assignments• Other	<ul style="list-style-type: none">• We will maintain a positive tone at our meetings.• We will not complain about a problem unless we can offer a solution.• We will begin and end our meeting on time and stay fully engaged throughout each meeting.• We will contribute to the workload of this team.

Team Members:

Team Leader:

School Goal(s): Increase academic achievement of all students as measured by: increased AzMERIT ELA and Math Scores, increased graduation rate, increased AP/ACT/SAT scores, and decreased course failure rate.

Team SMART Goal (s)	Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Our Current Reality:				
Our SMART Goal(s):				

**Arizona 2016-2017 9-12 A-F School Accountability Plan
adopted by the State Board of Education on April 24, 2017**

Category	Component	Weight	Points/ Percentage
Proficiency	<p>Az MERIT English Language Arts and Math and AIMS Science Proficiency</p> <ul style="list-style-type: none"> • 0 credit for minimally proficient (MP) • .6 for partially proficient (PP) • 1 for proficient (P) • 1.3 for highly proficient (HP) • 1 Years Full academic year (FAY) • 30 points for 1 year 	30%	30%
Growth	<p>Student Growth Percentiles on Az MERIT English Language Arts and Math (SGP)</p> <ul style="list-style-type: none"> • Students are classified as low (1-33), average (34-66) or high (67-99) SGP • Points are awarded based on their performance level the prior year (MP, PP, P, HP) and their growth level in the current year 	10%	20%
	<p>Student Growth to Target on Az MERIT English Language Arts and Math (SGT)</p> <ul style="list-style-type: none"> • Students are assigned a target to scale score needed to reach proficiency within 3 years • Points are awarded based on students reaching their annual target, with lower performing students reaching their target receiving the most points. 	10%	
English Language Learners*	<p>Proficiency on AZELLA</p> <ul style="list-style-type: none"> • Based school's percentage of students proficient compared to the state average ELL proficiency 	5%	10%
	<p>Growth on AZELLA</p> <ul style="list-style-type: none"> • Based on school's change in performance levels compared to the state's average change in performance levels the prior year. 	5%	
High School Graduation Rate	Cohort 2015 4-year graduation rate x .10	10	20%
	Cohort 2014 5-year graduation rate x .08	8	
	Cohort 2013 6-year graduation rate x .05	5	
	Cohort 2012 7-year graduation rate x .01	1	
College and Career Readiness	<p>Schools self-report data report for grade 12 graduating students to generate an overall score.</p> <ul style="list-style-type: none"> • A school's College and Career Readiness (CCR) A-F Point total will be determined by averaging the CCR A-F points from that year's graduates. • A student who accumulates 1 Indicator Point = 7.5 CCR A-F Points, scaled to 20% weighting. • A student who accumulates 2 Indicator Points = 15 CCR A-F Points, scaled to 20% weighting. • A student who accumulates less than 1.0 Indicator points = 0 • A student who accumulates 1 point of Red Indicators AND 1 point of Blue Indicators will generate 2 bonus CCR A-F points. • A school that increases the percent or has 85% of post-secondary enrollment and/or military service of prior year's graduates will generate 1 bonus point. 	20%	20%

Value	Indicators
1.25 Blue	Earns a Grand Canyon Diploma or International Baccalaureate Diploma
1.25 Red	Completes a CTE sequence and passes the Arizona Technical Skills Assessment for that sequence
.5 per exam Blue	Passing score on AzMERIT Algebra 2 or ELA 11
.35 per exam Blue	Meets cut score on ACT English, math, reading or science exam
.5 per exam Blue	Meets cut score on SAT English or math exam
.5 per exam Blue	Meets cut score on any AP exam
.3 Red or Blue	Completes the FAFSA
.5 per course Red	Passes a college level career pathway (CTE) course for which college credit can be earned with an A, B, or C (i.e. dual enrollment and concurrent enrollment)
.5 per course Blue	Passes a college level English, math, science, social studies, or foreign language course for which college credit can be earned with an A, B, or C (i.e. dual enrollment and concurrent enrollment)
.25 per course Red	Completes a CTE course with an A, B, or C (outside of completed sequence referenced above) –
.5 Red	Meets benchmarks for ASVAB
.5 Red	Meets benchmarks for ACT WorkKeys
.35 per exam Blue	Meets cut score on ACCUPLACER, ALEKS, COMPASS (or any nationally recognized college placement exam currently used by an Arizona institution), or Cambridge IGCSE English, reading, writing, math, social studies, science, or foreign language exam
.5 per exam Blue	Meets cut score on CLEP, Cambridge A or AS, or IB English, math, social studies, science, or foreign language exam
.5 per credential, certificate, or license Red	Earns an Industry-Recognized Credential, Certificate, or License No more than one point may be awarded in this indicator.
1 Red	Completes well-defined Work-Based Learning (i.e. internship) of at least 120 hours
1 Blue	Meet all 16 Arizona Board of Regents program of study requirements

*Schools with an *n* count of less than ELL students are not eligible for ELL points and will have letter grades calculated based on a 90/90 scale



**LINCOLN UNIFIED SCHOOL DISTRICT
CURRICULUM GUIDE GRADE 10**

22

ALL TIME FRAMES ARE APPROXIMATE	UNIT ONE (2 WEEKS) FOUNDATIONAL LITERACY SKILLS WITH NARRATIVE WRITING	UNIT TWO (6-7 WEEKS) KEY IDEAS AND DETAILS IN INFORMATIONAL TEXT WITH ARGUMENT WRITING	UNIT THREE (6-7 WEEKS) CRAFT AND STRUCTURE IN LITERARY TEXT WITH EXPOSITORY WRITING	UNIT FOUR (6-7 WEEKS) ANALYSIS OF MULTI-GENRE TEXTS WITH EXPOSITORY WRITING	UNIT FIVE (6-7 WEEKS) INTEGRATION OF KNOWLEDGE AND IDEAS IN TEXT WITH ARGUMENT WRITING
FOCUS STANDARDS RL.1, 10 RI.1, 10 W.3, 4, 5, 10 SL.1, 2	* grammar and conventions of standard English and academic vocabulary will be taught as appropriate in each unit L.1, 2, 3, 4	RL.2, 3 W.1, 6 SL.6	RL.4, 5, 6 W.2, 9 SL.4, 5 (multi-media presentation optional) L.3, 5	RI.4, 5, 6 (revisit RL standards from Unit 3 as desired) W.2, (8), 9 L.3, 5	RL.7, 9 RI.7, 8, 9 W.1, 7, 8, 9 SL.4, 5
EMBEDDED STANDARDS	None for this unit	RL.1, RI.1, RL.10, RI.10 <i>(TO BE INCLUDED IN EVERY UNIT AS APPROPRIATE) (RL.7, 9</i>	W.4, W.5, W.6, W.9, W.10 <i>W.4, W.5, W.6, W.9, W.10</i>	SL.1, SL.2 <i>SL.1, SL.2</i>	L.1, L.2, L.4, L.6 <i>L.1, L.2, L.4, L.6</i>
SKILLS AND CONCEPTS	<ul style="list-style-type: none"> • Meta-cognition • Close Reading and Annotation • Productive Collaboration • Socratic Seminar • Discourse Strategies • Proofreading Symbols • MLA Format • Elements of Narrative Writing • The Writing Process 	<ul style="list-style-type: none"> • Understand the structures specific to informational text • Track the development of central ideas • Understand the author's purpose and rhetorical strategies, including how points are introduced, supported, and connected • Work progressively toward mastery of conventions of standard English • Create objective summary free of personal bias • Integrate multiple sources to draw conclusions • Making appropriate vocabulary choices for formal or informal discussion • Write argument that meets the criteria set forth for grade 10, including counterargument. • Strategically employ technology to produce and publish writing 	<ul style="list-style-type: none"> • Understand the structures specific to literary text including drama and poetry • Trace the development of theme • Identify and analyze author's use of figurative and connotative language and its contribution to tone and mood • Identify and analyze how authors manipulate pacing, structure, and time to create suspense, mystery, or surprise • Analyze author's POV and cultural viewpoints and historical context of literature • Understand the author's purpose and literary devices • Provide literary criticism of subject texts • Elements of expository writing appropriate to grade 10, using text evidence to support analysis and using diction to create specific impacts on the reader • Work progressively toward mastery of conventions of standard English 	<ul style="list-style-type: none"> • Diction analysis - technical, figurative, and connotative meaning • Analyze cumulative impact of word choice on tone and mood • Author bias • Analyze how syntax supports and develops claims • Analyze single documents and synthesize multiple documents on a topic or within a context • Conduct short academic research inquiries source vetting, quotation, and citation practice • Work progressively toward mastery of conventions of standard English • Elements of expository writing appropriate to grade 10, using text evidence to support analysis and using diction to create specific impacts on the reader • Supplement text evidence with research, using advanced search engines (such as EBSCO host instead of Google) 	<ul style="list-style-type: none"> • Continue exploration of author's bias, context and POV especially with seminal US documents • Understand and practice various critical lenses (structuralist, gender-centric, racial, post-modern) • Evaluate texts in various media formats, analyzing treatments of classic texts • Analyze the use of source material in literary texts (allusions) • Compare similar themes in a variety of literature including visual art, poetry, drama, etc. • Analyze arguments in a text, including validity of evidence • Understand the concept of logical fallacy/fallacious reasoning • Supplement text evidence with research, using advanced search engines (such as EBSCO host instead of Google) • Elements of argument writing appropriate to grade 10, using text evidence to support analysis and using diction to create specific impacts on the reader • Strategically use technology to produce and present findings

LUSD UNIT	<u>LUSD UNIT 1</u>	<u>LUSD UNIT 2</u>	<u>LUSD UNIT 3</u>	<u>LUSD UNIT 4</u>	<u>LUSD UNIT 5</u>
<p>PRIMARY TEXT: For each unit, select from the list or choose an appropriately comparable selection. Consider genres of texts.</p>	<p>Various short stories or poems to teach concepts - teacher choice (Fitzgerald, Welby)</p> <p>Reading for Understanding</p> <p>Readwritethink--Mathew Brown</p> <p>Jane Shaeffer Style</p> <p>Talent is Overrated</p> <p>Malcolm X, "Learning to Read"</p> <p>Paterson Public Library, Does the Internet Make You Dumber</p>	<p>Night</p> <p>Speeches: Hitler to German Parliament 1939</p> <p>Churchill 6/4/40</p> <p>Propaganda Posters</p> <p>U.S. Holocaust Museum</p> <p>Eli Wiesel Nobel Prize</p> <p>Acceptance Speech</p> <p>Schindler's List</p> <p>Debate topics:</p> <p>Technology</p> <p>Should Auschwitz have been bombed?</p>	<p>Julius Caesar, or Midsummer Night's Dream, Merchant of Venice</p> <p>Historical context and primary source documents</p> <p>Shakespearean Language and PBS resources for decoding Shakespeare</p> <p>Great Gatsby</p> <p>Lord of the Flies</p> <p>Animal Farm</p> <p>Fahrenheit 451</p> <p>A Raisin in the Sun</p>	<p>If using a literary choice for your primary text, provide a commensurate amount of contextual informational text for genre balance</p> <p>Fahrenheit 451</p> <p>Banned books and censorship</p> <p>Informational text sets for Fahrenheit:</p> <p>https://newsela.com/text-sets/7676/books-fahrenheit-451</p> <p>Lord of the Flies</p> <p>Animal Farm</p> <p>To teach syntax in supporting a claim:</p> <p>"Really?" Seinfeld Op Ed</p>	<p>If using a literary choice for your primary text, provide a commensurate amount of contextual informational text for genre balance</p> <p>The Great Gatsby</p> <p>PBS: The Great Depression</p> <p>Library of Congress Great Depression</p> <p>http://www.loc.gov/teachers/classroommaterials/themes/gr eat-depression/students.html</p> <p>A Raisin in the Sun</p> <p>Lord of the Flies</p> <p>Animal Farm</p>
RUBRIC	<u>LUSD RUBRICS</u>	<u>LUSD RUBRICS</u>	<u>LUSD RUBRICS</u>	<u>LUSD RUBRICS</u>	<u>LUSD RUBRICS</u>
COMMON FORMATIVE ASSESSMENT	<u>CFA</u>	<u>CFA</u>	<u>CFA</u>	<u>CFA</u>	<u>CFA</u>

Score	Statement of Purpose/Focus	Organization	Development of Evidence	Language and Vocabulary	Conventions
4	<p>The response is fully sustained and consistently and purposefully focused.</p> <ul style="list-style-type: none"> controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained controlling idea or main idea of a topic is introduced and communicated clearly within the context 	<p>The response has a clear and effective organization of structure creating unity and coherence:</p> <ul style="list-style-type: none"> use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose strong connections among ideas, with some syntactic variety 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant.</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, and concrete effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise language</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors are present in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling
3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> focus is clear and for the most part maintained, though some loosely related material may be present some context for the controlling idea or main idea of the topic is adequate 	<p>The response has an evident organizational structure and a sense of coherence, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety adequate progression of ideas from beginning to end adequate introduction and conclusion adequate, though inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, using a mix of language</p> <ul style="list-style-type: none"> use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, & spelling
2	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> may be clearly focused on the controlling or main idea, but is insufficiently sustained controlling idea or main idea may be unclear and somewhat unrefined 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> inconsistent use of transitional strategies with little variety stewer progression of ideas from beginning to end connection and introduction, if present, are weak weak connection among ideas 	<p>The response provides minimal, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> evidence from sources is weakly integrated, and citations, if present, are uneven weak or uneven use of elaborative techniques 	<p>The response expresses ideas, using simplistic language</p> <ul style="list-style-type: none"> use of certain-specific vocabulary that may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> frequent errors in usage that obscure meaning inconsistent use of punctuation, capitalization, and spelling
1	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> may be very brief may have a major drift focus may be confusing or ambiguous 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> few or no transitional strategies are evident frequent extraneous ideas may intrude 	<p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from the source material is minimal, absent in error, or irrelevant 	<p>The response expresses ideas with little clarity, or is confusing:</p> <ul style="list-style-type: none"> uses limited language or domain-specific vocabulary may have little sense of audience and purpose 	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> errors are frequent and severe and meaning is often obscure
0	<p>A response gets no credit if it provides no evidence of the ability to fill in which they bring evidence from the literature target.</p>				

*Part of New Targets in 7th grade

STUDENTS IN GRADE 9 SHOULD AIM TO PRODUCE 3-5 TYPEWRITTEN PAGES.



TOLLESON UNION HIGH SCHOOL DISTRICT

COURSE: GRADE 9 ENGLISH

UNIT: QUARTER 1

UNIT OVERVIEW

KEY IDEAS/THEME/INFERENCE/FIGURATIVE AND CONNOTATIVE LANGUAGE/POETRY/EXPOSITORY WRITING

In Unit One/Quarter One students will review close analytic reading protocols, annotating effectively and reinforcing the habit of providing text evidence for claims and inferences. Before moving on to a more nuanced study of author's craft in future units, students will focus here on theme and topic, determining the primary message of a text and how it is developed, including how an author's word choice can create tone and mood. Students will be able to summarize texts, both literary and informational, objectively and without interjecting opinion.

This unit of study includes both literary and informational text, and will include a selection of poems to facilitate an analysis of figurative and connotative language. Informational text choices will complement the literary context and may provide historical, biographic, geographic, or other relevant information to create a comprehensive learning experience.

Students will demonstrate understanding through a variety of formative and summative assessments, including an end-of-unit benchmark test and a mid- and end-of-unit expository writing performance task. Students will also have opportunities to practice narrative writing. All writing will be scaffolded through rich, student-centered instruction in a writer's workshop model facilitating all steps of the writing process.

RECOMMENDED TEXTS AND RESOURCES

KEY ASSESSMENTS

Theme: Personal Identity – What Shapes Who We Are?

Literary Texts (Short Story)

Incident in a Rose Garden (Poem)

"The Necklace"

"Fish Cheeks"

"House on Mango Street"

"Spending Spree"

"The Most Dangerous Game"

"Gift of the Magi"

(Instructor Choice)

Great Expectations, Dickens

Informational Texts

(Memoir/Essay/Biography/Speech): Human/Civil Rights

"I Know Why the Caged Bird Sings" (full text or excerpt)

"The Lost Boys"

"The Rights to the Streets of Memphis"

"Rosa Parks"

"I Have a Dream"

ELA Benchmark Assessment – Pre-test

SchoolCity

Baseline Writing Prompt

Write an essay that explores the question what shapes who we are? Use "insert chosen text here" to support your argument. Be sure to include on example from the text and one example from your personal experiences or observation. You will have 55 minutes to read the text and then respond to the question.

Some questions to consider with your text include:
How much does your family influence who you become?
Does culture play a role in our thought process?
How can our surroundings make us who we are?

[Click here](#) to access the district-approved novel list, which contains titles appropriated for each grade level.

Multi-Modal Resources

Maya Angelou Eulogy for Coretta Scott King
<https://www.youtube.com/watch?v=otGXTrYeY6w>

Library of Congress, Original Manuscript
"I Have a Dream" Dr. Martin Luther King, Jr.
<https://www.loc.gov/exhibits/civil-rights-act/civil-rights-era.html>

✳ Selected Edgenuity resources are listed in the instructional sequence.

[For the teacher!] Choose one text/excerpt to accompany the above posited question. Some texts to consider:

- This I Believe "The People Who Love You When No One Else Will": How much does your family influence who you become?
- House on Mango Street: How can our surroundings make us who we are?
- "I am still the greatest" ~ Muhammad Ali
- "If you want less police violence, hire more female cops" ~ Drake Baer nymag.com

Mid Unit Writing Performance Task (week 4)

This prompt may be created by PLCs and should consider the following.

All students are required to produce a substantive writing sample at mid-unit. This piece should be of a length that is adequate to serve as a practice/scaffolding for the end of unit Performance Task. The prompt provided to students would be text-dependent and should align to the writing standards in this unit.

Drawing upon what you have learned about explicit and inferred messages in texts, the development of theme, and using purposeful and evocative word choice to create tone and mood, use these skills to break down Maya Angelou's "I Know Why the Caged Bird Sings".

- Create a claim that distinguishes the theme/lesson learned
- Identify a minimum of 2 tools that support the claim

✍ The mid-unit writing performance task allows for feedback and interventions to guide students toward proficiency.

📌 This assessment should be included in the unit assessment category in the Synergy grade book.

End of Unit Writing Performance Task (weeks 7-9)

This is a 3-4 day process

We have explored how authors weave together facts, details, people, and events to express the themes and main ideas of their work. Using one of the texts discussed in class and a new text consider how the evocative diction, tone, mood, detail, imagery, figurative language, dialogue etc. help develop the theme or lesson learned.

Compare and contrast the themes of the two texts, and develop your ideas using textual evidence by breaking down the strategies to provide a clear and logical conclusion.

*Adhere to the expectations of the expository writing rubric.

📌 The end of unit writing performance task is a structured, in-class, writing assessment. All prewriting, drafting, and revising will occur within the given time frame.

Utilize the Informational-Explanatory rubric for this assessment.

This assessment should be included in the **unit assessment** category in the Synergy grade book.

Enter rubric scores in the **ELA Writing Data Tracker**.

ELA Benchmark Assessment –

SchoolCity

This assessment should be included *with modified grading* in the **unit assessment** category in the Synergy grade book. Scores will be modified according to the skills and concepts taught in unit one. More information about modified scores will be given to ELA department chairpersons.

SKILLS AND CONCEPTS

AzCCRS / 2016 Az ELA Standards	Standards <i>Note: AzMERIT 2018 will continue to assess proficiency with the AzCCRS. However, SY 2017-18 is a year of transition into the 2016 Arizona English Language Arts standards (for full implementation in 2018-19). The AzCCR standards have been paired with the new standard for reference. To learn more about the new standards, click here. To further understand grade-level expectations, click here.</i>
RI/RL 1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI/RL 2	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.
RI/RL 4	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). (Poetry)
W 2	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 (see elements a-f in appendix)
W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (see elements a-e in appendix)
W 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
W 9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (see elements a and b in appendix)
SL 1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. (see elements a-d in appendix)
L 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. (see elements a-d)

Note: the following standards denote overarching year-end mastery of foundational skills and are embedded in each unit.

RI.10, RL.10: Read and comprehend grade level complex literary and informational texts independently and proficiently

W.10: 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.

L.1, L2: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, and command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INSTRUCTIONAL SEQUENCE

Review the anchor standards identified in this unit at your grade level. Review the grade above/below to ensure mastery of the cognitive progressions in the skills and concepts (vertical articulation).

WEEKS 1-2: INTRODUCTION/LEARNING TARGETS/TEXTS

WHAT	WHY	HOW
<p>Establish classroom protocols and culture</p> <p>Writing basics Annotating Collaborative Strategies</p>	<p>Learning occurs best in a community where norms and goals are established.</p>	<ul style="list-style-type: none"> • Where I'm From Fill in the blank Poem (Suggested icebreaker) • <u>Writing Basics - MLA</u> e.g. <i>MLA heading</i> • Teach classroom rules and procedures for daily classroom management. • Implement a standard and effective note-taking strategy (Cornell Notes, Reader Response Journal, Thinking Maps) • Discuss Plagiarism (Resources Folder)
<p>Unit Overview</p> <p>Preliminary Rubric Review</p> <p>Student Writing Sample (baseline)</p>	<p>Real world context and authentic life applications are important to learning.</p>	<ul style="list-style-type: none"> • Review the Informational-Explanatory Writing Rubric with students and additional writing expectations related to developing insightful ideas and content. • Have students write a baseline essay. • Review the trajectory of the unit, including the focus standards that drive the content of the unit. Help students understand the purpose of the unit of study. • https://owl.english.purdue.edu/owl/resource/730/1
<p>Model Close Reading of Unit Texts</p> <p>(Include poetry)</p>	<p>True understanding often comes from reading between the lines.</p> <p>Many texts we have to negotiate in life (beautiful poems, complex contracts) require skill and patience to decode.</p>	<ul style="list-style-type: none"> • Use multi-modal resources to introduce first text (teacher choice based on list) • Model <u>Close Reading</u> and provide a template for students • Use graphic organizers to help scaffold understanding of texts being read (dialogue journals, rush writes, etc.) • <u>TPS-LASTT.ppt</u> • Review the final unit writing assessment and show how it is connected to the focus standards. • Teach annotating and close reading strategies by modeling a close reading for the students (think-aloud), providing models of annotated passages, and having students practice a close-reading together. These can be individual and/or group annotations of texts which can be presented in a Gallery Walk) <p>➤ Edgenuity Resource(s): Unit 1</p> <ul style="list-style-type: none"> • "Content and Style in Emily Dickinson's Poems"
<p>Begin close reading through analysis and Text Dependent Questions</p> <p>(Include poetry)</p>	<p>Academic discussions about text should primarily focus on the text itself and the author's intent.</p> <p>Good evidence for any claim about an</p>	<ul style="list-style-type: none"> • Independent, pair, and small group exploration of text-dependent questions Use outside articles, videos, and study guides to provide historical context for the literature • Demonstration of understanding through the construction of TDQs • Use close reading template to create an analysis of the literature under discussion and to document each students'

	<p>author's message or style derives from text.</p> <p>Demanding strong evidence for claims is a valuable habit of mind.</p>	<p>analysis for later integration in later projects and writing task</p> <ul style="list-style-type: none"> ◦ https://www.engageny.org/resource/grades-9-10-ela-reading-closely-textual-details-brain-gain • How to Annotate a Text - Annotation Teacher's Guide • Text Annotation Template • Review comprehension strategies (chunking, predicting, visualizing, etc)
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WEEKS 3-4: TEXT DEPENDENT INQUIRY/COLLABORATIVE EXPLORATION OF TEXTS

WHAT	WHY	HOW
<p>Continue introduction of additional texts</p> <p>Integrate and differentiate informational and literary works</p>	<p>It is important to consider issues from various points of view and in differing contexts</p>	<p>9th grade McDougall Littell, Literature Book</p> <ul style="list-style-type: none"> ◦ Classzone Access; Classzone Cleanup • Use Shared Inquiry Discussions to explore key passages of the text. • Use Socratic Seminars to discuss connections between various texts. <p>See example:</p> <ul style="list-style-type: none"> ◦ Questioning Texts Keller
<p>Focus: defining and tracing development of theme and main idea</p>	<p>Discerning the central idea of any communication gives meaning and purpose to the exchange.</p>	<ul style="list-style-type: none"> • Provide examples of theme(s) in well-known texts • Have students learn and practice précis writing as a method of objective summary • Review the elements of plot structure and characterization, emphasizing the ways in which plot and character shape theme • Discuss and practice identifying the difference between main idea and theme • Decipher between a theme and a main idea and students understand the difference between the two. <p>See example:</p> <ul style="list-style-type: none"> ◦ Central Ideas Tracking Tool.docx
<p>Focus: nuance of language/figurative and connotative word choice/tone/ mood</p>	<p>Messages always contain both explicit and inferred content. Deciphering inferred content is vital to understanding. To misunderstand tone is to misinterpret meaning.</p>	<ul style="list-style-type: none"> • Guide students in identifying various types of figurative language; provide contextual examples • Choose texts rich in figurative and connotative language • Require students to translate figurative expressions into concrete language and vice versa • Practice exploring connotations of common vocabulary as well as newer vocabulary <p>See example:</p> <ul style="list-style-type: none"> • Meaning and Tone • Use a theme chart to organize how a theme can develop over the course of a text. • Theme Chart Document attached in the appendix of the following document. • http://www.isbe.net/common_core/pdf/ela-teach-strat-read-lit-6-12.pdf

		<p>Resources: https://k20center.ou.edu/instructional-strategies/</p> <ul style="list-style-type: none"> • Accurately identify the tone of a text • Understand how specific instances of diction contribute to the identified tone of a text • Understand how other literary elements such as imagery and figurative language contribute to tone • Identify and analyze impact of various types of figurative language (e.g., metaphor, simile, personification, hyperbole, synecdoche, metonymy) • Identify and analyze impact of various sound devices (e.g., alliteration, assonance, consonance, onomatopoeia) • Compare and contrast the use of language in two different text. Look at how the author uses words to portray a specific image or idea. • Using a selection of poems, you can use the blackout poetry method to have students identify authors word choice. Refer to the link attached for deeper understanding. • https://prezi.com/0kcwb7gk_la0/blackout-poetry/ • Gallery Walks can be used for student interaction and engagement for understandings that are developed after a poem or piece of writing is dissected. • Resources: https://k20center.ou.edu/instructional-strategies/ <p>✘ Edgenuity Resource(s): Unit 1</p> <ul style="list-style-type: none"> • “Descriptive Language and Character” • “Summarizing Central Ideas and Purpose” • “Word Choice and Extended Metaphor in a Poem by Maya Angelou” • “Writing a Literary Analysis through the Lens of a Quotation” <p>✘ Edgenuity Resource(s): Unit 2</p> <ul style="list-style-type: none"> • “Imagery and Symbolism in the ‘Scarlet Ibis’”
<p>Culminating and increasingly independent analysis of theme, main idea, and language resources</p> <p><u>MID-UNIT WRITING TASK</u></p>	<p>Teachers must gradually release responsibility for learning to the students.</p>	<ul style="list-style-type: none"> • Students will continue to practice with theme, main ideas, and figurative and connotative language via analysis of poems, short stories, and selected novel. <p>Drawing upon what you have learned about explicit and inferred messages in texts, the development of theme, and using purposeful and evocative word choice to create tone and mood, use these skills to break down Maya Angelou’s “I Know Why the Caged Bird Sings.”</p>

WEEKS 5-6: INFERENCES AND CLAIMS/ORGANIZING EVIDENCE/TESTING IDEAS

WHAT	WHY	HOW
Move toward completion of text explorations	Constructing meaning through the integration of new and old ideas requires stamina and perseverance.	<ul style="list-style-type: none"> • Literature Circles • Close reading and analysis of specific passages • Break down key ideas in relationship to themes discovered throughout the selected text. • Use blackboard discussion boards to as an assessment tool for student understanding. <p>Resources: http://raisingthebar.wested.org/resource/literature-circles-high-</p>
Participate in academic discourse and student-centered collaboration processing texts	Proficiency in academic language provides access to opportunity.	<ul style="list-style-type: none"> • Socratic Seminar • Small group work • Small projects • All collaborative assessments should demonstrate students understanding of theme, main idea, and figurative and connotative language in relationship to the selected text. <p>Resources: http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html</p> <p><u>English Language Arts Project Ideas</u></p>
Elaborate on text analyses and gather evidence for writing performance task	Argument from evidence creates credibility and reliability.	<ul style="list-style-type: none"> • Use multiple reading strategies • Teach and require appropriate organizational strategy to support textual annotations and analysis Implement a note-taking system such as Cornell notes • Require students to provide textual evidence for all claims and inferences, whether for a writing product or in discussion • Compare and contrast themes and main ideas that were discovered in selected texts. Determine how the authors approaches are similar and different. • Determine how figurative and connotative language influenced these themes and main ideas. <p>Resources: http://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments-31034.html</p> <p>https://owl.english.purdue.edu/owl/resource/588/02/</p>
Target and teach specific skills in need of development based on formative data to date	Self-reflection promotes academic growth.	<ul style="list-style-type: none"> • Writing workshop • Sentence Structure (types of sentences) • Transitional words and phrases • Integration of evidence <p>Resources: https://www.noredink.com/ https://owl.english.purdue.edu/owl/resource/747/01/</p>

WEEKS 7-9: DECONSTRUCT PERFORMANCE TASK/RUBRIC REVIEW/Writing PROCESS/PRESENTATIONS

WHAT	WHY	HOW
<p>Unpack performance task/discussion</p> <p>Rubric annotation and review</p> <p><u>END-OF-UNIT ASSESSMENT</u></p>	<p>A clear vision of our goals/targets provides an organic road map to success.</p>	<ul style="list-style-type: none"> • Review summative writing assessment and rubric. • Clarify purpose and expectations of the assignment. • See Rubric attached to this document. <p>Prompt: We have explored how authors weave together facts, details, people, and events to express the themes and main ideas of their work. Using one of the texts discussed in class and a new text consider how the evocative diction, tone, mood, detail, imagery, figurative language, dialogue etc. help develop the theme or lesson learned.</p> <p>Compare and contrast the themes of the two texts, and develop your ideas using textual evidence by breaking down the strategies to provide a clear and logical conclusion.</p> <p>Resources: https://www.noredink.com/ https://owl.english.purdue.edu/owl/resource/747/01/</p> <p>Edgenuity Resource(s): Unit 1 • “Compare and Contrast: Myths and Cultures”</p>
<p>Writing Process</p>	<p>The prescribed and proven steps of the writing process support clear and effective communication.</p>	<ul style="list-style-type: none"> • Review summative writing assessment and rubric • Clarify purpose and expectations of the assignment • See Rubric attached to this document • Intro/Thesis • Writing effective body paragraphs with clear critical analysis of selected texts • Conclusions <p>Resources: https://owl.english.purdue.edu/owl/resource/587/01/</p>
<p>Standards-aligned benchmark assessment</p>	<p>The benchmark assessment allows reflection on student and teacher progress toward established goals and to shape and form instruction.</p>	<ul style="list-style-type: none"> • Review unit standards • Dissect and create an understanding of the questions being asked <p>SchoolCity Benchmark Assessment</p> <ul style="list-style-type: none"> • Review unit standards • Dissect and create an understanding of the questions being asked.
<p>Presentation and peer review of final writing performance tasks</p>	<p>Education does not happen in isolation.</p> <p>The sharing and</p>	<ul style="list-style-type: none"> • Presentation tools students can use: Power point, Prezi, Powtoon, GoAnimate, etc.

	celebration of ideas demonstrates and validates growth.	<ul style="list-style-type: none">• Develop an understanding for the purpose of peer reviewing and receiving feedback. <p>Resources: http://www.readwritethink.org/professional-development/strategy-guides/peer-review-30145.html https://owl.english.purdue.edu/owl/resource/712/1 https://owl.english.purdue.edu/owl/resource/686/01/</p>
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Appendix A

Progression of Standards

W.9-10.2. 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.

- A. Introduce a topic or thesis statement; 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.
- B. 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 topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient 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; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.9. 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”).

SL.9-10.1. 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.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas

- B. 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.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.
- C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).



ART CURATION SCHEDULE

2017-2018



November:	La Joya
December:	Westview
January:	Sierra Linda
February:	University High
March	CEA/LHA
April	Copper Canyon
May	Tolleson

