



Warren Consolidated School  
31300 Anita  
Warren, Michigan 48093  
[www.wcskids.net](http://www.wcskids.net)

On behalf of the



Office of Curriculum & Instruction

Brian J. Walmsley, Chief Academic Officer, respectfully submits to the

Warren Consolidated Schools' Board of Education

the curricula of

**English 12**

Course Number: HS0311/HS0312

for

Board of Education Presentation and Review on **May 2, 2012**

and

Board of Education Pending Approval on **May 16, 2012**

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disability Act of 1990, and the Elliott-Larsen Civil Rights Act of 1977, it is the policy of the Warren Consolidated Schools that no person shall, on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or in employment. Inquiries should be addressed to the Executive Director of Human Resources, 31300 Anita, Warren, Michigan 48093, (586) 825-2400, ext 63110.

## Mission/Vision

The mission of the Warren Consolidated Schools, in partnership with families and community, is to achieve a level of excellence in teaching and learning which enables all students to become knowledgeable, productive, ethical, and successful citizens.

We're creating a collaborative culture of stakeholders committed to scholarship and creating success for our staff and students.

## Course Catalog Description

Aligned to the Common Core State Standards, this integrated experience, based on British Literature, will provide Twelfth Grade Language Arts students the opportunity to expand and polish reading, writing, research, technology, listening, viewing, and speaking skills while studying a variety of genres. Active reading strategies process writing, and higher order/critical thinking skills will be utilized to analyze and interpret reading selections from specific time periods. Students will connect to their own lives while demonstrating proficiency of writing process through narrative, reflective, descriptive, persuasive literary analysis, and research writing. Students will demonstrate effective use of technology through a variety of presentations formats.

# Career Pathway Alignment

In Michigan, Career Preparation is a system designed to give all students a jump-start on their futures by providing them with opportunities to explore a variety of careers throughout their K-12 education and beyond. It is based on the premise that, sooner or later, most people seek employment. The Department of Labor & Economic Growth wants all Michigan students to have the necessary academic, technical, and work behavior skills for success in a career of their choice.

The goal of the Michigan's Career Preparation System is to organize and fully integrate various career preparation components—such as workplace readiness skills and mentoring—into Michigan's educational system.

The mainstay of the Career Preparation System is Career Pathways. These are six broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies. The groupings encompass the entire spectrum of career options, providing opportunities for all students and all ability levels.

Each pathway includes examples of specific careers; level of education required for each; relevant courses in school; fast-growing occupations; and personal characteristics related to success. This information helps students see how school subjects relate to the world of work. It also helps students examine their interests, talents, and goals—and how these can relate to a chosen career. Integrating Career Pathways into the school curriculum improves student attendance, retention, achievement, career decision-making, and career goal attainment.

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## Arts and Communication

Careers in this path are related to the humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.



## Business, Management, Marketing and Technology

Careers in this path are related to the business environment. These include entrepreneur, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.



## Engineering/Manufacturing and Industrial Technology

Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.



## Health Sciences

Careers in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

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## Human Services

Careers in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services, and personal services.



## Natural Resources and Agriscience

Careers in this path are related to agriculture, environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

## District Core Content Committee Members

| Name              | School                       | Grade  |
|-------------------|------------------------------|--------|
| Kim Viviano       | Cromie Elementary            | K      |
| Renee Theisen     | Jefferson Elementary         | K      |
| Robin Mercier     | Green Acres Elementary       | 1      |
| Julie Coldicott   | Lean Elementary              | 2      |
| Michelle Przybylo | Green Acres Elementary       | 3      |
| Amy Trandell      | Fillmore Elementary          | SP.ED. |
| Kathy Ivezaj      | Harwood Elementary           | E.L.L. |
| Kristen Setlak    | Holden Elementary            | 4      |
| Alison Purvis     | Siersma Elementary           | 4      |
| Jessica Drew      | Wilde Elementary             | 4      |
| Val Puffer        | Wilkerson Elementary         | 5      |
| Laura Harrison    | Beer Middle School           | 6      |
| Miquel Kaminski   | Flynn Middle School          | 6      |
| Terri Russell     | Flynn Middle School          | SP.ED. |
| Leah Scheible     | Beer Middle School           | 7/8    |
| Shaqe Nicaj       | Beer Middle School           | E.L.L. |
| Sue Flis          | Carter Middle School         | 7/8    |
| Roxanne Petrovich | Flynn Middle School          | 7      |
| Jennifer Pisha    | Grissom Middle School        | 8      |
| Marie Maldonado   | Warren Mott High School      | 9      |
| Linda Opipari     | Sterling Heights High School | 9/10   |
| Arlene Hallberg   | Cousino High School          | 11/12  |
| Rebecca DuBay     | Cousino High School          | 11/12  |
| Jeanne Peabody    | Warren Mott High School      | 11/12  |
| Julie Stanaway    | Warren Mott High School      | 10     |
| Jennifer Huyghe   | Sterling Heights High School | 11     |
| Lori Rice         | Sterling Heights High School | 9/10   |
| Marie Huggins     | Sterling Heights High School | SP.ED. |
| Allison Beard     | Sterling Heights High School | ADMIN. |
| Stacey Byle       | Green Acres Elementary       | ADMIN. |
| Kristen Guinn     | Flynn Middle School          | ADMIN. |
| Annette Lauria    | Beer Middle School           | ADMIN. |
| Anthony Viviano   | Administration Bldg          | C.A.S. |

## Expectations for a Globally Competitive Learner in the 21st Century

The mission of the Warren Consolidated Schools, in partnership with families and community, is to achieve a level of excellence in teaching and learning which enables all students to become knowledgeable, productive, ethical, and successful citizens.

In order for WCS to reach its mission, students within this course will be expected to participate in the following experiences to be a globally, competitive learner in the 21<sup>st</sup> Century:

### **Students Who Are College and Career Ready in Reading, Writing, Listening, Speaking and Language.**

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

#### **They demonstrate independence.**

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines; and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

#### **They build strong content knowledge.**

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

**They respond to the varying demands of audience, task, purpose, and discipline.**

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

**They comprehend as well as critique.**

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

**They value evidence.**

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

**They use technology and digital media strategically and capably.**

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

**They come to understand other perspectives and cultures.**

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

(Common Core State Standards Initiative, 2010)

## **Guiding Principles for English Language Arts and Literacy Development**

The following principles are philosophical statements that underlie the standards and resources of this curriculum framework. They should guide the construction and evaluation of English language arts and literacy programs in schools and the broader community.

### **Guiding Principle 1**

*An effective English language arts and literacy curriculum develops thinking and language together through interactive learning.*

Effective use of language both requires and extends thinking. As learners listen to a speech, view a documentary, discuss a poem, or write an essay, they engage in thinking. Students develop their ability to remember, understand, analyze, evaluate, and apply the ideas they encounter in English language arts and in all the other disciplines when they read increasingly complex texts and undertake increasingly challenging assignments that require them to write or speak in response to what they are learning.

### **Guiding Principle 2**

*An effective English language arts and literacy curriculum draws on literature in order to develop students' understanding of their literary heritage.*

American students need to become familiar with works that are part of a literary tradition going back thousands of years. Students should read literature reflecting the literary and civic heritage of the English-speaking world. They also should gain broad exposure to works from the many communities that make up contemporary America as well as from countries and cultures throughout the world. In order to foster a love of reading, English language arts teachers encourage independent reading within and outside of class.

### **Guiding Principle 3**

*An effective English language arts and literacy curriculum draws on informational texts and multimedia in order to build academic vocabulary and strong content knowledge.*

In all of their classes, including history/social science, science and technology/engineering, arts, comprehensive health, foreign language, and vocational and technical subjects, students should encounter many examples of informational and media texts aligned to the grade or course curriculum. This kind of reading, listening, and viewing is the key to building a rich academic vocabulary and increasing knowledge about the world. Each kind of print or media text has its unique characteristics, and proficient students apply the critical techniques learned in the study of exposition to the evaluation of multimedia, television, radio, film/video, and websites. School librarians play a key role in finding books and other media to match students' interests, and in suggesting further resources in public libraries.

**Guiding Principle 4**

*An effective English language arts and literacy curriculum develops students' oral language and literacy through appropriately challenging learning.*

Reading to and conversing with preschool and primary grade children plays an especially critical role in developing children's vocabulary, their knowledge of the natural world, and their appreciation for the power of the imagination. In the primary grades, systematic phonics instruction and regular practice in applying decoding skills are essential elements of the school program. At the middle and high school levels, programs designed to prepare students for college and careers continue to emphasize the skills of building knowledge through substantive conversation, collaboration, and making oral presentations that are adapted to task, purpose, and audience.

**Guiding Principle 5**

*An effective English language arts and literacy curriculum emphasizes writing arguments, explanatory/informative texts, and narratives.*

At all levels, students' writing records their imagination, exploration, and responses to the texts they read. As students attempt to write clearly and coherently about increasingly complex ideas, their writing serves to propel intellectual growth. Through writing, students develop their ability to think, to communicate and defend ideas, and to create worlds unseen. A student's writing and speaking voice is an expression of self. Students' voices tell us who they are, how they think, and what unique perspectives they bring to their learning. Students' voices develop when teachers provide opportunities for interaction, exploration, and communication. When students discuss ideas and read one another's writing, they learn to distinguish between formal and informal communication. They also learn about their classmates as unique individuals who can contribute their distinctive ideas, aspirations, and talents to the class, the school, the community, and the nation.

**Guiding Principle 6**

*An effective English language arts and literacy curriculum holds high expectations for all students.*

Recognizing that learners are different, teachers differentiate instruction as students learn to become increasingly independent in reading and writing complex texts. Effective teachers realize that instruction needs to be modified for students capable of more advanced work, as well as for struggling students.

**Guiding Principle 7**

*An effective English language arts curriculum provides explicit skill instruction in reading and writing.*

In some cases, explicit skill instruction is most effective when it precedes student need. Systematic phonics lessons, in particular decoding skills, should be taught to students before they use them in their subsequent reading. Systematic instruction is especially important for those students who have not developed phonemic awareness—the ability to pay attention to the component sounds of language. Effective instruction can take place in small groups, individually, or on a whole class basis. In other cases, explicit skill instruction is most effective when it responds to specific problems students reveal in their work.



**Guiding Principle 8**

*An effective English language arts and literacy curriculum builds on the language, experiences, knowledge, and interests that students bring to school.*

Teachers recognize the importance of being able to respond effectively to the challenges of linguistic and cultural differences in their classrooms. They recognize that sometimes students have learned ways of talking, thinking, and interacting that are effective at home and in their neighborhood, but which may not have the same meaning or usefulness in school. Teachers try to draw on these different ways of talking and thinking as potential bridges to speaking and writing in Standard English.

**Guiding Principle 9**

*An effective English language arts and literacy curriculum nurtures students' sense of their common ground as present or future American citizens and prepares them to participate responsibly in our schools and in civic life.*

Teachers instruct an increasingly diverse group of students in their classrooms each year. Students may come from any country or continent in the world. Taking advantage of this diversity, teachers guide discussions about the extraordinary variety of beliefs and traditions around the world. At the same time, they provide students with common ground through discussion of significant works in American cultural history to help prepare them to become self-governing citizens of the United States of America. An effective English language arts and literacy curriculum, while encouraging respect for differences in home backgrounds, can serve as a unifying force in schools and society.

**Guiding Principle 10**

*An effective English language arts and literacy curriculum reaches out to families and communities in order to sustain a literate society.*

Families and communities play a crucial role in developing young children's speaking, listening, language, reading, and writing skills. Effective literacy programs help parents and caregivers understand how vital their role is and provide adult education programs and other ways to support adult literacy. As children become adolescents, families and community members provide the support needed to keep middle and high school students engaged in school. Role models in the family and community encourage high school students in their exploration of colleges and careers. Effective programs emphasize that all of the components of literacy—close and critical reading, coherent writing, articulate speaking, and attentive listening—are essential in a democratic society.

(Massachusetts Department of Education, 2011)

## Common Core State Standards

Aligned to the Common Core State Standards, this integrated experience, based on British Literature, will provide Twelfth Grade Language Arts students the opportunity to expand and polish reading, writing, research, technology, listening, viewing, and speaking skills while studying a variety of genres. Active reading strategies process writing, and higher order/critical thinking skills will be utilized to analyze and interpret reading selections from specific time periods. Students will connect to their own lives while demonstrating proficiency of writing process through narrative, reflective, descriptive, persuasive literary analysis, and research writing. Students will demonstrate effective use of technology through a variety of presentations formats.

### Reading Standards for Literature Grades 11-12

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
8. (Not applicable to literature)

9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
10. By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

### **Reading Standards for Informational Text Grades 11-12**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

10. By the end of Grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of Grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

### **Writing Standards for Grades 11-12**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax 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.

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; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant 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 and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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).

**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 and its significance, 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

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.

**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 67.)

**6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and

audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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.

### **Speaking and Listening Standards for Grade 11-12**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 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 promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 67 for specific expectations.)

### **Language Standards for Grades 11-12**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Observe hyphenation conventions.
  - b. Spell correctly.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed;  
apply an understanding of syntax to the study of complex texts when reading.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 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., *conceive, conception, conceivable*).
  - c. Consult general and specialized reference materials (e.g., 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, its etymology, or its standard usage.
  - 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).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - b. Analyze nuances in the meaning of words with similar denotations.
6. 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.

(Common Core State Standards Initiative, 2010)



## Pacing Guide

(Additional details regarding the curriculum pacing can be found in Appendices B and C of the Instructional Support Appendices.)

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### Unit 1

First  
Card  
Marking

- Essential Question
    - When is the journey more important than the destination?
  - Shared Reading
    - Close and Critical Reading (Appendix E)
      - Building PLC's should identify the MISD ACT Passages to support student practice and application of this strategy.
    - Comprehension Strategy Instruction
  - Literature
    - *Beowulf*
    - *Canterbury Tales*
    - Optional Additional Literature:
      - *Arthurian Legends*
      - *Literary Ballads*
  - Informational Text
    - *Essays from Patterns for College Writing* (Appendix F)
      - PLC should identify the pertinent essays in the above resource to meet the needs of the learner within this unit.
  - Independent Reading
    - Students should read text (either self-selected or teacher recommended) at their Independent Reading level to practice reading strategies, develop fluency and automaticity daily.
  - Word Study
    - Vocabulary Instruction should be developed around critical Tier Two and Common Core Words (See Appendix D).
  - Writing
    - Writing About Reading
    - Writer's Workshop
      - Launching the Writer's Notebook
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|                           |   |
|---------------------------|---|
| Second<br>Card<br>Marking | Unit 2  |
|                           | <ul style="list-style-type: none"> <li>• Essential Question <ul style="list-style-type: none"> <li>○ How do leaders evoke change?</li> </ul> </li> <li>• Shared Reading <ul style="list-style-type: none"> <li>○ Close and Critical Reading (Appendix E) <ul style="list-style-type: none"> <li>▪ Building PLC's should identify the MISD ACT Passages to support student practice and application of this strategy.</li> </ul> </li> <li>○ Comprehension Strategy Instruction</li> </ul> </li> <li>• Literature <ul style="list-style-type: none"> <li>○ <i>Hamlet or Macbeth</i></li> </ul> </li> <li>• Informational Text</li> <li>• <i>Essays from Patterns for College Writing</i> (Appendix F) <ul style="list-style-type: none"> <li>▪ PLC should identify the pertinent essays in the above resource to meet the needs of the learner within this unit.</li> </ul> </li> <li>• Independent Reading <ul style="list-style-type: none"> <li>○ Students should read text (either self-selected or teacher recommended) at their Independent Reading level to practice reading strategies, develop fluency and automaticity daily.</li> </ul> </li> <li>• Word Study <ul style="list-style-type: none"> <li>○ Vocabulary Instruction should be developed around critical Tier Two and Common Core Words (See Appendix D).</li> </ul> </li> <li>• Writing <ul style="list-style-type: none"> <li>○ Writing About Reading</li> <li>○ Writer's Workshop <ul style="list-style-type: none"> <li>▪ Literary Essay</li> </ul> </li> </ul> </li> </ul> |

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|                          |   |
|--------------------------|---|
| Third<br>Card<br>Marking | Unit 3  |
|                          | <ul style="list-style-type: none"> <li>• Essential Question <ul style="list-style-type: none"> <li>○ What is the opportunity cost for technological advancement?</li> </ul> </li> <li>• Shared Reading <ul style="list-style-type: none"> <li>○ Close and Critical Reading (Appendix E) <ul style="list-style-type: none"> <li>▪ Building PLC's should identify the MISD ACT Passages to support student practice and application of this strategy.</li> </ul> </li> <li>○ Comprehension Strategy Instruction</li> </ul> </li> <li>• Literature <ul style="list-style-type: none"> <li>○ <i>1984 or Frankenstein</i></li> </ul> </li> <li>• Informational Text <ul style="list-style-type: none"> <li>○ <i>Essays from Patterns for College Writing</i> (Appendix F) <ul style="list-style-type: none"> <li>▪ PLC should identify the pertinent essays in the above resource to meet the needs of the learner within this unit.</li> </ul> </li> </ul> </li> <li>• Independent Reading <ul style="list-style-type: none"> <li>○ Students should read text (either self-selected or teacher recommended) at their Independent Reading level to practice reading strategies, develop fluency and automaticity daily.</li> </ul> </li> <li>• Word Study</li> </ul> |

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- Vocabulary Instruction should be developed around critical Tier Two and Common Core Words (See Appendix D).
  - Writing
    - Writing About Reading
    - Writer's Workshop
      - Information Writing
- 

#### Unit 4

Fourth  
Card  
Marking

- Essential Question
    - What responsibility do I have to society?
  - Shared Reading
    - Close and Critical Reading (Appendix E)
      - Building PLC's should identify the MISD ACT Passages to support student practice and application of this strategy.
    - Comprehension Strategy Instruction
  - Literature
    - *Kite Runner or Angela's Ashes*
  - Informational Text
    - *Essays from Patterns for College Writing* (Appendix F)
      - PLC should identify the pertinent essays in the above resource to meet the needs of the learner within this unit.
  - Independent Reading
    - Students should read text (either self-selected or teacher recommended) at their Independent Reading level to practice reading strategies, develop fluency and automaticity daily.
  - Word Study
    - Vocabulary Instruction should be developed around critical Tier Two and Common Core Words (See Appendix D).
  - Writing
    - Writing About Reading
    - Writer's Workshop
      - Writing the Argument: Social Commentary
      - Argument Writing
-

# Instructional Activities

The information in this section defines the research based approach to a Balanced Literacy Instructional Framework. Print and web resources were used to develop this section as it is intended to serve (but not limited to) as a resource for teachers. A research based bibliography is available at the end of this curriculum document.

## **Balanced Literacy**

Balanced Literacy incorporates all reading approaches realizing students need to use multiple strategies to become proficient readers. Balanced Literacy combines phonemic awareness, phonics, word study, vocabulary, and reading comprehension strategies. It provides and cultivates the skills of reading, writing, thinking, speaking and listening for all students. A Balanced Literacy Program includes:

- Modeled Reading (Reading Aloud)
- Shared Reading
- Guided Reading
- Independent Reading
- Writer's Workshop

## **Modeled Reading**

In interactive Modeled Read Aloud, teachers verbally interact with students before, during and after reading to help them understand and make a variety of connections with the read aloud selection. The selection can be nonfiction or fiction narrative, a poem or picture book.

During an interactive Read Aloud the teacher engages in a series of activities, including: previewing the book; asking students to make predictions and connections to prior knowledge; stopping at purposeful moments to emphasize story elements, ask guiding questions or focus questions; and using oral or written responses to bring closure to the selection.

## **Shared Reading**

Shared Reading is a link in helping students become independent readers. It allows the teacher to model and support students using prediction and confirming skills. It allows less confident students the chance to share stories/articles/poetry in a nonthreatening situation. It focuses on the meaning, fun, enjoyment, characters and sequence of a story and allows them to relate it back to their own experiences. It promotes discussion, problem-solving and critical thinking by students.

Shared Reading is an interactive reading experience. An integral component of Shared Reading is an enlarged text that all children can see. Children join in the reading of a big book or other enlarged text such as songs, poems, charts, and lists created by the teacher or developed with the class through Shared and Interactive Writing. During the reading the teacher involves the children in reading together by pointing to or sliding below each word in the text. The teacher deliberately draws attention to the print and models early reading behaviors such as moving from left to right and word-by-word matching. Shared reading models the reading process and strategies used by readers.

In the Shared Reading model there are multiple readings of the books over several days. Throughout, children are actively involved in the reading. During the initial reading, the teacher:

- Introduces the book (shares theme, examines title, cover, illustrations, and makes predictions)
- Relates prior experience to text
- Concentrates on enjoying the text as a whole
- Encourages students to use background knowledge to make predictions
- Encourages spontaneous participation in the reading of the story
- Discusses personal responses to the book

Texts are usually read multiple times over a period of days or weeks. The first reading emphasizes reading for enjoyment. Subsequent readings aim to increase participation, teach about book characteristics and print conventions, teach reading strategies, help develop a sight vocabulary of high frequency words, and teach phonics.

During subsequent readings, the teacher:

- Directs children's attention to various aspects of the text, and reading strategies, and skills.
- Identifies vocabulary, ideas and facts.
- Discusses author's style.
- Experiments with intonation and expression.
- Discusses colorful phrases or words.
- Students participate by:
  - Choral reading
  - Dramatization
  - Masking activities
  - Word work such as "Be the Words" or sorting the words

Through repeated readings and the predictable text, children become familiar with word forms and begin to recognize words and phrases.

During Shared Reading:

- Rich, authentic, interesting literature can be used, even in the earliest phases of a reading program, with children whose word identification skills would not otherwise allow them access to this quality literature.
- Each reading of a selection provides opportunities for the teacher to model reading for the children.
- Opportunities for concept and language expansion exist that would not be possible if instruction relied only on selections that students could read independently.
- Awareness of the functions of print, familiarity with language patterns, and word recognition skills grow as children interact several times with the same selection.
- Individual needs of students can be more adequately met. Accelerated readers are challenged by the interesting, natural language of selections. Because of the support offered by the teacher, students who are more slowly acquiring reading skills experience success.

## **Guided Reading**

Guided Reading is an instructional reading strategy during which a teacher works with small groups of children who have similar reading processes and needs. The teacher selects and introduces new books carefully chosen to match the instructional levels of students and supports whole text reading. Readers are carefully prepared when being introduced to a new text and various teaching points are made during and after reading. Guided Reading fosters comprehension skills and strategies, develops background knowledge and oral language skills, and provides as much instructional level reading as possible.

During Guided Reading, students are given exposure to a wide variety of texts and are challenged to select from a growing repertoire of strategies that allow them to tackle new texts more independently. Ongoing observation and assessment help to inform instruction and grouping of students is flexible and may be changed often.

## **Independent Reading**

Independent Reading is a time when students self-select and independently read appropriate books. Independent Reading provides an opportunity to apply strategies that are introduced and taught during teacher read aloud, Shared Reading, and Guided Reading. When materials are appropriate and students can read independently, they become confident, motivated and enthusiastic about their ability to read.

Children make great contributions to their own learning when they are given some control and ownership of the reading process. The self-selection process of Independent Reading places the responsibility for choosing books in the hands of the student. This teaches them that they have the ability to choose their own reading materials and that reading is a valuable and important activity.

While students are free to choose what they like, they must be encouraged to select a variety of literature and to select materials at their Independent Reading level. Independent means 95% to 100% accuracy as defined by running records. These materials should be able to be read without teacher support. It is at the independent level that comprehension, vocabulary extension, and fluency are improved.

## Reader's Workshop

As teachers and students develop a deeper understanding of students' needs as readers, balanced literacy instruction, and the structure of writer's workshop, it is anticipated that Warren Consolidated School District's classrooms begin to utilize a Reader's Workshop model for literacy instruction in reading.

Reader's Workshop uses a similar format to Writer's Workshop. There are several consistent components, but there can be variation on how it is implemented in different classrooms.

- Mini-lessons on some aspect of literature or a reading strategy.
- Independent Reading Time where students keep a journal and respond to the literature in terms of what they think or how they feel about what they are reading. Having a purpose set for independent reading time encourages students to actively apply strategies they have learned in mini-lessons and conferences.
- Conferencing- During Independent Reading Time, the teacher engages in student conferences on an individual or group basis. Teachers can also engage in guided reading with groups of students to focus on comprehension strategies and their use.
- Sharing Time where students share with another person their journal entries and the other person gives feedback.

### Five Basic Principles for Readers' Workshop (Atwell, 1987)

#### 1. Time:

Students need time to both look through books and also read independently. As the year goes on you can gradually increase the amount of independent reading time.

#### 2. Choice:

Students must have the opportunity to choose the books they want to read. As the year progresses, the students will begin to choose books that appeal to them and also challenge them.

#### 3. Response:

It is important that we give our students the opportunity to respond to the literature they are reading.

This can be done through response journals, class discussions, book talks, or projects.

#### 4. Community:

It is also important for the students to realize that they are part of a classroom community. Each student is both a learner and a teacher.

#### 5. Structure:

During Readers' Workshop it is necessary that a great deal of structure exists. Students need to understand the value of silent reading and the importance of sharing and listening during discussions.

The philosophy of Readers' Workshop closely aligns with Writer's Workshop (p. 15).

## Reading Comprehension

Reading Comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind. It can be defined as the "intentional thinking during which meaning is constructed through interactions between text and reader" (Harris and Hodges 1995, 207).

Reading Comprehension skills are explicitly taught in our literacy instructional blocks. Specific skills include:

- Asking questions
- Author's Purpose
- Creating images
- Decoding
- Determining importance
- Differentiating between Fact and Opinion
- Drawing Conclusions
- Expressive Language
- Fluency
- Generalizing Questions
- Inference
- Main Idea
- Making connections
- Monitoring understanding
- Point of View
- Summarizing
- Synthesis
- Theme
- Using Compare and Contrast
- Using Context Clues
- Using fix-up strategies
- Using Prediction
- Visualization

Students' reading development is monitored in grades kindergarten through five through the use of numerous assessments such as regular benchmarks, retelling, running records, and guided reading levels and progress.

The implementation of leveling and monitoring student reading fluency and comprehension is being developed in the middle school years as student data allows and teacher training is designed.



## Writers' Workshop

The basic philosophy behind Writers' Workshop is that students write every day for real purposes about things that interest them. Students learn the craft of writing through practice, conferring and studying mentor texts with the ultimate goal is of developing lifelong writers. The Writers' Workshop has a structured order of events that occur daily within a block of time. The structure of Writers' Workshop follows a predictable pattern and set format which builds structure, expectation, and opportunity for students to write. The model always starts with a mini-lesson with the whole class in which the teacher explicitly teaches one skill, strategy, or quality of writing. Once introduced, the teaching point becomes an option for students to use in their writing.

As students move from whole class to independent writing, the teacher confers with students individually or in small groups about their writing. Through additional mini-lessons and conferences, the teacher is able to attend to individual needs, set goals for students, and reinforces previous lessons. At some point during independent writing, the teacher may chose to address an observation or remind students of prior lessons with a mid-workshop teaching point which provides a mental break and refocus on writing objectives. The workshop often concludes with the whole class reconvening for a brief share. The teacher may identify a student whose work has effectively utilized a strategy or teaching point.

The philosophy and principles of Writers' Workshop create a learning environment that:

- Encourages independence
- Gives the young writer a high degree of choice within a framework
- Has procedures that are consistent for both materials and movement
- Structures the environment to encourage writers to take risks and learn their craft
- Provides a scaffolding support system to all writers
- Gives students frequent response to their writing
- Has a regular and predictable time to write and amount of time
- Gives students direct instruction in writing by different methods; whole class, small group, individual
- Uses literature to teach students the craft of writing

Management of the Writers' Workshop is an important component for a successful workshop. Addressing the organization and management of time, materials, and expectations early in the year is crucial. Plan for ongoing structure, be consistent and predictable day-to-day, be cognizant of wasting time, design the classroom for collaboration and independent work, keep supplies accessible, have expectations in place and consequences if needed, consistently monitor for student investment, let students know that they have no option but to write during the workshop, model and teach respect for writers, students should know what is expected and valued, research your students and provide individualized instruction through conferences regularly, and manage your records of conferences and small group lessons to insure all students are supported regularly (TCRWP, 2009).

The Writers' Workshop includes:

- Mini-Lessons (5-15 minutes)
- Independent Writing (30+ minutes)
- Conferencing (during independent writing; 3 minutes each)
- Mid-Workshop Teaching Point (25 minutes)
- Sharing (5-10 minutes)
- Total Writer's Workshop Time: 45-60 minutes

**Mini-Lessons** are conducted with the whole group. Ideally you have created an area of your room where the whole class can be seated on the floor. A Mini-Lesson is explicit instruction in a specific writing technique taught in a short 5-10 minute period at the start of the workshop. Mini-Lessons provide students instruction to utilize in future writing. Teachers can use a variety of means to explicitly teach in the Mini-Lesson, such as showing drafts and modeling, share a student's work, read what writers say about the strategy or skill, or refer to published literature and explore author technique. These four teaching methods are:

- Demonstration
- Guided Practice
- Explicitly Telling
- Inquiry

Mini-Lessons support independence. Sometimes the Mini-Lesson addresses the fact that writers draw from a repertoire of strategies and make choices. While other times, the Mini-Lesson asks all writers to try a particular thing. However, that activity is only a small part of the writer's job and the Mini-Lesson reminds writers that they are to determine the main direction for their work. Finally, Mini-Lessons sometimes send writers in different directions in which some may be editing, some publishing, and others researching through mentor texts (TXCRWP, 2009).

**Independent Writing** occurs back at student tables/desks following the Mini-Lesson.

- Students write daily.
- Students determine the topics they will write about.
- Students use a writer's notebook and/or folder for organizing writing.
- Students are at different stages of writing.
- Teacher's role is facilitator...circulating the room, monitoring, encouraging, conferencing, and providing help as needed.
- During workshop time, students are writing the entire time. They are all at different levels and stages of writing. Some may be publishing, others are working on drafts and still others are conferencing with the teacher. Children are taught early on that they are never done. Teachers will repeatedly say to them, "When you're done, you've just begun". They are directed to go back to their writing and either add to the pictures, add more detail, or perhaps start another piece. The main issue is they must get busy doing something with writing and only writing.

**Conferencing** occurs during the independent writing time. Conferencing can take different forms, but it is primarily the opportunity for students to receive or provide specific feedback about their work. Students often seek out their partners or another student to conference with for opinions or suggestions. Teachers actively confer with either individual students or small groups during this time also.

Planning for conference teaching points requires teachers to research individual student's needs, strengths, and weaknesses, but most importantly, to teach to the writing not the piece. Conference teaching points are not specific edits or improvements on individual writing pieces, but feedback to improve writing practice.

Researching the writer is enables conferences to be planned, but also student directed. Support and compliment the writer, ask questions, decide what the teaching point will be and how you will teach it. Be explicit in the teaching of one skill or strategy and clearly articulate what you've taught and what you encourage the student to try or expect next conference. Taking notes of conference teaching point and expectation enable the teacher to check in with appropriate feedback.

Conference Structure:

- Research
- Compliment
- Teach
- Link

Conference questions to help a teacher "lead in" to a conference:

- How is your writing developing?
- Tell me what you are writing about.
- What can I help you with?
- Read what you've written so far.
- (Note: student may read aloud until the teacher identifies a teaching point. Students should not read an entire piece, nor should teachers take the student's writing and read it silently).

Questions asked to focus instruction during a conference:

- Why are you writing this?
- What are you working on?
- I do not understand...
- What can you do to help your reader see, (hear, feel, etc.)...?
- How can we slow this down?
- What are you planning to happen next?

**Sharing** is often done with the whole class to end the Writer's Workshop, but partner or small group sharing may also be utilized:

- Sharing is an integral part to the writer's workshop.
- Students are given opportunities to share their writing piece, expose strategies they found helpful, share literature that inspired a piece of writing, and/or share a seed idea from their writer's notebook.
- This time allows writers to learn from each other and to see/hear good examples of writing.
- This time also allows for students to practice speaking orally.

### **The Writer's Notebook**

My Writer's Notebook by Brod Bagert  
It's a black and white composition notebook,  
A hundred pages  
with blue line  
that await my words:  
Diamond Search  
My life lies before me  
Like the bed of a shallow river.  
My fingers sift sand and gravel  
For the rough diamonds that lie hidden.  
And as I find them  
I put them in this notebook.  
I write... I cut... I polish...  
And they shine.  
My words on an empty page  
In an ordinary notebook,  
The silver setting for the jewels of my life.

The Writer's Notebook gives students a place to write every day... to practice living like a writer (Buckner, 2005, p. 3). Students use the Writer's Notebook to think about how they feel about a topic, a character, or an issue. It can be used to jot down the answer to a question before a small group or whole class discussion. It's a safe place in which to practice those new reading and writing strategies.

In the Writer's Notebook students will respond to a poem, an idea, or an image. It's a perfect place to do the prewriting of their essay, letter, or story. It's a personal space in which to collect images and thoughts for their next piece of writing. The Writer's Notebook is powerfully simple: it lets students write their way through reading and writing instruction. The Writer's Notebook is a place for students to write meaningfully and with purpose in a safe, nonjudgmental environment. It is high purpose, low stakes writing.

Writer's Notebook assessments are based upon quality and depth of thinking about writing, quality of entries, evidence of mini-lessons and conferences, and attention to identified conventions of spelling, grammar, punctuation, and capitalization. Students are assessed, and self-assess, on their work with their notebooks, but entries are not assessed individually as complete writing pieces.

The Writer's Notebook is most often used for prewriting and rehearsal. Much of the development behind pieces of writing begins and begins to grow in the Writer's Notebook before drafting begins. The principle behind the Notebook is that it is a place for students to save their words reflections, lists, rambling thoughts, and sketches. As teachers, we can guide its use and present strategies for students to try.

The Warren Consolidated School District staff and students recognize that writers need a place to write, and write a lot. It's the act of writing the practice of generating text and building fluency that leads writers to significance; keeping a notebook is a process (Buckner, 2005, p. 7).

## **The Writing Process**

Writers write through stages which are known by a variety of names, but all equate to a multi-stepped development called the Writing Process. Our curricular model utilizes and validates that writing is a process in which all students write, but within individual levels and abilities. Although there is no simple formula for good writing, most successful writers view writing as both a means of communication and a process involving these several stages of development.

**Prewriting or Rehearsal** is to develop ideas. The beginning phase of the writing process takes place in students' writers' notebooks. Students develop strategies to generate ideas within the genres of writing. "They learn that when they live their lives as writers, the details of their lives are worth thinking about" (Calkins, 2006, p. 15). Students collect entries in their notebooks, explore potential stories and essays, select seed ideas, and begin to plan, in writing or through mental rehearsal, their first draft.

**Drafting** is writing with little regard to strategy; it is the opportunity to pour ideas onto the page, try a variety of techniques, and "being full of one's subject and keeping one's eye on that subject" (p. 17). As students develop in their drafting skills they increase fluency and expression. A key point about first drafts is that they should be completed in one sitting. "Fast and furious," is the term Lucy Calkins uses. It's the one day dream of the story and all of the feelings from beginning to end.

**Revision** is literally to "re-see" the draft for honesty, storytelling, meaning, and through the lens of the writer's purpose. It is "a process of making changes throughout the writing of a draft, changes that work to make the draft congruent with a writer's changing intentions." The revising stage of the writing process may also be utilized for sharing to get feedback, conferencing, and exploring new strategies. Revision requires specific teaching, strategies, and skills which may be developed through whole class mini-lessons, small group lessons, or conferences. Merely requiring students to revise or just to spend more time revising will not necessarily produce improved writing. Calkins (*The Art of Writing*, 1986) recommends that students discuss positive rather than negative aspects of their writings. "Why not," she asks, "Ask them to find bits of their writing—words, lines, passages—which seem essential, and then ask them to explore why these sections are so very significant?"

**Editing** occurs after numerous revisions and on pieces that are meant for publishing. Editing involves much more than correcting spelling, and students learn that they are to also check for punctuation and a variety of it, verb tense agreement, sentence structure, and precise language and word choice. Teachers teach editing in mini-lessons which are aligned to what the majority of the class needs; a small group or

individual instruction may also be utilized. Students may become more independent through the use of editing checklists.

During editing a student is also encouraged to use available resources, including those skills and strategies previously taught in mini-lessons. Once a skill or strategy has been explicitly taught, it should become a part of the *drafting* phase for students.

Once a child has edited, a teacher or peer will likely confer offering one or two strategies for an additional edit with the goal towards a published piece that reflects what the student is capable of producing in that unit at that time. Editing checklists should be explicitly taught and developed. An excellent resource for Skills to Include on an Editing Checklist can be found in *Writing Workshop: Essential Guide*; Fletcher & Portalupi, (2001).

**Publishing** student writing can be a powerful means of motivating revision and editing. Publication instills pride and provides an incentive to produce good work. Authentic audiences, purposeful communication, teacher modeling all provide opportunities to improve student writing outcomes. Celebrating writer's efforts through a unit changes future writing and values the work of the writer (Calkins, 2009).

When writing, stages often overlap, most writers engage in some aspects of rehearsal, drafting, revising, and editing simultaneously finding ideas, considering possible methods of organization, and looking for the right words. And even as writers draft or revise their pieces, they may discover ideas that had not occurred to them before. In fact, no two writers approach the writing process in exactly the same way, but all successful writers work in some orderly way.

We note, through our unit development, that it takes time to fully utilize each step of the writing process. We note that each step of the process must be taught explicitly and often for different purposes. We note that each step of the process is authentic, necessary, and valued, but not applicable for every piece of writing; not all pieces deserve to be published.

### **Grammar, Conventions, Vocabulary**

The development of Grammar, Conventions, and Vocabulary are taught throughout the writing process known as Writer's Workshop. With specific revision and editing objectives incorporated into writing units, teachers provide instruction through Mini-lessons and Conferences to meaningfully develop students' skill, awareness, and ability to apply their knowledge of Grammar, Conventions, and the effective use of Vocabulary.

Research shows the importance of integrating direct instruction into the writing process. Studies of classroom instructional modes have revealed that classrooms using a mode of instruction in which direct instruction was integrated into the writing process were much more effective than classrooms that used the writing process alone.

Unlike classrooms that are characterized by low teacher input (a lack of direct instruction and guidance) and high student input, integrated instruction classrooms are characterized by high input from both teachers and students, including both direct instruction and guided practice in small groups. The least effective classrooms characterized by high teacher input and low student input, focus on teaching

traditional grammar and provided students with few opportunities to evaluate or revise their own writing (<http://www.learnnc.org/lp/pages/686>).

From *Everyday Editing* (Anderson, 2007, p. 3)

“Grammar instruction in the studies reviewed involved the explicit and systematic teaching of the parts of speech and the structure of sentences. The meta-analysis found an effect for this type of instruction for students across a full range of ability, but surprisingly, the effect was negative”...Such findings raise serious questions about some educators’ enthusiasm for traditional grammar instruction as a focus of writing instruction for adolescents.

“A recent study (Fearn and Farnan, 2005) found that teaching students to focus on function and practical application of grammar within the context of writing (versus teaching grammar as an independent activity) produced strong and positive effects on student writing. Overall, the findings on grammar instruction suggest that, although teaching grammar is important, alternative procedures...are more effective than traditional approaches for improving the quality of students’ writing.”

Our curriculum enables teachers to teach students editing, grammar, writer’s craft, conventions, and vocabulary by building concepts through exposure and immersion in models and applying the concepts to their own writing (Anderson, 2007).

A suggested scope and sequence for student identification, class discussion, student independent practice in writing, explicit teaching via mini-lesson, and teacher student conferring and monitoring use of identified grammar skills is included. Once a skill has been taught and reinforced, as needed, through conferences, students are accountable for its use during publishing and revision, and, eventually drafting and idea generation in the writer’s notebook.

## Summary of Balanced Literacy

### **Read Aloud- Whole Class Lesson**

Interactive Read Aloud is a time when the teacher reads a piece of quality writing aloud to the whole class and stops at planned points to ask questions that elicit student response. Students learn to think deeply about text, to listen to others, and to grow their own ideas.

- Appx. 10-15 minutes

### **Shared Reading- Whole Class Lesson**

Shared Reading is a type of focus lesson in which either enlarged print is utilized, or all students have the text to “share” the reading process with a group of students. The teacher uses this time, explicitly modeling reading strategies and skills that the students need to learn. The responsibility for reading is “shared” between the teacher and the students, although the teacher reads most of the text.

- Appx. 20 minutes

### **Guided Reading- Small Group Lessons**

Strategy Groups are also known as a Guided Reading Groups. The teacher meets with a small group that needs to work on a specific strategy or that has a similar reading level. Each student has a copy of the text and reads it quietly. The teacher uses this time to explicitly teach and to have students practice the strategy they need to learn.

- Includes:
  - Mini-Lesson
  - 1:1 Conferencing
  - Wrap-Up
- 1-2 small groups meet each day for Apprx. 15-20 minutes

### **Independent Reading**

Independent Reading is a time when students read text (either self-selected or teacher recommended) at their Independent Reading level to practice reading strategies, develop fluency and automaticity. The teacher confers with students one-on-one, prompts the use of the strategies, discusses various aspects of the text, and learns about each student as a reader. Students may respond to the text in meaningful ways through writing, discussing, or sketching.

- Independent Reading: 15-30 minutes

### **Word Study- Whole Class Lesson**

Word Study is the study of our alphabetic symbol system. This involves the areas of phonics (letter/sound relationships), morphemic analysis (using word parts to denote meaning), and automaticity for sight words. Word study involves both the decoding (reading) and encoding (phonics and spelling) of our symbol system so students can make meaning from an author’s message and convey meaning by creating their own message.

- Word Study/Spelling/Vocabulary
- Appx. 15 minutes

### **Writer’s Workshop/Literature Extensions**

- Literature Extension: 1-2 times per week
- Appx. 30-45 min.
- Includes:
  - Mini-Lesson (sometimes overlaps with shared reading, phonics, read aloud, interactive writing, shared writing)



**Suggested One Hour Literacy Block**

**Guided Reading- Small Group Lessons**

- Includes:
  - Mini-Lesson (sometimes overlaps with phonics, shared reading or read aloud)
  - 1:1 Confering
  - Wrap-Up
- 1-2 small groups meet each day
- Each Group Apprx. 15-20 minutes

**Independent Reading**

- Apprx. 15-30 minutes

**Read Aloud- Whole Class Lesson**

- Apprx. 10-15 minutes

**Shared Reading- Whole Class Lesson**

- Appx. 20 minutes

**Word Study- Whole Class Lesson**

- Word Study/Spelling/Vocabulary
- Appx. 15 minutes

**Writer's Workshop/Literature Extensions**

- Appx. 30-45 min.
- Includes:
  - Mini-Lesson (sometimes overlaps with shared reading, phonics, read aloud, interactive writing, shared writing)
  - 1:1 Confering
  - Wrap-Up

Teachers might choose to work with small groups while students work on literature extensions.

**Suggested Two Hour Literacy Block**

**Guided Reading- Small Group Lessons**

- Includes:
  - Mini-Lesson (sometimes overlaps with phonics, shared reading or read aloud)
  - 1:1 Confering
  - Wrap-Up
- 3-5 times per week
- 1-2 small groups meet each day
- Each Group Apprx. 15-20 minutes

**Independent Reading**

- 3-5 times per week
- Apprx. 15-30 minutes

**Read Aloud- Whole Class Lesson**

- 5 days per week
- Apprx. 10-15 minutes

**Shared Reading- Whole Class Lesson**

- 3-5 days per week
- Apprx. 20 minutes

**Word Study- Whole Class Lesson**

- Word Study/Spelling/Vocabulary
- 5 days per week
- Appx. 15 minutes

**Writer's Workshop/Literature Extensions**

- Writer's Workshop: 3-5 times per week
- Literature Extension: 1-2 times per week
- Appx. 30-45 min.
- Includes:
  - Mini-Lesson (sometimes overlaps with shared reading, phonics, read aloud, interactive writing, shared writing)
  - 1:1 Confering
  - Wrap-Up

Teachers might choose to work with small groups while students work on literature extensions.

**Suggested Literacy Block Organization**

**Reader's Workshop**  
**Reading Focus Lesson**  
 (whole class lesson)

**Guided Practice**  
 (small group lessons)

**Independent Practice**  
 (Ind. Reading and  
 1:1 Confering)

Share

-----  
**Time: 45-60 min. per day**

**Word Study**  
**Word Strategies/Spelling**  
 (whole class lesson)

**Guided Practice**  
 (small group/ 1:1 support)  
 Does not happen every day

Share

-----  
**Time: 15 – 20 min. per day**

**Writer's Workshop**  
**Writing Focus Lesson**  
 (whole class lesson)

**Guided Practice**  
 (small group lessons)

**Independent Practice**  
 (Ind. Writing and  
 1:1 Confering)

Share

-----  
**Time: 45 – 60 min. per day**

## Assessments

Assessment plays a major role in how students learn, their motivation to learn, and how teachers teach. Assessment is used for various purposes.

- Assessment *for* learning: where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students.
- Assessment *as* learning: where students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking an increased responsibility for their learning.
- Assessment *of* learning: where assessment informs students, teachers and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

Assessment must be planned with its purpose in mind. Assessment *for*, *as* and *of* learning all have a role to play in supporting and improving student learning, and must be appropriately balanced. The most important part of assessment is the interpretation and use of the information that is gleaned for its intended purpose.

Assessment is embedded in the learning process. It is tightly interconnected with curriculum and instruction. As teachers and students work towards the achievement of curriculum outcomes, assessment plays a constant role in informing instruction, guiding the student's next steps, and checking progress and achievement. Teachers use many different processes and strategies for classroom assessment, and adapt them to suit the assessment purpose and needs of individual students.

Research and experience show that student learning is best supported when:

- Instruction and assessment are based on clear learning goals.
- Instruction and assessment are differentiated according to student learning needs.
- Students are involved in the learning process (they understand the learning goal and the criteria for quality work, receive and use descriptive feedback, and take steps to adjust their performance).
- Assessment information is used to make decisions that support further learning.
- Parents are well informed about their child's learning, and work with the school to help plan and provide support.
- Students, families, and the general public have confidence in the system.

Warren Consolidated Schools and the Office of Curriculum and Instruction believes that the primary role of assessment is to enhance teaching and improve student learning.

**Assessments to Guide Instruction (Formative Assessments)**

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Thus, it is done by the teacher in the classroom for the explicit purpose of diagnosing where students are in their learning, where gaps in knowledge and understanding exist, and how to help teachers and students improve student learning.

The assessment is embedded within the learning activity and linked directly to the current unit of instruction. The assessments are small-scale (a few seconds, a few minutes, certainly less than a class period) and short-cycle (they are often called "minute-by-minute" assessment or formative instruction). Furthermore, the tasks presented may vary from one student to another depending on the teacher's judgment about the need for specific information about a student at a given point in time. Providing corrective feedback, modifying instruction to improve the student's understanding, or indicating areas of further instruction are essential aspects of a classroom formative assessment. There is little interest or sense in trying to aggregate formative assessment information beyond the specific classroom.

Board of Education required formative assessments:

- District Writing Assessment

**Assessments to Monitor Learning (Interim Assessments)**

Interim Assessment is the term for the assessments that fall between formative and summative assessment. Interim Assessments (1) evaluate students' knowledge and skills relative to a specific set of academic goals, typically within a limited time frame, and (2) are designed to inform decisions at both the classroom and beyond the classroom level, such as the school or district level. Thus, they may be given at the classroom level to provide information for the teacher, but unlike true formative assessments, the results of Interim Assessments can be meaningfully aggregated and reported at a broader level.

As such, the timing of the administration is likely to be controlled by the school or district rather than by the teacher, which therefore makes these assessments less instructionally relevant than formative assessments. These assessments may serve a variety of purposes, including predicting a student's ability to succeed on a large-scale summative assessment, evaluating a particular educational program or pedagogy, or diagnosing gaps in a student's learning. Many of the assessments currently in use that are labeled "benchmark," "formative," "diagnostic," or "predictive" fall within the definition of interim assessments.

Board of Education required interim assessments:

- Bedford St. Martins Assessment Resources
- Classroom Observation
- Teacher Created Materials
- District Writing Assessment

### **Assessments about Learning (Summative Assessments)**

Summative Assessments are generally given one time at the end of some unit of time such as the semester or school year to evaluate students' performance against a defined set of content standards. These assessments typically are given statewide (but can be national or district) and these days are usually used as part of an accountability program or to otherwise inform policy.

### **Michigan Educational Assessment Program (MEAP)**

The Michigan Educational Assessment Program, commonly known as MEAP, is a standardized test. The test is taken by all public school students in the U.S., State of Michigan from elementary school to middle/junior high school. For high school students the MEAP test was replaced in 2007 by the Michigan Merit Exam.

### **Michigan Merit Examination (MME)**

The Michigan Merit Exam (MME) is a replacement for the Michigan Educational Assessment Program (MEAP) test, a minimum-competency test for high school students. It was optional for class of 2007 (i.e., it could be taken instead of the MEAP) but was required for the class of 2008 and beyond. The MME is used to measure "Adequate Yearly Progress" as required under the No Child Left Behind Act.

Part of the MME is the ACT. In addition, there are Michigan-specific sections, including one on social studies, an essay-writing portion, and the WorkKeys test.

### **National Assessment of Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history.

The Commissioner of Education Statistics, who heads the National Center for Education Statistics in the U.S. Department of Education, is responsible by law for carrying out the NAEP project. The National Assessment Governing Board, appointed by the Secretary of Education but

independent of the Department, sets policy for NAEP and is responsible for developing the framework and test specifications that serve as the blueprint for the assessments. The Governing Board is a bipartisan group whose members include governors, state legislators, local and state school officials, educators, business representatives, and members of the general public. Congress created the 26-member Governing Board in 1988. The NAEP assessment operations are carried out with assistance from contractors.

Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time.

NAEP provides results on subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., all fourth-graders) and groups within those populations (e.g., female students, Hispanic students). NAEP does not provide scores for individual students or schools, although state NAEP can report results by selected large urban districts. NAEP results are based on representative samples of students at grades 4, 8, and 12 for the main assessments, or samples of students at ages 9, 13, or 17 years for the long-term trend assessments. These grades and ages were chosen because they represent critical junctures in academic achievement.

National assessments include many subjects, including mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. These assessments follow the frameworks developed by the National Assessment Governing Board, and use the latest advances in assessment methodology. Each subject is assessed at grades 4, 8, and 12—although not all grades are assessed each time.

Four of these subjects (mathematics, reading, science, and writing) are reported also at the state level, usually for grades 4 and 8. For national assessments, students in public and private schools are assessed, but at the state level, assessment is in public schools only.

District-Level Supported Instructional Resources

| <b>Student Resources</b> |   |                        |          |                   |
|--------------------------|---|------------------------|----------|-------------------|
| <b>ISBN/Product #</b>    | <b>Description</b>  | <b>Publisher</b>       | <b>©</b> | <b>Quantity</b>   |
| 1457632403               | Patterns For College Writing,<br>12e/ 6 year e-book           | Bedford/St.<br>Martins | 2011     | 1p/student        |
| 0-02-635434-9            | Literature: Readers Choice/British Lit SE                     | Glencoe                | 2000     | 0-02-<br>635434-9 |
| 0-451-52493-4            | 1984  | Signet                 | 1977     | 1/student         |
| 0-684-84267-X            | Angela's Ashes  | Scribner               | 1996     | 1/student         |
| 1-59448-000-3            | Kite Runner   | Penguin                |          | 1/student         |
| 1-58049-589-9            | Macbeth   | Prestwick House        | 2005     | 1p/student        |
| 0-486-28211-2            | Frankenstein  | Dover                  | 1994     | 1p/student        |
| 1-58049-591-2            | Hamlet  | Prestwick House        | 2005     | 1p/student        |
| 1-58049-587-5            | Julius Caesar   | Prestwick House        | 2005     | 1p/student        |
| <b>Teacher Resources</b> |   |                        |          |                   |
| <b>ISBN/Product #</b>    | <b>Description</b>  | <b>Publisher</b>       | <b>©</b> | <b>Quantity</b>   |
| 0-07-825-142-7           | Literature: Readers Choice/British Lit TE                     | Glencoe                | 2002     | 0-02-<br>635434-9 |
| 0312430329               | Testing Toolkit(\$3,000.00 value)                             | Bedford/St.<br>Martins | 2010     | 1/teacher         |
| 0312699581               | Instructor's Edition for Patterns For<br>College Writing, 12e | Bedford/St.<br>Martins | 2011     | 1/teacher         |
| 978-157110-6             | Strategies That Work2   | Stenhouse              | 2007     | 1/teacher         |

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# English 12

## Instructional Support Appendices

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|                  |   |
|------------------|---|
| Appendix A ..... | Suggested General Education Intervention Strategies |
| Appendix B.....  | Unit Curriculum Suggestions                         |
| Appendix C.....  | English Language Arts Unit Essential Outcomes       |
| Appendix D.....  | Tier 2 Common Core Vocabulary                       |
| Appendix E.....  | Close and Critical Reading Resources                |
| Appendix F.....  | Bedford/St. Martins Writing Resources               |



Office of Curriculum & Instruction



## Suggested General Education Intervention Strategies

(i.e., Special Education, ELL, Title I, 504)

Since individuals bring a huge variety of skills, needs, and interests to learning, it is important to implement strategies and teaching principles that give all individuals equal opportunities to learn. This is commonly referred to as Universal Design for Learning (UDL).

UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

The following strategies do not represent an inclusive list but rather suggestions to help guide the teacher when working with struggling students.

### Provide Multiple Means of Representation (How you present information)

1) Provide options for perceptual differences:

- Consider how you can change the format of how you display information to address the student's differences and/or emphasize information:
  - Alter size and type of text, images, graphs, tables, etc.
  - Modify contrast between background and text or image
  - Increase white space on page
  - Create logical layout of visual information
  - giving copies of teacher's lecture notes
  - using large print books, Braille, or books on CD (digital text)
- Offer alternatives or supports for auditory information
  - Slow down speech or sound
  - Identify key concepts while lecturing
  - Have outline or captions that support spoken language available ahead of time
  - Provide audio recording, podcast or another means for student to review lecture later

2) Provide options for language/reading difficulties:

- Support decoding of text, mathematical notations/symbols
  - reducing the difficulty of assignments
  - providing audiotaped lectures or books
  - Pre-teach vocabulary and symbols
  - Clarify vocabulary, symbols and language structures
  - Embed support for vocabulary and symbols within the text (illustrations, footnotes, translations,
  - Illustrate using multi-media
  - Use Talking Calculators
- Provide options to support comprehension differences
  - Simplify language and embed visual/non-linguistic clarification (pictures, videos, etc)
  - Supply background knowledge at student's level and learning style
  - Highlight patterns, critical features, big ideas and relationships
  - Use advanced organizers (KWL method, concept maps) or simple organizers (sticky notes, mnemonic strategies, etc.)
- Create lessons that provide alternatives for struggling readers

- Use text to speech software (Read Out Loud)
- Support written language with visual cues (Boardmaker software), illustrations or color cues

**Provide Multiple Means of Expression (How students participate in learning and demonstrate understanding)**

- Vary methods for response, such as providing options to writing assignments for students with physical or expressive language differences
  - Allow forms of visual or performance art ( Illustrations, comic strips, art project, oral story-telling, etc.)
  - Use social media and interactive web tools (discussion forums, web design, storyboards, animation presentations, etc.)
- Optimize access to technology tools (low to high tech)
  - Keyboarding
  - Speech to text software (Dragon speaking naturally)
  - Reinforce use of spellcheckers and grammar checkers
  - Reinforce use of word prediction software (Co-writer, Write out loud software)
  - Provide virtual or concrete math manipulatives, graphing calculators, geometric sketchpads or pre-formatted graph paper
- Provide supports for “Executive Function’ differences
  - Provide models or examples of the process and product
  - Provide guides, checklists, reminders
  - Embed “stop and think” prompts (visual or auditory)
  - Embed “show your work” prompts (visual or auditory)
  - Break long-term projects into small, measurable components
  - Provide structured, concrete timeline and time management supports
  - Use graphic organizers and templates for helping the student organize information
  - Use rubrics, checklists and help students link to their work/performance
  - Provide options for accessing homework assignments (Parent Portal, email, teacher website, google docs, etc.)
  - Consistent communication between school and home
  - Support/reminders for recording homework assignments, turning in work and managing belongings

### Provide Multiple Means of Engagement

- Recruit learner interest by providing individual choices in such things as:
  - Level of perceived challenge
  - Type of rewards or recognition available
  - Content (topic) and design to be used for practicing concepts and/or demonstrating what has been learned
  - Tools used for information gathering or product
  - Sequence and timing of completion
- Create a safe space for learners
  - Model acceptance and support, then demand it from all students
  - Provide several levels of difficulty for each assignment so all can feel success
- Reduce stress and anxiety
  - working in a small group
  - working one-on-one with the teacher
  - giving the student extra time to complete assignments or tests
  - breaking up testing over several days
  - using a student/peer tutor
  - Create predictable class routines and use visual strategies (class schedule, calendars, timers, reminders, etc.)
  - Preview/Alert students regarding novel events or changes in schedule
  - Create personalized system for requesting help and reinforce use
  - Provide concrete, explicit feedback, rather than comparative/competitive
  - Facilitate coping and problem solving skills
  - Mark correct answers rather than mistakes.
  - Base grades on modified standards, e.g., IEP objectives, effort, amount of improvement, content rather than spelling.
  - Specify the skills mastered rather than give a letter grade.
  - Limit homework to a certain amount of time spent productively, rather than an amount of work to be completed.
  - Give reminders about due dates for long-term assignments.
- Be sensitive to sensory differences and provide relief, as needed
  - Seek knowledge about differences and model acceptance for classmates
  - Provide tools to help student regulate responses to sensory information
    - Auditory-Headphones, earplugs, excusal from assemblies,
    - Tactile-avoid touch, allow extra personal space or “safe place” student can retreat to
    - Visual-reduce number of items presented at a time, reduce access to electronic displays
- Be sensitive to social differences
  - Recruit mentors or buddies to assist in and outside of classroom
  - Provide prompts that guide social skills
  - Limit criticism to private conversations-provide positive feedback or respectful redirection in front of others
- Support Home-School Communication
  - Develop a daily or weekly home-school communication system, e.g., notes, check list, voice mail, or email.
  - Mail assignment sheets directly to home.
  - Hold periodic student-teacher meetings.
  - Schedule regular parent-teacher meetings.



## Twelfth Grade

**Unit 1: The Power of Language to Transform Lives**  
Pacing: 8-10 Weeks



### Essential Question: When is the journey more important than the destination?

|   |   |   |   |
|---|---|---|---|
| <p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• Beowulf</li> <li>• Canterbury Tales</li> <li>• Optional Additional Literature:             <ul style="list-style-type: none"> <li>○ Arthurian Legends</li> <li>○ Literary Ballads</li> </ul> </li> </ul> | <p><b>Informational Texts:</b></p> <ul style="list-style-type: none"> <li>• <i>Patterns for College Writing</i>, high school edition.<br/>*PLC should identify the pertinent essays in the above resource to meet the needs of the learner within this unit.</li> </ul> | <p><b>Close and Critical Reading Passage:</b></p> <ul style="list-style-type: none"> <li>• Grade level Professional Learning Communities select one ACT passage from the MISD Matrix to administer in this unit.</li> </ul> | <p><b>Unit Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Strategies That Work</i>2- Harvey/Gourvis</li> <li>• <i>Readers Choice</i> – Glencoe ©2000 ISBN: 0-02-635434-9</li> <li>• <i>Patterns for College Writing, high school edition.</i>- Bedford St. Martin © 2010</li> </ul> |
|---|---|---|---|

### Reading

- Analyze author's choice regarding structure of the text.
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RL 11-12.5  
RI 11-12.2

### Writing

- Students will produce writing in conjunction with the expectations for the Common Core State Standards in the following text types by the end of the semester:
  - Part I- writing process- chapters 1-5
  - Informative/ Explanatory – compare/ contrast (chapter 11)
- \*Students should be able to support claims with evidence.

W. 11-12.2 a-f  
W 11-12.4  
W 11-12.5

### Language

- Language focus should be based on the expectations for the Common Core State Standards. Additional instruction in this area should be provided according to student needs.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L 11-12.3

### Speaking and Listening



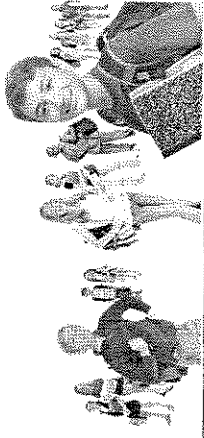
|   |  |  |   |
|---|--|--|---|
| <b>Essential Question: When is the journey more important than the destination?</b>   |  |  |   |
| <b>Literature:</b> <ul style="list-style-type: none"> <li>• Beowulf</li> <li>• Canterbury Tales</li> <li>• Optional Additional Literature:             <ul style="list-style-type: none"> <li>○ Arthurian Legends</li> <li>○ Literary Ballads</li> </ul> </li> </ul>  | <b>Informational Texts:</b> <ul style="list-style-type: none"> <li>• <i>Patterns for College Writing</i>, high school edition.<br/>*PLC should identify the pertinent essays in the above resource to meet the needs of the learner within this unit.</li> </ul> | <b>Close and Critical Reading Passage:</b> <ul style="list-style-type: none"> <li>• Grade level Professional Learning Communities select one ACT passage from the MISD Matrix to administer in this unit.</li> </ul> | <b>Unit Resources:</b> <ul style="list-style-type: none"> <li>▪ <u><i>Strategies That Work</i></u>, Harvey/Goudvis</li> <li>• <u><i>Readers Choice</i></u> – Glencoe ©2000 ISBN: 0-02-635434-9</li> <li>▪ <u><i>Patterns for College Writing, high school edition.</i></u> – Bedford St. Martin © 2010</li> </ul> |
| <ul style="list-style-type: none"> <li>• Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> </ul>   |  | SL 11-12.4   |   |
| <b>Differentiation</b>  |  |  |   |
| <i>Struggling</i>   |  |  |   |
| <ul style="list-style-type: none"> <li>• Assist students in small groups.</li> <li>• Consider varying the academic level of the groups and having the more advanced students assist.</li> <li>• Provide students with an audio or video recording of the literary selection to listen to or watch as they read along. Alternately, assign this as homework the night before as a preview.</li> </ul>  |  |  |   |
| <b>Assessment</b>   |  |  |   |
| <ul style="list-style-type: none"> <li>• Formative Assessments Administered According to Course Content and Testing Toolkit CD and Bedford St. Martins Exercise Central Resources</li> <li>• Rubric and Multiple Choice Score from Close and Critical Reading Strategy</li> <li>• Administer Mid-Year Writing Assessment according to Common Assessment Calendar</li> <li>• Administer End-Year Writing Assessment according to Common Assessment Calendar</li> </ul> |  |  |   |



## Twelfth Grade

Unit 2: Leadership/Decisions

Pacing: 8-10 Weeks

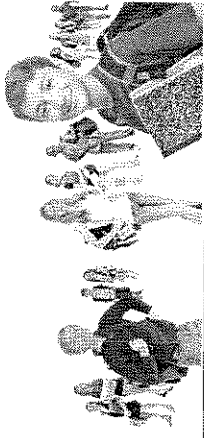


|   |   |  |   |
|---|---|--|---|
| <b>Essential Question: How do leaders evoke change?</b> |   |  |   |
| <b>Literature:</b>                                      | <ul style="list-style-type: none"> <li>Hamlet or Macbeth</li> </ul> | <b>Informational Texts:</b>  | <b>Close and Critical Reading Passage:</b>  |
|   |   | <ul style="list-style-type: none"> <li><i>Patterns for College Writers</i>- High School Edition- Bedford St. Martin</li> <li>*PLC should identify the pertinent essays in the above resource to meet the needs of the learner within this unit.</li> </ul> | <ul style="list-style-type: none"> <li>Grade level Professional Learning Communities select one ACT passage from the MISD Matrix to administer in this unit.</li> </ul>   |
|   |   |  | <b>Unit Resources:</b>  |
|   |   |  | <ul style="list-style-type: none"> <li><i>Strategies That Work</i>2- Harvey/Goudvis</li> <li><i>Readers Choice</i> – Glencoe ©2000 ISBN: 0-02-635434-9</li> <li><i>Patterns for College Writing, high school edition.</i>- Bedford St. Martin © 2010</li> </ul> |

|                |   |   |
|----------------|---|---|
| <b>Reading</b> | <ul style="list-style-type: none"> <li>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</li> <li>Identify strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</li> </ul> | <p>RL 11-12.4</p> <p>RL 11-12.6</p> <p>RI 11-12.1</p> <p>RI 11-12.2</p> |
|----------------|---|---|

|                |  |                                   |
|----------------|--|-----------------------------------|
| <b>Writing</b> | <p>Students will produce writing in conjunction with the expectations for the Common Core State Standards in the following text types by the end of the semester:</p> <ol style="list-style-type: none"> <li>Informative/Explanatory</li> <li>Research- Literary Analysis</li> </ol> <p>*Students should be able to support claims with evidence.</p> <p><b>Suggested Writing Assignments:</b></p> <ul style="list-style-type: none"> <li>Students could write a Cause and Effect Essay (chapter 10)</li> <li>Students could write a literary analysis essay ( Glencoe Text resource)</li> </ul> | <p>W 11-12.2</p> <p>W 11-12.9</p> |
|----------------|--|-----------------------------------|

|                 |  |                   |
|-----------------|--|-------------------|
| <b>Language</b> | <ul style="list-style-type: none"> <li>Language focus should be based on the expectations for the Common Core State Standards.</li> <li>Additional instruction in this area should be provided according to student needs.</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</li> <li>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or</li> </ul> | <p>L. 11-12.4</p> |
|-----------------|--|-------------------|



|   |   |   |  |
|---|---|---|--|
| <b>Essential Question: How do leaders evoke change?</b> |   |   |  |
| <b>Literature:</b>                                      | <ul style="list-style-type: none"> <li>Hamlet or Macbeth</li> </ul> | <b>Informational Texts:</b>   | <b>Close and Critical Reading Passage:</b>   |
|   |   | <ul style="list-style-type: none"> <li><i>Patterns for College Writers</i> - High School Edition - Bedford St. Martin<br/>*PLC should identify the pertinent essays in the above resource to meet the needs of the learner within this unit.</li> </ul> | <ul style="list-style-type: none"> <li>Grade level Professional Learning Communities select one ACT passage from the MISD Matrix to administer in this unit.</li> </ul>  |
|   |   |   | <b>Unit Resources:</b>   |
|   |   |   | <ul style="list-style-type: none"> <li><i>Strategies That Work</i> - Harvey/Goudvis</li> <li><i>Readers Choice</i> - Glencoe ©2000 ISBN: 0-02-635434-9</li> <li><i>Patterns for College Writing, high school edition.</i> - Bedford St. Martin © 2010</li> </ul> |

beautiful. (Include Shakespeare as well as other authors.)

**Speaking and Listening**

- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL 11-12.4

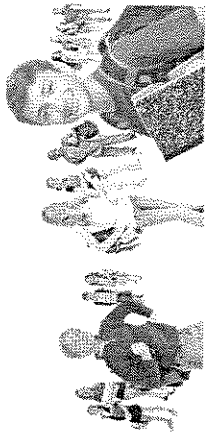
**Differentiation**

*Struggling*

- Assist students in small groups.
- Consider varying the academic level of the groups and having the more advanced students assist.
- Lead-in) Provide students with an audio or video recording of the Gettysburg Address to listen to or watch as they read along. Alternately, assign this as homework the night before as a preview.

**Assessment**

- Formative Assessments Administered According to Course Content and Testing Toolkit CD and Bedford St. Martins Exercise Central Resources
- Rubric and Multiple Choice Score from Close and Critical Reading Strategy
- Administer Mid-Year Writing Assessment according to Common Assessment Calendar
- Administer End-Year Writing Assessment according to Common Assessment Calendar

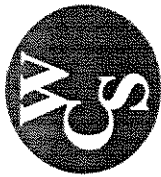


| Essential Question: What is the opportunity cost for technological advancement?  |  |   |   |
|--|--|---|---|
| <p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>* 1984 or Frankenstein</li> </ul>   | <p><b>Informational Texts:</b></p> <ul style="list-style-type: none"> <li>* Patterns for College-high school edition</li> <li>* PLC should identify the pertinent essays in the above resource to meet the needs of the learner within this unit.</li> </ul> | <p><b>Close and Critical Reading Passage:</b></p> <ul style="list-style-type: none"> <li>• Grade level Professional Learning Communities select one ACT passage from the MISD Matrix to administer in this unit.</li> </ul> | <p><b>Unit Resources:</b></p> <ul style="list-style-type: none"> <li>* <u>Strategies That Work</u>2- Harvey/Gourdis</li> <li>* <u>Readers Choice</u> – Glencoe ©2000 ISBN: 0-02-635434-9</li> <li>* <u>Patterns for College Writing, high school edition.</u>– Bedford St. Martin © 2010</li> </ul> |
| <p><b>Reading</b></p>  |  |   |   |
| <ul style="list-style-type: none"> <li>• Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>• Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</li> <li>• Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</li> <li>• By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</li> <li>• Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</li> <li>• Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</li> </ul> |  |   |   |
| <p><b>Writing</b></p>  |  |   |   |
| <p>Students will produce writing in conjunction with the expectations for the Common Core State Standards in the following text types by the end of the semester:</p> <ul style="list-style-type: none"> <li>• Argument (chapter 14, 17, &amp; 18)</li> </ul> <p>*Students should be able to support claims with evidence.</p> <p>Suggested Writing Assignments:</p> <ul style="list-style-type: none"> <li>• Technology Research Paper</li> <li>• Senior Project</li> </ul>   |  |   |   |
| <p>RL 11-12.3, 12.4, 12.6, 12.10<br/>RI 11-12.2, 12.5</p> <p>W 11-12.1 a-e<br/>W 11-12.5<br/>W 11-12.6<br/>W 11-12.7<br/>W 11-12.8</p>   |  |   |   |





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|---|--|--|--|
| <b>Essential Question: What is the opportunity cost for technological advancement?</b>  |  |  |  |
| <b>Literature:</b> <ul style="list-style-type: none"> <li>▪ 1984 or Frankenstein</li> </ul>   | <b>Informational Texts:</b> <ul style="list-style-type: none"> <li>▪ Patterns for College-high school edition</li> <li>*PLC should identify the pertinent essays in the above resource to meet the needs of the learner within this unit.</li> </ul> | <b>Close and Critical Reading Passage:</b> <ul style="list-style-type: none"> <li>• Grade level Professional Learning Communities select one ACT passage from the MISD Matrix to administer in this unit.</li> </ul> | <b>Unit Resources:</b> <ul style="list-style-type: none"> <li>▪ <u>Strategies That Work</u> - Harvey/Gourdis</li> <li>▪ <u>Readers Choice</u> – Glencoe ©2000 ISBN: 0-02-635434-9</li> <li>▪ <u>Patterns for College Writing, high school edition</u> - Bedford St. Martin © 2010</li> </ul> |
| <b>Language</b>   |  |  |  |
| <ul style="list-style-type: none"> <li>• Language focus should be based on the expectations for the Common Core State Standards.</li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>• Analyze nuances in the meaning of words with similar denotations.</li> <li>• Additional instruction in this area should be provided according to student needs.</li> </ul>  |  |  |  |
| <b>Speaking and Listening</b>   |  |  |  |
| <ul style="list-style-type: none"> <li>• Collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> </ul> |  |  |  |
| <b>Differentiation</b>  |  |  |  |
| <i>Struggling</i>   |  |  |  |
| <ul style="list-style-type: none"> <li>• Assist students in small groups.</li> <li>• Consider varying the academic level of the groups and having the more advanced students assist.</li> <li>• Provide students with an audio or video recording of the literary selection to listen to or watch as they read along. Alternately, assign this as homework the night before as a preview.</li> </ul>  |  |  |  |
| <b>Assessment</b>   |  |  |  |
| <ul style="list-style-type: none"> <li>• Formative Assessments Administered According to Course Content and Testing Toolkit CD and Bedford St. Martins Exercise Central Resources</li> <li>• Rubric and Multiple Choice Score from Close and Critical Reading Strategy</li> </ul>   |  |  |  |



**Essential Question: What is the opportunity cost for technological advancement?**

|  |  |   |  |
|--|--|---|--|
| <p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>▪ 1984 or Frankenstein</li> </ul> | <p><b>Informational Texts:</b></p> <ul style="list-style-type: none"> <li>▪ Patterns for College-high school edition<br/>*PLC should identify the pertinent essays in the above resource to meet the needs of the learner within this unit.</li> </ul> | <p><b>Close and Critical Reading Passage:</b></p> <ul style="list-style-type: none"> <li>• Grade level Professional Learning Communities select one ACT passage from the MISD Matrix to administer in this unit.</li> </ul> | <p><b>Unit Resources:</b></p> <ul style="list-style-type: none"> <li>▪ <u>Strategies That Work</u>, Harvey/Goudvis</li> <li>▪ <u>Readers Choice</u> – Glencoe ©2000<br/>ISBN: 0-02-635434-9</li> <li>▪ <u>Patterns for College Writing, high school edition.</u>– Bedford St. Martin © 2010</li> </ul> |
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| <ul style="list-style-type: none"> <li>• Administer Mid-Year Writing Assessment according to Common Assessment Calendar</li> <li>• Administer End-Year Writing Assessment according to Common Assessment Calendar</li> </ul> |
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**Twelfth Grade**  
Unit 4: Contemporary  
Literature

Pacing: 8-10 Weeks



**Essential Question: What responsibility do I have to society?**

|   |   |   |   |
|---|---|---|---|
| <p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• Kite Runner or Angela's Ashes</li> </ul> | <p><b>Informational Texts:</b></p> <ul style="list-style-type: none"> <li>• <i>Patterns for College-high school</i> edition<br/>*PLC should identify the pertinent essays in the above resource to meet the needs of the learner within this unit.</li> </ul> | <p><b>Close and Critical Reading Passage:</b></p> <ul style="list-style-type: none"> <li>• Grade level Professional Learning Communities select one ACT passage from the MISD Matrix to administer in this unit.</li> </ul> | <p><b>Unit Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Strategies That Work</i>—Harvey/Goudvis</li> <li>• <i>Readers Choice</i> — Glencoe ©2000 ISBN: 0-02-635434-9</li> <li>• <i>Patterns for College Writing, high school edition</i>,- Bedford St. Martin © 2010</li> </ul> |
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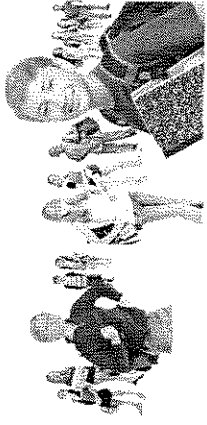
**Reading**

- Identify strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**Writing**

Students will produce writing in conjunction with the expectations for the Common Core State Standards in the following text types by the end of the semester: W.11-12.3 a-e

- Narrative (Patterns chapter 6)
- \*Students should be able to support claims with evidence.
- Suggested Writing Assignments:
- Senior Research Project



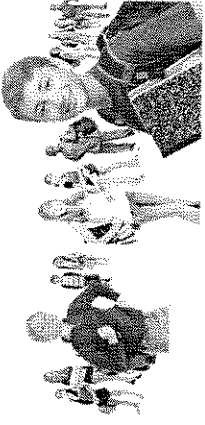
|   |   |   |   |
|---|---|---|---|
| <b>Essential Question: What responsibility do I have to society?</b>            |   |   |   |
| <b>Literature:</b>  | <b>Informational Texts:</b>   | <b>Close and Critical Reading Passage:</b>  | <b>Unit Resources:</b>  |
| <ul style="list-style-type: none"> <li>Kite Runner or Angela's Ashes</li> </ul> | <ul style="list-style-type: none"> <li><i>Patterns for College-high school</i> edition</li> <li>*PLC should identify the pertinent essays in the above resource to meet the needs of the learner within this unit.</li> </ul> | <ul style="list-style-type: none"> <li>Grade level Professional Learning Communities select one ACT passage from the MISD Matrix to administer in this unit.</li> </ul> | <ul style="list-style-type: none"> <li><i>Strategies That Work</i>2- Harvey/Goudvis</li> <li><i>Readers Choice</i> – Glencoe ©2000 ISBN: 0-02-635434-9</li> <li><i>Patterns for College Writing, high school edition.</i>- Bedford St. Martin © 2010</li> </ul> |

|   |
|---|
| <b>Language</b>   |
| <ul style="list-style-type: none"> <li>Language focus should be based on the expectations for the Common Core State Standards. Additional instruction in this area should be provided according to student needs.</li> <li>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.</li> </ul> |

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| <b>Speaking and Listening</b>  |
| <ul style="list-style-type: none"> <li>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> </ul> |

|  |
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| <b>Differentiation</b>   |
| <i>Struggling</i>  |
| <ul style="list-style-type: none"> <li>Assist students in small groups.</li> <li>Consider varying the academic level of the groups and having the more advanced students assist.</li> <li>Provide students with an audio or video recording of the Gettysburg Address to listen to or watch as they read along. Alternately, assign this as homework the night before as a preview.</li> </ul> |

|  |
|--|
| <b>Assessment</b>  |
| <ul style="list-style-type: none"> <li>Formative Assessments Administered According to Course Content and Testing Toolkit CD and Bedford St. Martins Exercise Central Resources</li> </ul> |



**Essential Question: What responsibility do I have to society?**

|  |  |  |  |
|--|--|--|--|
| <p>Literature:</p> <ul style="list-style-type: none"> <li>• Kite Runner or Angela's Ashes</li> </ul> | <p>Informational Texts:</p> <ul style="list-style-type: none"> <li>• <i>Patterns for College-high school edition</i><br/>*PLC should identify the pertinent essays in the above resource to meet the needs of the learner within this unit.</li> </ul> | <p>Close and Critical Reading Passage:</p> <ul style="list-style-type: none"> <li>• Grade level Professional Learning Communities select one ACT passage from the MISD Matrix to administer in this unit.</li> </ul> | <p>Unit Resources:</p> <ul style="list-style-type: none"> <li>▪ <i>Strategies That Work 2</i> - Harvey/Goudvis</li> <li>• <i>Readers Choice</i> - Glencoe ©2000<br/>ISBN: 0-02-635434-9</li> <li>▪ <i>Patterns for College Writing, high school edition</i> - Bedford St. Martin © 2010</li> </ul> |
|--|--|--|--|

- Rubric and Multiple Choice Score from Close and Critical Reading Strategy
- Administer Mid-Year Writing Assessment according to Common Assessment Calendar
- Administer End-Year Writing Assessment according to Common Assessment Calendar

**English Language Arts Common Core Essential Outcomes**

**Grade: 12**

**Unit: 1**

**Reading Literature**

**Reading Information Text**

**1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

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

**5.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**10.** By the end of grades 11 and 12, read and comprehend literary nonfiction to the grade equivalent text complexity with scaffolding as needed at the high end of the range.

**10.** By the end of grades 11 and 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**Speaking and Listening**

**Language**

**3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  
**a.** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

# English Language Arts Common Core Essential Outcomes

**Grade: 12**

**Unit: 2**

## Reading Literature

## Reading Information Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

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

6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

10. By the end of grades 11 and 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

10. By the end of grades 11 and 12, read and comprehend literary nonfiction to the grade equivalent text complexity with scaffolding as needed at the high end of the range.

## Speaking and Listening

## Language

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 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 promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 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., conceive, conception, conceivable).

c. Consult general and specialized reference materials (e.g., 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, its etymology, or its standard usage.

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).

## English Language Arts Common Core Essential Outcomes

**Grade: 12**

**Unit: 3**

### Reading Literature

### Reading Information Text

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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

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

5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

10. By the end of grades 11 and 12, read and comprehend literary nonfiction to the grade equivalent text complexity with scaffolding as needed at the high end of the range.

10. By the end of grades 11 and 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

### Speaking and Listening

### Language

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
 a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  
 b. Analyze nuances in the meaning of words with similar denotations.



## English Language Arts Common Core Essential Outcomes

**Grade: 12**

**Unit: 4**

### Reading Literature

### Reading Information Text

- |   |  |
|---|--|
| <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>  |  |
| <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>   |  |
| <p>3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>   | <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> |
| <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> | <p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>                                 |
| <p>10. By the end of grades 11 and 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>  | <p>10. By the end of grades 11 and 12, read and comprehend literary nonfiction to the grade equivalent text complexity with scaffolding as needed at the high end of the range.</p>  |

### Speaking and Listening

### Language

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|---|---|
| <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> | <p>6. 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.</p> |
|---|---|

# Writing Common Core Essential Outcomes

## Grades: 11-12

| Narrative  | Production & Distribution of Writing  |
|--|---|
| 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)   |
| a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. | 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 67.)   |
| b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  | 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.   |
| c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).                                   | <b>Research to Build and Present Knowledge</b>  |
| d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  | 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.   | 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.   |
| <b>Range of Writing</b>  | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| 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.  | a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).   |
|  | b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”). |

| <b>Argument</b>   | <b>Informative/Explanatory</b>  |
|---|---|
| 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   | 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 precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.               | a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. | b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.   |
| c. Use words, phrases, and clauses as well as varied syntax 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                                 | c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.   |
| 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.   | d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.   |
| e. Provide a concluding statement or section that follows from and supports the argument presented.   | 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  |

**Eleventh and Twelfth Grade Tier 2 Common Core Vocabulary**

|   |                     |
|---|---------------------|
| academic  | comprehension       |
| accords   | concept(-s)         |
| account(-s)                                     | concerns            |
| accuracy  | conclusion          |
| accurately                                      | concrete            |
| acknowledge(-s)(-ing)                           | conduct             |
| acquire(-d)                                     | conflicting         |
| action(-s)                                      | connecting          |
| adapt   | connotative         |
| additional                                      | considering         |
| address(-es)                                    | constitutional      |
| advanced  | consult             |
| advocacy  | consulting          |
| alternate                                       | content             |
| alternative                                     | contested           |
| analogy(-ies)                                   | context(-s)         |
| analysis  | contradictions      |
| analyze   | contribute(-s)      |
| analyzing                                       | convention(-s)      |
| and/or  | conversation(-s)    |
| anticipates                                     | convey              |
| application                                     | conveying           |
| approach(-es)                                   | convincing          |
| appropriate                                     | correctly           |
| argument(-s)                                    | corroborating       |
| articulating                                    | counterclaim(-s)    |
| assess  | course              |
| attending                                       | creative            |
| audience(-s)                                    | credibility         |
| audience's                                      | data                |
| authoritative                                   | deepen              |
| bias  | delineate           |
| broaden   | demonstrate         |
| build on, builds on                             | denotations         |
| career  | description(-s)     |
| central   | detail              |
| century(-seventeenth, -eighteenth, -nineteenth) | development         |
| citation  | dialogue            |
| cite(-ing)                                      | differing           |
| civil   | discipline          |
| claim(-s)                                       | discipline-specific |
| clarify   | discrepancies       |
| clauses   | discussion(-s)      |
| coherent  | distinct            |
| cohesion  | distinctions        |
| collaborative                                   | distinguish(-es)    |
| college   | divergent           |
| command   | diverse             |
| complex   | documents           |
| complexity                                      | domain-specific     |
| drawing on, draw on                             | interest            |

|                         |                        |
|-------------------------|------------------------|
| e.g.                    | interpret              |
| effect(-s)              | investigation          |
| effectively             | knowledgeable          |
| effectiveness           | level                  |
| eighteenth (century)    | limitations            |
| element(-s)             | literary               |
| emphasis                | literature             |
| engage                  | logically              |
| engaging                | maintain               |
| enhance                 | manner                 |
| ensure                  | matter                 |
| establish(-es)          | metaphor(-s)           |
| etymology               | multistep              |
| evaluate                | narration              |
| evidence                | narrative(-s)          |
| examine                 | narrow                 |
| explanatory             | nineteenth (century)   |
| explicitly              | norms                  |
| exposition              | nuances                |
| expression              | objective              |
| extended                | orient                 |
| fallacious              | outcome                |
| features                | overreliance           |
| figurative              | oxymoron               |
| figures                 | paradox                |
| formal                  | paraphrase(-ing)       |
| format                  | particularly           |
| foundational            | perspective(-s)        |
| function(-s)            | persuasive(-ly)(-ness) |
| guidance                | phenomenon             |
| her (his or her)        | plagiarism             |
| hierarchies             | posing                 |
| his (or her)            | precede(-s)(-d)        |
| historical              | precisely              |
| hyphenation             | preliminary            |
| hypotheses              | premises               |
| implications            | primary                |
| inconsistencies         | principles             |
| independence            | probe                  |
| inferences              | process(-es)           |
| inferred                | product(-s)            |
| informal                | proficiently           |
| informational           | progression            |
| informative/explanatory | projects               |
| informed                | promote                |
| initiate                | propel                 |
| inquiry                 | purpose(-s)            |
| insights                | quantitative           |
| integrate               | references             |
| interact                | refine(-d)(-s)         |
| interactive             | reflect(-s) on         |
| reflection              |                        |

|                       |  |
|-----------------------|--|
| relevant              |  |
| resolution            |  |
| resolve               |  |
| /s/                   |  |
| scaffolding           |  |
| science               |  |
| science/technical     |  |
| scientific            |  |
| secondary             |  |
| selectively           |  |
| self-generated        |  |
| seminal               |  |
| sensory               |  |
| seventeenth (century) |  |
| significance          |  |
| significant           |  |
| simulations           |  |
| stance                |  |
| stimulate             |  |
| structure             |  |
| structured            |  |
| substance             |  |
| substantive           |  |
| supporting            |  |
| suspense              |  |
| sustained             |  |
| symbols               |  |
| syntax                |  |
| synthesize            |  |
| transitions           |  |
| uncertain(-ty)        |  |
| unified               |  |
| unresolved            |  |
| valid                 |  |
| values                |  |
| vary                  |  |
| verifying             |  |
| vivid                 |  |
| well-reasoned         |  |

## Close and Critical Reading & Common Core State Standards Alignment

The grade-specific standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details

1. **Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (CCQ1) (CCQ3)**
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCQ1) (CCQ3)
3. *Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (CCQ2)*

### Craft and Structure

4. *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (CCQ2)*
5. *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (CCQ2)*
6. *Assess how point of view or purpose shapes the content and style of a text. (CCQ2) (CCQ3)*

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\* (CCQ3) (CCQ4)
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (CCQ3)
9. *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (CCQ4)*

### Range of Reading and Level of Text Complexity

10. *Read and comprehend complex literary and informational texts independently and proficiently.*

### KEY

Close Critical Question 1 = **BOLD/RED**    Close Critical Question 2 = *Italics/GREEN*

Close Critical Question 3 = Underline/BLUE    Close Critical Question 4 = Plain Text/ORANGE

## Assessment Rubric: Close and Critical Reading for One Text

| Questions  | 3 (meets assignment)   | 2 (partially meets)   | 1 (minimally meets)   | Score                    |
|--|--|---|---|--------------------------|
| <p>What does the text say? (Briefly summarize the story.)</p>  | <p>Answer is accurate, significant, and relevant with many details and examples.<br/>Details support point.<br/>Word choice and conventions support meaning.</p> | <p>Answer is accurate, significant, and relevant but has few details to support or explain the answer.<br/>Attempts at organization are partially successful.<br/>Word choice and errors in conventions do not distract from meaning.</p> | <p>Answer is inaccurate or a misinterpretation with little or no relevance to text or question.<br/>Ideas and content are not developed with details or appear random.<br/>Word choice and errors in conventions may distract from meaning.</p>                 | <p>Text #1<br/>___/3</p> |
| <p>How does it say it? In other words, how does the author develop the text to convey his/her purpose? (What are the genre, format, organization, features, etc.?)</p>   | <p>Answer is relevant with many details and examples.<br/>Details support point.<br/>Word choice and conventions support meaning.</p>                            | <p>Answer is relevant but has few details to support or explain the answer.<br/>Attempts at organization are partially successful.<br/>Word choice and errors in conventions do not distract from meaning.</p>                            | <p>Answer contains misinterpretation and has little or no relevance to text, question, or genre.<br/>Ideas and content are developed with few or no details.<br/>Word choice and errors in conventions may distract from meaning.</p>                           | <p>Text #1<br/>___/3</p> |
| <p>What does the text mean? (What theme/concept is the author trying to get across?)</p>   | <p>Answer is relevant with many details and examples.<br/>Details support point.<br/>Word choice and conventions support meaning.</p>                            | <p>Answer is relevant but has few details to support or explain the answer.<br/>Attempts at organization are partially successful.<br/>Word choice and errors in conventions do not distract from meaning.</p>                            | <p>Answer contains misinterpretation and little or no relevance to text or question or is a retelling or summary.<br/>Ideas are not developed with details.<br/>Word choice and errors in conventions may distract from meaning.</p>                            | <p>Text #1<br/>___/3</p> |
| <p>So what? (What does the message/theme/concept mean in your life and/or in the lives of others? Why is it worth sharing/telling? What significance does it have to your life and/or to the lives of others?)</p> | <p>Answer is relevant and/or insightful with many details and examples.<br/>Details support point.<br/>Word choice and conventions support meaning.</p>          | <p>Answer is relevant but has few details to support or explain the answer.<br/>Attempts at organization are partially successful.<br/>Word choice and errors in conventions do not distract from meaning.</p>                            | <p>Answer contains misinterpretation and has little or no relevance to text or question. Answer appears random or inappropriate.<br/>Ideas and content are not developed with details.<br/>Word choice and errors in conventions may distract from meaning.</p> | <p>Text #1<br/>___/3</p> |
|  |  |   |   | <p>Total<br/>___/12</p>  |

Adapted from MISD Thematic Literature Units, 2007



## 2011-2012 ACT Passage Matrix

| ACT Test A  | Exam ID | Suggested Grade/Course | Scaffolded Activities? |
|---|---------|------------------------|------------------------|
| ACT Exam A, Passage 1 Prose Fiction - "Gaspar Ruiz: A Romantic Tale"                      | 32493   | ENG 11                 |                        |
| ACT Exam A, Passage 2 Social Studies - Topic: America's Readiness After 9/11              | 32494   | AMERICAN HISTORY       | X                      |
| ACT Exam A, Passage 3 Humanities - "The Parisian Stage"                                   | 32495   | DRAMA                  |                        |
| ACT Exam A, Passage 4 Natural Science - "The Health Effects of Caffeine"                  | 32496   | HEALTH/CHEM/BIO        | X                      |
| ACT Test B  | Exam ID |                        |                        |
| ACT Exam B, Passage 1 Prose Fiction - "The Egg"   | 32497   | ENG 11                 |                        |
| ACT Exam B, Passage 2 social Studies - "Characteristics of the Abusive Situation"         | 32485   | HEALTH/GOV             |                        |
| ACT Exam B, Passage 3 Humanities - Topic: Effects of the War of the Worlds" Dramatization | 32486   | DRAMA                  | X                      |
| ACT Exam B, Passage 4 Natural Science - "Settlements in Outer Space"                      | 32487   | PHY/EARTH SC/BIO/ASTR  |                        |
| ACT Test C  | Exam ID |                        |                        |
| ACT Exam C, Passage 1 Prose Fiction - The Rise of Silas Lapham                            | 32491   | ENG 10                 |                        |
| ACT Exam C, Passage 2 Social Studies - Topic: Anthropological Method                      | 32488   | WORLD HISTORY          |                        |
| ACT Exam C, Passage 3 Humanities - Topic: House Beautiful                                 | 32490   | ENG 11                 |                        |
| ACT Exam C, Passage 4 Natural Science - Life on the Mississippi                           | 32489   | BIO/ENV SCIENCE        |                        |
| ACT Test D  | Exam ID |                        |                        |
| ACT Exam D, Passage 1 prose Fiction - "Football Failures"                                 | 32147   | ENG 9                  |                        |
| ACT Exam D, Passage 2 Social Studies - "American Influences Abroad"                       | 32148   | AMERICAN HST/GLOBAL ST |                        |
| ACT Exam D, Passage 3 Humanities - "Michael Nyman: Minimalist Composer"                   | 32484   | MUSIC/BAND             |                        |
| ACT Exam D, Passage 4 Natural Science - "The Eating Habits of Related Primates"           | 32142   | BIO/HEALTH             |                        |

## 2011-2012 ACT Passage Matrix

| ACT TEST E  | Exam ID | Suggested Grade/Course   | Scaffolded Activities |
|---|---------|--------------------------|-----------------------|
| ACT Exam E, Passage 1 Prose Fiction - "Silence: A Story of Courage & Healing"         | 32141   | ENG 11                   |                       |
| ACT Exam E, Passage 2 Social Studies - Topic Liquid Natural Gas                       | 32143   | ECON                     |                       |
| ACT Exam E, Passage 3 Humanities - Memoirs of Mary Robinson                           | 32109   | ENGLISH                  |                       |
| ACT Exam E, Passage 4 Natural Science - "El Nino: A Meteorological Enigma"            | 32149   | BIO/EARTH/ENV SC         |                       |
| ACT TEST F  | Exam ID |                          |                       |
| ACT Exam F, Passage 1 Prose Fiction - "The Summer Sandwich Club"                      | 32146   | ENG 9                    |                       |
| ACT Exam F, Passage 2 Social Studies - "Defining the Poverty Line"                    | 32144   | AMERICAN HISTORY         |                       |
| ACT Exam F, Passage 3 Humanities - "Artistic Styles Explored"                         | 32132   | ART/HIST/BAND/DRAMA      |                       |
| ACT Exam F, Passage 4 Natural Science - Topic: A Disease Detrimental to Certain Trees | 32133   | ECOLOGY                  |                       |
| ACT TEST G  | Exam ID |                          |                       |
| ACT Exam G, Passage 1 Prose Fiction - "The Story of a Bad Boy"                        | 32134   | ENG 10                   |                       |
| ACT Exam G, Passage 2 Social Studies - "A cure for Polio"                             | 32145   | AMERICAN HIST/WORLD STD  |                       |
| ACT Exam G, Passage 3 Humanities - "J.R.R. Tolkien and Me"                            | 32135   | DRAMA/ENGLISH            |                       |
| ACT Exam G, Passage 4 Natural Science - "A Short History of Homeopathy"               | 32136   | BIO/HEALTH/CHEM          |                       |
| ACT TEST H  | Exam ID |                          |                       |
| ACT Exam H, Passage 1, Prose Fiction - "Extreme Deal"                                 | 32137   | ENG 9                    |                       |
| ACT Exam H, Passage 2, Social Studies - "Adam Smith and the Invisible Hand Doctrine"  | 32140   | AMERICAN HISTORY         |                       |
| ACT Exam H, Passage 3, Humanities - "Colorful Reflections on Fairfield Porter"        | 32138   | DRAMA/ENGLISH/HUMANITIES |                       |
| ACT Exam H, Passage 4, Natural Science - Topic: Dark Matter in the Universe           | 32139   | PHY/EARTH SC/ASTR        |                       |

## 2011-2012 ACT Passage Matrix

| ACT TEST I   | Exam ID | Suggested Grade/Course | Scaffolded Activities |
|--|---------|------------------------|-----------------------|
| ACT Exam I, Passage 1, Prose Fiction - Jane Eyre   | 32116   | ENG 11                 |                       |
| ACT Exam I, Passage 2, Social Studies - "Julius Caesar and the Fall of the Roman Empire"       | 32117   | WORLD HISTORY          |                       |
| ACT Exam I, Passage 3, Humanities - Topic: Visiting the House of the Seven Gables              | 32118   | HUMANITIES GRADE 9     |                       |
| ACT Exam I, Passage 4, Natural Science - "Heredity and Gene-linkage: A Possible Relationship:" | 32119   | GENETICS/BIO           |                       |
| ACT TEST J   | Exam ID |                        |                       |
| ACT Exam J, Passage 1, Prose Fiction - The Heart of Darkness                                   | 32120   | ENG 11                 |                       |
| ACT Exam J, Passage 2, Social Studies - "Abraham Lincoln & the American Republic"              | 32121   | AMERICAN HISTORY       |                       |
| ACT Exam J, Passage 3, Humanities - "Mythology of the Chinese Zodiac"                          | 32122   | HUMANITIES GRADE 10    |                       |
| ACT Exam J, Passage 4, Natural Science - "Michigan's Beloved Songbird"                         | 32107   | ECOLOGY/BIO/ENV SC     |                       |
| ACT TEST K   | Exam ID |                        |                       |
| ACT Exam K, Passage  | 32108   | ENG 9                  |                       |
| ACT Exam K, Passage 2, Social Studies - Topic: How Happiness May Be Determined by Science"     | 32123   | PSYCHOLOGY             |                       |
| ACT Exam K, Passage 3, Humanities - "Tennessee Williams: Celebrated Southern Gothic Writer"    | 32124   | HUMANITIES GRADE 11    |                       |
| ACT Exam K, Passage 4, Natural Science - "The Armored Armadillo"                               | 32125   | BIO/ ENV SC            | X                     |
| ACT TEST L   | Exam ID |                        |                       |
| ACT Exam L, Passage 1, Prose Fiction - Short story by Tristan Ivory                            | 32126   | ENG 9                  |                       |
| ACT Exam L, Passage 2, Social Studies - "Lewis and Clark Go West"                              | 32127   | AMERICAN HISTORY       |                       |
| ACT Exam L, Passage 3, Humanities - The Nature of Goodness                                     | 32128   | PSYCHOLOGY/SOCIOLOGY   |                       |
| ACT Exam L, Passage 4, Natural Science - Topic: The Coqui Tree Frog in Hawaii                  | 32129   | BIO/ECOLOGY/CHEM       |                       |

## 2011-2012 ACT Passage Matrix

| ACT TEST M  | Exam ID | Suggested Grade/Course    | Scaffolded Activities |
|---|---------|---------------------------|-----------------------|
| ACT Exam M, Passage 1, Prose Fiction - "The Lessons of Wilderness Living"                         | 32130   | ENH 10                    |                       |
| ACT Exam M, Passage 2, Social Studies - The American Republic                                     | 32131   | CIVICS/WORLD STUDIES      |                       |
| ACT Exam M, Passage 3, Humanities - "The Tain Bo Cuiange: Early Irish Epic"                       | 32110   | WORLD HISTORY/HUMANITIES  |                       |
| ACT Exam M, Passage 4, Natural Science - "The Great Pyramid at Giza: Its Composition & Structure" | 32111   | CHEM/EARTH SC             |                       |
| ACT TEST N  | Exam ID |                           |                       |
| ACT Exam N, Passage 1, Prose Fiction - What Katy Did  | 32112   | ENG 10                    |                       |
| ACT Exam N, Passage 2, Social Studies - "The Gunpowder Plot"                                      | 32113   | GLOBAL STUDIES/WORLD HIST |                       |
| ACT Exam N, Passage 3, Humanities - "William Faulkner: Great Southern Author"                     | 32114   | ENG 10                    |                       |
| ACT Exam N, Passage 4, Natural Science - "Those Jellystone Bears"                                 | 32115   | ECOLOGY/BIO               | X                     |

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**Writing, Grammar, and Research help:** access to Diana Hacker's Research & Documentation online as well as Exercise Central website (which contains over 9000 exercises on grammar, punctuation, mechanics, word choice and more). Exercise Central also contains a scorecard for students and gradebook for instructors as well as 2 diagnostic tests.

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### Writing and Rhetoric Resources:

FAQ: Writing Online by Andrea A. Lunsford: Help with online writing and format

Writing Exercises from Diana Hacker: Exercises to help with writing, peer review, argument and more.

Visual Analysis: visual exercises that help students “read” or write about (or with) images.

Mike Markel’s Web Design Tutorial: A guide to web page design and navigation.

Designing Documents with a Word Processor: teaches students (and teachers) how to insert and size graphics, manage page layout, use headers (and more).

Model Documents Gallery: This collection of annotated PDF documents provides examples of properly formatted essays, letters, resumes, and more.

Preparing Presentation Slides: A quick and easy guide to giving a good presentation and using slides effectively.

Preparing Effective Charts and Graphs Tutorial: A tutorial that presents students with a brief overview of the process of preparing charts and graphs.

### Research Resources and help with citing sources

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The Bedford Research Room: Includes tutorials, guides to the research process, manuals on writing tools, and more.

Research and Documentation Online: A web eBook. Includes help for finding and citing sources for papers written in MLA, APA, Chicago, and CSE styles. (Also available in print).

Avoiding Plagiarism Tutorial: A complete tutorial and guide to using sources honestly, wisely, and accurately.

Research Exercises from Diana Hacker: Exercises on source use, citations, and thesis statements organized by style guides (MLA, APA, Chicago).