



**Manchester Public Schools**  
**English Language Arts Curriculum and Resources**  
**9-12**

August 2012

# Manchester Public Schools

## English Language Arts Curriculum and Resources 9-12

### 2012

This document was developed with the guidance of  
Dr. Ann M. Richardson, Assistant Superintendent for Curriculum and Instruction

#### Contributors

Dr. Ann M. Richardson, Assistant Superintendent for Curriculum and Instruction  
Diane Sheehan-Burns, Associate Director of Teaching, Learning and Equity

Ann Johnston, Literacy Trainer, K-5

Claudia Millette, Literacy Trainer, 6-12

Rosanne Bill, Martin Elementary School

Kelly Cecchini, Manchester High School

Antonio DeMelo, Manchester High School

Dr. Darcy Fiano, Nathan Hale Elementary School

Janet Jakoboski, Waddell Elementary School

Kerri Kearney, Manchester High School

Leah Lourie, Manchester High School

Danielle Maguire, Elisabeth M. Bennet Sixth Grade Academy

Jill Mulholland, Manchester High School

Nancy Roser, Manchester High School

Marsha Testa, Manchester High School

Cassie Wilson, Manchester High School

*“Learning to read and write ought to be one of the most joyful and successful of human understandings.”*

-Don Holdaway, *The Foundations of Literacy*, (New York: Scholastic, 1979, P.11)

# **Table of Contents**

# **Manchester Public Schools**

## **English Language Arts Curriculum and Resources 9-12**

### **2012**

#### **Table of Contents**

- 1. Manchester Public Schools English Language Arts Curriculum**
- 2. The Mission for Literacy Acquisition in Manchester**
- 3. Overview of the English Language Arts Curriculum Design**
- 4. An English Language Arts Curriculum 9-12 for the 21<sup>st</sup> Century**
  - A Comprehensive Literacy Approach
  - English Language Arts (ELA) Common Core Standards
  - A Coherent Network of Literacy Actions
  - Elements of Comprehensive Literacy for the 21<sup>st</sup> Century Circle Graph
- 5. Ninth/Tenth Grade English Language Arts Curriculum**
  - Students Who are College and Career Ready
  - Enduring Understandings
  - Ninth/Tenth Grade Curriculum
  - Ninth/Tenth Grade Curriculum Vocabulary

## **6. Eleventh/Twelfth Grade English Language Arts Curriculum**

Students Who are College and Career Ready

Enduring Understandings

Eleventh/Twelfth Grade Curriculum

Eleventh/Twelfth Grade Curriculum Vocabulary

## **7. Writing Curriculums**

Grades 9-10 Writing Performance Standards by Genre

Grades 11-12 Writing Performance Standards by Genre

## **8. English Language Arts Curriculum Unit Planning**

English Language Arts Common Core State Standards (CCSS) Units of Study

How to Implement a Unit of Study

English Language Arts Common Core Unit Planning Template 6-12

## **9. Bloom's Revised Taxonomy**

Bloom's Revised Taxonomy Graphic

Taxonomy Categories, Examples, and Key Words

Bloom's Planning Framework

## **10. Culturally Responsive Teaching**

The Iceberg Concept of Culture

Defining the Differences

Creating Aesthetically Culturally Responsive Classrooms

Creating Culturally Responsive, Inclusive Classrooms

Six Goals of a Culturally Relevant Approach to Teaching

Steps to Writing a Culturally Responsive Lesson Plan

**11. Degrees of Reading Power (DRP)**

DRP Scale of Text Difficulty

Suggested DRP Reading Goals and Remedial Standards for Connecticut

**12. Dictionary of Greek and Latin Roots**

**13. Effective Teaching Strategies**

Overview of Nine Research-Based Teaching Strategies

Integrating Technology to Deliver Effective Teaching Strategies

Application of Knowledge and Skills in ELA

**14. Genre Lists**

**15. Hess Depth of Knowledge**

**16. Language Skills Progression, Grades 3-12**

**17. Lexile Levels**

Questions and Answers about Lexile Levels

Lexile Levels and the Common Core Standards

**18. Nonfiction Writing**

The 10<sup>th</sup> Effective Teaching Strategy

Nonfiction Writing: Teaching and Learning Strategies for the Classroom

Five Key Genres

Types Nonfiction Writing

Information Text Structure

## **19. Range, Quality, and Complexity of Student Reading**

Dimensions of Common Core Text Complexity

Measuring Text Complexity 6-12: Three Factors

The Standards' Grade-Specific Text complexity Demands

## **20. Technology**

Digital Resource List

## **21. Vocabulary**

Characteristics of Effective Vocabulary Instruction

Marzano 6-Step Process for Vocabulary Instruction

Building Academic Vocabulary

Curriculum Vocabulary Grade 8

Curriculum Vocabulary Grades 9-12

Academic/Domain Vocabulary Grades 9-12

## **22. Websites**

English Language Arts Websites for Teachers

## **23. Professional References**

# **The Mission for Literacy Acquisition in Manchester Public Schools**

## **The Mission for Literacy Acquisition in Manchester**

The mission of Manchester Public Schools is for every student to successfully become a lifelong reader and communicator. It is the intent of the curriculum to engage all students in a metacognitive process that stimulates critical and creative thinking and supports meaningful language use. District and school-wide pedagogical practices ensure that all students benefit from effective teaching and learning strategies in the classroom. It is the mission of each school for every student to become a lifelong learner.

## **A Vision of the Literate Person**

The English Language Arts Curriculum reflects Manchester's vision that every student will acquire the twenty-first century skills necessary to be career and/or college ready. The literate student will have acquired the higher-order thinking skills to successfully comprehend, critically analyze and communicate understandings through oral and written modes in order to compete in a global society.

# **Overview of the English Language Arts Curriculum Design**

## Overview of the English Language Arts Curriculum Design

The English Language Arts Curriculum intentionally connects the Common Core Standards (CCS), pedagogical teaching and learning practices while using performance expectations to create a rigorous curriculum design (Ainsworth, 2010). The English Language Arts Curriculum that is structured by grade level offers:

- Specific learning outcomes embedded in a comprehensive literacy approach
- Vertical representation of the learning outcomes
- Emphasis on standards-based skills
- Academic vocabulary specific to the areas of literacy
- 21<sup>st</sup> century learning skills
- Higher-level thinking skills
- Research-based, effective teaching strategies
- Embedded use of technology
- Teaching strategies to support the needs of all students
- A curriculum glossary to promote consistency of understanding
- Personally meaningful and socio culturally relevant learning opportunities

The curriculum format includes units of study (literature, informational text, foundational skills, writing, speaking and listening, and language), essential questions and unit goals, performance standards, performance assessments, and suggested instructional strategies. To ensure the curriculum becomes an integral part of lesson planning, several appendices offer optional additional resources to enrich the teaching and learning of literacy in the classroom. The English Language Arts Curriculum is designed to promote confidence, competency and fluency in twenty-first century balanced literacy skills, so that all students in Manchester are college and/or career ready successfully meeting the challenges of a global society.

# **An English Language Arts Curriculum for the 21st Century**

# **An English Language Arts Curriculum for the 21<sup>st</sup> Century**

## ***A Comprehensive Literacy Approach***

A comprehensive approach to literacy instruction enables teachers to make thoughtful and purposeful decisions about how to support students in becoming college and career ready for the 21<sup>st</sup> century. A comprehensive approach to literacy instruction embodies these characteristics:

- Literacy is viewed comprehensively and involves reading, writing and speaking.
- Literature is at the heart of the approach.
- Skills and strategies are taught both directly and indirectly in small groups and whole groups.
- Reading instruction involves phonological awareness, phonics, word recognition and identification, fluency, vocabulary, and comprehension.
- Writing instruction involves learning to express meaningful ideas and use conventional spelling, grammar, and punctuation to express those ideas.
- Speaking and listening opportunities build on the ideas of others through a variety of rich, structured conversations and sharing venues.
- Students use reading, writing and language as tools for learning in the content areas.

## ***English Language Arts Common Core Standards***

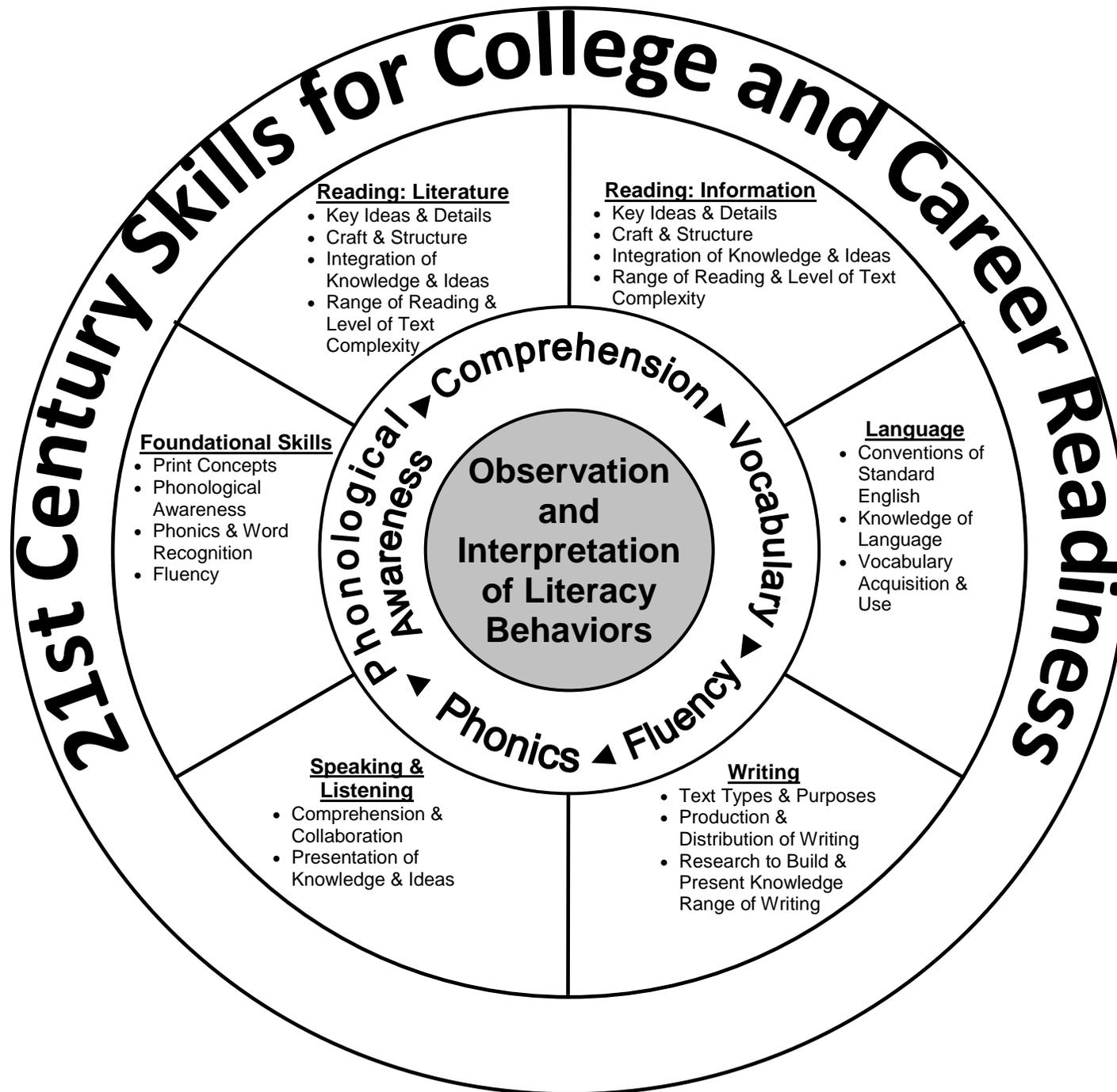
The newly adopted Common Core Standards (CCS) for English Language Arts and Literacy are a culmination of efforts to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy. Grade specific K-12 standards in reading, writing, speaking, listening, and language provide a vertical alignment of skills that lay out a vision for what it means to be a literate person in the twenty-first century. Further information on the Common Core State Standards can be found at [www.corestandards.org](http://www.corestandards.org).

## **A Coherent Network of Literacy Actions**

### ***Circle Graph***

The circle graph on the following page integrates a comprehensive approach to literacy instruction and the newly adopted Common Core Standards (CCS) for English Language Arts and Literacy. Marie Clay (2004) writes that children who are talking, writing and reading are involved in a complex circular dance known as language arts with the three components working within a coherent network of actions. At the heart of the circle is the reader. Gay Su Pinnell and Irene Fountas (2009) write that the ability to observe and interpret reading behaviors is foundational to effective teaching of reading. The circle represents a comprehensive English Language Arts curriculum design for rigorous literacy instruction and parallels the understanding of speakers, writers and readers through systematic teacher observations and the deliberate teaching of higher-order thinking skills and teaching strategies to ready students for the twenty-first century.

# Elements of Comprehensive Literacy for the 21<sup>st</sup> Century



**Grades 9-10**  
**English Language Arts Curriculum**

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

# English Language Arts Grades 9-10 Curriculum

## Enduring Understandings

### 1. Reading Standards for Literature

#### *Key Ideas and Details*

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world in which we live. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

#### *Craft and Structure*

Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

#### *Integration of Knowledge and Ideas*

Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.

#### *Range of Reading and Level of Text Complexity*

In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently. For additional information see *Range, Quality, and Complexity of Student Reading, K-12* in the Appendix.

## **2. Reading Standards for Informational Text**

### ***Key Ideas and Details***

Knowledge-based information is an ever-changing expanding genre that encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one's sense of the world and self.

### ***Craft and Structure***

Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

### ***Integration of Knowledge and Ideas***

Integrating knowledge and ideas from informational text expands the knowledge base and perspectives found in text, which empowers the reader to make informed choices in life.

### ***Range of Reading and Level of Text Complexity***

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality and increasingly challenging informational texts. For additional information see *Range, Quality, and Complexity of Student Reading, K-12* in the Appendix.

## **3. Standards for Writing**

### ***Text Types and Purposes***

Writers share information, opinions and ideas through multiple ways and texts. Knowledge of the different genres support students' understanding and writing of text structures which allows them to communicate in appropriate and meaningful ways to their audience and achieve their intended purpose.

### ***Production and Distribution of Writing***

Effective writing is the result of multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite their work to evoke change or clarify their ideas. The stages of these processes are enhanced with collaboration and technology.

### ***Research to Build and Present Knowledge***

Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

### ***Range of Writing***

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

## **4. Standards for Speaking and Listening**

### ***Comprehension and Collaboration***

Strong listening and speaking skills are critical for learning and communicating and allowing us to understand our world better. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.

### ***Presentation of Knowledge and Ideas***

Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

## **5. Standards for Language**

### ***Conventions of Standard English***

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.

*The Conventions of Standard English skills marked by an (\*) in the Language Standards 1-3 are likely to require continued attention throughout the grades as they are applied to increasingly sophisticated writing and speaking (see Language Progressive Skills by Grade in the Appendix).*

### ***Knowledge of Language***

Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting as well as the workplace requires effective communication.

*The Knowledge of Language skills marked by an (\*) in the Language Standards 1-3 are likely to require continued attention throughout the grades as they are applied to increasingly sophisticated writing and speaking (see Language Progressive Skills by Grade in the Appendix).*

### ***Vocabulary Acquisition and Use***

Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting as well as the workplace requires effective communication.

*The academic vocabulary referenced at the bottom of the grade level curriculum documents is intended for the teacher to use throughout a unit so students become familiar with content specific language.*

# Ninth and Tenth Grade Language Arts Curriculum

## READING LITERATURE

**Focus:** Key Ideas and Details

**Essential Question: How do we construct and discover meaning in response to text?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• accurately evaluate and interpret meaning by applying appropriate strategies for reading fiction.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> <li>• analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** conclusions, evaluate, inferences, interact, interpret, summarize, theme

# Ninth and Tenth Grade Language Arts Curriculum

## READING LITERATURE

**Focus:** Craft and Structure

**Essential Question: How do we construct and discover meaning in response to text?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• assess how the writer’s craft serves to deliver thematic messages by analyzing text, structure, devices, and techniques.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• assess how point of view or purpose shapes the content and style of a text.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</li> <li>• analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</li> <li>• analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** assess, connotative, figurative, structure

## Ninth and Tenth Grade Language Arts Curriculum

### READING LITERATURE

**Focus:** Integration of Knowledge and Ideas

**Essential Question: How do we construct and discover meaning in response to text?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>synthesize prior knowledge and experience with ideas presented in text and evaluate credibility of those ideas.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</li> <li>analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</li> <li>analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</li> </ul>	<p><b>See Appendices for Additional Resources</b></p> <ul style="list-style-type: none"> <li>Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>Integrating Technology to Deliver Effective Teaching Strategies</li> <li>Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** integrate, mediums, quantitative, synthesize

Infuse culturally relevant media and materials  
Embed the frequent use of technology

## Ninth and Tenth Grade Language Arts Curriculum

### READING LITERATURE

**Focus:** Range of Reading and Level of Text Complexity

**Essential Question: How do we construct and discover meaning in response to text?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• construct and discover meaning in response to increasingly complex texts.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• read and comprehend complex literary and informational texts independently and proficiently.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• by the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>• by the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** construct, scaffolding

## Ninth and Tenth Grade Language Arts Curriculum

### READING INFORMATIONAL TEXT

**Focus:** Key Ideas and Details

**Essential Question: How do we construct and discover meaning in response to text?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• construct meaning, detect central idea(s) and evaluate credibility in response to informational and other non-fiction texts.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> <li>• analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** analyze/analysis, cite, explicitly, inferences

## Ninth and Tenth Grade Language Arts Curriculum

### READING INFORMATIONAL TEXT

**Focus:** Craft and Structure

**Essential Question: How do we construct and discover meaning in response to text?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• detect and critique the author’s use of word choice, structure, tone and bias in informational and other nonfiction texts.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• assess how point of view or purpose shapes the content and style of a text.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</li> <li>• analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</li> <li>• determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** assess, bias, critique, point of view, tone

## Ninth and Tenth Grade Language Arts Curriculum

### READING INFORMATIONAL TEXT

**Focus:** Integration of Knowledge and Ideas

**Essential Question: How do we construct and discover meaning in response to text?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• synthesize conceptually related ideas presented in multiple texts and/or genres in order to make new observations.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</li> <li>• 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.</li> <li>• analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</li> <li>• delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>• analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** delineate, fallacious, seminal, synthesize

## Ninth and Tenth Grade Language Arts Curriculum

### READING INFORMATIONAL TEXT

**Focus:** Range of Reading and Level of Text Complexity

**Essential Question: How do we construct and discover meaning in response to text?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• construct and discover meaning in response to increasingly complex informational texts.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• read and comprehend complex literary and informational texts independently and proficiently.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• by the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>• by the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</li> </ul>	<p><b>See Appendices for Additional Resources</b></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** nonfiction

## Ninth and Tenth Grade Language Arts Curriculum

### WRITING

**Focus:** Text Types and Purposes (page 1 of 3)

**Essential Question: How does a writer’s craft and structure of a text serve to inform and persuade an audience?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• analyze and evaluate various types of writing in order to compare and critique the writer’s craft.</li> <li>• produce writing (argumentative, informative, narrative) that demonstrates understanding of text types and purposes.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.                             <ul style="list-style-type: none"> <li>• introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>• use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>• establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> </li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

## Ninth and Tenth Grade Language Arts Curriculum

### WRITING

**Focus:** Text Type and Purpose (page 2 of 3)

**Essential Question: How does a writer’s craft and structure of a text serve to inform and persuade an audience?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• analyze and evaluate various types of writing in order to compare and critique the writer’s craft.</li> <li>• produce writing (argumentative, informative, narrative) that demonstrates understanding of text types and purposes.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>• develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>• use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>• use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>• establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• 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).</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

# Ninth and Tenth Grade Language Arts Curriculum

## WRITING

**Focus:** Text Types and Purposes (page 3 of 3)

**Essential Question: How does a writer’s craft and structure of a text serve to inform and persuade an audience?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• analyze and evaluate various types of writing in order to compare and critique the writer’s craft.</li> <li>• produce writing (argumentative, informative, narrative) that demonstrates understanding of text types and purposes.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>• engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>• use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>• use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>• use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>• provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** argumentative, cohesion, complex, conventions, convey, counterclaims, distinctions, establish, narratives, objective, opposing, progression, relevant, sequences, substantive, transitions, valid

## Ninth and Tenth Grade Language Arts Curriculum

### WRITING

**Focus:** Production and Distribution of Writing

**Essential Question: How does a writer's craft and structure of a text serve to inform and persuade an audience?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>plan and independently produce writing in which development, organization and style are appropriate to task, purpose and audience.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>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 9-10 on page 54 of the Common Core.)</li> <li>use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>Integrating Technology to Deliver Effective Teaching Strategies</li> <li>Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** produce

## Ninth and Tenth Grade Language Arts Curriculum

### WRITING

**Focus:** Research to Build and Present Knowledge (Page 1 of 2)

**Essential Question: How does a writer’s craft and structure of a text serve to inform and persuade an audience?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>construct knowledge through research and respond analytically to literary and informational sources while conveying original ideas and observations.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>Integrating Technology to Deliver Effective Teaching Strategies</li> <li>Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

## Ninth and Tenth Grade Language Arts Curriculum

### WRITING

**Focus:** Research to Build and Present Knowledge (Page 2 of 2)

**Essential Question: How does a writer’s craft and structure of a text serve to inform and persuade an audience?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>construct knowledge through research and respond analytically to literary and informational sources while conveying original ideas and observations.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>draw evidence from literary or informational texts to support analysis, reflection, and research.                             <ul style="list-style-type: none"> <li>apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</li> <li>apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</li> </ul> </li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>Integrating Technology to Deliver Effective Teaching Strategies</li> <li>Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** convey, plagiarism, synthesize

## Ninth and Tenth Grade Language Arts Curriculum

### WRITING

**Focus:** Range of Writing

**Essential Question: How does a writer’s craft and structure of a text serve to inform and persuade an audience?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• produce writing for a range of discipline-specific tasks, purposes and audiences.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>See Appendices for Additional Resources</b></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** reflection

# Ninth and Tenth Grade Language Arts Curriculum

## SPEAKING AND LISTENING

**Focus:** Comprehension and Collaboration (Page 1 of 2)

**Essential Question: How do we listen and present effectively?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• design and perform effective presentations on a topic based on a synthesis of collaborative class discussions and multiple sources of information.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• 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.</li> <li>• work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>• propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>• respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

# Ninth and Tenth Grade Language Arts Curriculum

## SPEAKING AND LISTENING

**Focus:** Comprehension and Collaboration (Page 2 of 2)

**Essential Question: How do we listen and present effectively?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• design and perform effective presentations on a topic based on a synthesis of collaborative class discussions and multiple sources of information.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</li> <li>• evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** collaborative, diverse, initiate, rhetoric, verify

# Ninth and Tenth Grade Language Arts Curriculum

## SPEAKING AND LISTENING

**Focus:** Presentation of Knowledge and Ideas

**Essential Question: How do we listen and present effectively?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>design clear and effective presentations that combine credible evidence supporting ideas with speaking skills that target a specific audience, purpose, and task.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</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> <li>adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 of the Common Core for specific expectations).</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>Effective Teaching Strategies               <ul style="list-style-type: none"> <li>Integrating Technology to Deliver Effective Teaching Strategies</li> <li>Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** contexts, enhance, interactive

# Ninth and Tenth Grade Language Arts Curriculum

## LANGUAGE

**Focus:** Conventions of Standard English

**Essential Question: How do we listen and present effectively?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• independently edit and revise writing and presentation materials to demonstrate grade-level appropriate mastery of the conventions of standard English.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li>   <li>• demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                             <ul style="list-style-type: none"> <li>• use parallel structure.</li> <li>• use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul> </li> <li>• demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                             <ul style="list-style-type: none"> <li>• use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>• use a colon to introduce a list or quotation.</li> <li>• spell correctly.</li> </ul> </li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** demonstrate

## Ninth and Tenth Grade Language Arts Curriculum

### LANGUAGE

**Focus:** Knowledge of Language

**Essential Question: How do we listen and present effectively?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• compare and contrast language function in various contexts in order to understand the impact of figurative language, word relationships, word nuances, tone, and style on meaning.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** compare, contrast, nuances

# Ninth and Tenth Grade Language Arts Curriculum

## LANGUAGE

**Focus:** Vocabulary Acquisition and Use (Page 1 of 2)

### Essential Question: How do we listen and present effectively?

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>independently detect, edit, and revise work to demonstrate grade-level use of appropriate vocabulary.</li> </ul>	<p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> </ul>	<p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.                             <ul style="list-style-type: none"> <li>use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s preposition or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ul> </li> </ul>	<p><b>See Appendices for Additional Resources</b></p> <ul style="list-style-type: none"> <li>Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>Integrating Technology to Deliver Effective Teaching Strategies</li> <li>Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

# Ninth and Tenth Grade Language Arts Curriculum

## LANGUAGE

**Focus:** Vocabulary Acquisition and Use (Page 2 of 2)

**Essential Question: How do we listen and present effectively?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• independently detect, edit and revise work to demonstrate grade-level use of appropriate vocabulary.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li>   <li>• acquire and use accurately a range of 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>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                             <ul style="list-style-type: none"> <li>• interpret figures of speech in context and analyze their role in the text.</li> <li>• analyze nuances in the meaning of words with similar denotations.</li> </ul> </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>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** clarify, detect, etymology, reference, strategies

# Ninth and Tenth Grade Language Arts Curriculum

---

## VOCABULARY

analyze/analysis  
argumentative  
assess  
bias  
cite  
clarify  
cohesion  
collaborative  
compare  
complex  
conclusions  
connotative  
construct  
contexts  
contrast  
conventions  
convey  
counterclaims  
critique  
delineate  
demonstrate  
detect

distinctions  
diverse  
enhance  
establish  
etymology  
evaluate  
explicitly  
fallacious  
figurative  
inferences  
initiate  
integrate  
interact  
interactive  
interpret  
mediums  
narratives  
nonfiction  
nuances  
objective  
opposing  
plagiarism

point of view  
produce  
progression  
quantitative  
reference  
reflection  
relevant  
rhetoric  
scaffolding  
seminal  
sequences  
strategies  
structure  
substantive  
summarize  
synthesize  
theme  
tone  
transitions  
valid  
verify

**Grades 11-12**  
**English Language Arts Curriculum**

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

# English Language Arts Grades 11-12 Curriculum

## Enduring Understandings

### 1. Reading Standards for Literature

#### *Key Ideas and Details*

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world in which we live. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

#### *Craft and Structure*

Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

#### *Integration of Knowledge and Ideas*

Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.

#### *Range of Reading and Level of Text Complexity*

In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently. For additional information see *Range, Quality, and Complexity of Student Reading, K-12* in the Appendix.

## 2. Reading Standards for Informational Text

### *Key Ideas and Details*

Knowledge-based information is an ever-changing expanding genre that encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one's sense of the world and self.

### *Craft and Structure*

Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

### *Integration of Knowledge and Ideas*

Integrating knowledge and ideas from informational text expands the knowledge base and perspectives found in text, which empowers the reader to make informed choices in life.

### *Range of Reading and Level of Text Complexity*

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality and increasingly challenging informational texts. For additional information see *Range, Quality, and Complexity of Student Reading, K-8* in the Appendix.

## 3. Standards for Writing

### *Text Types and Purposes*

Writers share information, opinions and ideas through multiple ways and texts. Knowledge of the different genres support students' understanding and writing of text structures which allows them to communicate in appropriate and meaningful ways to their audience and achieve their intended purpose.

### *Production and Distribution of Writing*

Effective writing is the result of multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite their work to evoke change or clarify their ideas. The stages of these processes are enhanced with collaboration and technology.

### ***Research to Build and Present Knowledge***

Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

### ***Range of Writing***

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

## **4. Standards for Speaking and Listening**

### ***Comprehension and Collaboration***

Strong listening and speaking skills are critical for learning and communicating and allowing us to understand our world better. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.

### ***Presentation of Knowledge and Ideas***

Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

## **5. Standards for Language**

### ***Conventions of Standard English***

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.

*The Conventions of Standard English skills marked by an (\*) in the Language Standards 1-3 are likely to require continued attention throughout the grades as they are applied to increasingly sophisticated writing and speaking (see Language Progressive Skills by Grade in the Appendix).*

### ***Knowledge of Language***

Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting as well as the workplace requires effective communication.

*The Knowledge of Language skills marked by an (\*) in the Language Standards 1-3 are likely to require continued attention throughout the grades as they are applied to increasingly sophisticated writing and speaking (see Language Progressive Skills by Grade in the Appendix).*

### ***Vocabulary Acquisition and Use***

Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting as well as the workplace requires effective communication.

*The academic vocabulary referenced at the bottom of the sixth grade curriculum document is intended for the teacher to use throughout a unit so students become familiar with content specific language. This vocabulary has been vertically aligned across grade levels K-12 (see Vocabulary K-12 in the Appendix).*

# Eleventh and Twelfth Grade Language Arts Curriculum

## READING LITERATURE

**Focus:** Key Ideas and Details

**Essential Question: How do we construct and discover meaning in response to text?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• accurately evaluate and interpret meaning by applying appropriate strategies for reading fiction.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <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> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** conclusions, evaluate, inferences, interact, interpret, summarize, theme

# Eleventh and Twelfth Grade Language Arts Curriculum

## READING LITERATURE

**Focus:** Craft and Structure

**Essential Question: How do we construct and discover meaning in response to text?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• assess how the writer’s craft serves to deliver thematic messages by analyzing text, structure, devices, and techniques.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• assess how point of view or purpose shapes the content and style of a text.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <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 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.</li> <li>• analyze a case in which grasping a 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> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** aesthetic, assess, connotative, figurative, structure

# Eleventh and Twelfth Grade Language Arts Curriculum

## READING LITERATURE

**Focus:** Integration of Knowledge and Ideas

**Essential Question: How do we construct and discover meaning in response to text?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• synthesize prior knowledge and experience with ideas presented in text and evaluate credibility of those ideas.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</li>   <li>• analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.)</li>   <li>• 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.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** foundational, integrate, mediums, quantitative, synthesize

## Eleventh and Twelfth Grade Language Arts Curriculum

### READING LITERATURE

**Focus:** Range of Reading and Level of Text Complexity

**Essential Question: How do we construct and discover meaning in response to text?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• construct and discover meaning in response to increasingly complex texts.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• read and comprehend complex literary and informational texts independently and proficiently.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</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> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** complex, construct, proficiently, scaffolding

## Eleventh and Twelfth Grade Language Arts Curriculum

### READING INFORMATION

**Focus:** Key Ideas and Details

**Essential Question: How do we construct and discover meaning in response to text?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• construct meaning, detect central idea(s) and evaluate credibility in response to informational and other non-fiction texts.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</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 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.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** analyze/analysis, cite, explicitly, inferences

## Eleventh and Twelfth Grade Language Arts Curriculum

### READING INFORMATION

Focus: Craft and Structure

**Essential Question: How do we construct and discover meaning in response to text?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• detect and critique the author’s use of word choice, structure, tone and bias in informational and other nonfiction texts.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• assess how point of view or purpose shapes the content and style of a text.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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 <i>faction</i> in <i>Federalist</i> No. 10).</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> <li>• 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.</li> </ul>	<p><b>See Appendices for Additional Resources</b></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** assess, bias, critique, point of view, rhetoric, tone

# Eleventh and Twelfth Grade Language Arts Curriculum

## READING INFORMATION

**Focus:** Integration of Knowledge and Ideas

**Essential Question: How do we construct and discover meaning in response to text?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• synthesize conceptually related ideas presented in multiple texts and/or genres in order to make new observations.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</li> <li>• 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.</li> <li>• analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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., <i>The Federalist</i>, presidential addresses).</li> <li>• 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.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** conceptually, delineate, fallacious, genres, seminal, synthesize

Infuse culturally relevant media and materials  
Embed the frequent use of technology

## Eleventh and Twelfth Grade Language Arts Curriculum

### READING INFORMATION

**Focus:** Range of Reading and Level of Text Complexity

**Essential Question: How do we construct and discover meaning in response to text?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• construct and discover meaning in response to increasingly complex informational texts.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• read and comprehend complex literary and informational texts independently and proficiently.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** nonfiction

## Eleventh and Twelfth Grade Language Arts Curriculum

### WRITING

**Focus:** Text Types and Purposes (page 1 of 5)

**Essential Question: How does a writer’s craft and structure of a text serve to inform and persuade an audience?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• analyze and evaluate various types of writing in order to compare and critique the writer’s craft.</li> <li>• produce writing (argumentative, informative, narrative) that demonstrates understanding of text types and purposes</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.                             <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> </li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

## Eleventh and Twelfth Grade Language Arts Curriculum

### WRITING

**Focus:** Text Types and Purposes (page 2 of 5)

**Essential Question: How does a writer’s craft and structure of a text serve to inform and persuade an audience?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• analyze and evaluate various types of writing in order to compare and critique the writer’s craft.</li> <li>• produce writing (argumentative, informative, narrative) that demonstrates understanding of text types and purposes</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.                             <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> </li> </ul> <p style="text-align: center;">Continued next page</p>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

## Eleventh and Twelfth Grade Language Arts Curriculum

### WRITING

**Focus:** Text Types and Purposes (page 3 of 5)

**Essential Question: How does a writer’s craft and structure of a text serve to inform and persuade an audience?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• analyze and evaluate various types of writing in order to compare and critique the writer’s craft.</li> <li>• produce writing (argumentative, informative, narrative) that demonstrates understanding of text types and purposes</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.                             <ul style="list-style-type: none"> <li>• use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• 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).</li> </ul> </li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

## Eleventh and Twelfth Grade Language Arts Curriculum

### WRITING

**Focus:** Text Types and Purposes (page 4 of 5)

**Essential Question: How does a writer’s craft and structure of a text serve to inform and persuade an audience?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• analyze and evaluate various types of writing in order to compare and critique the writer’s craft.</li> <li>• produce writing (argumentative, informative, narrative) that demonstrates understanding of text types and purposes</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                             <ul style="list-style-type: none"> <li>• 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.</li> <li>• use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>• 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).</li> </ul> </li> </ul> <p style="text-align: center; margin-top: 20px;">Continued next page</p>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

## Eleventh and Twelfth Grade Language Arts Curriculum

### WRITING

**Focus:** Text Types and Purposes (page 5 of 5)

**Essential Question: How does a writer’s craft and structure of a text serve to inform and persuade an audience?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• analyze and evaluate various types of writing in order to compare and critique the writer’s craft.</li> <li>• produce writing (argumentative, informative, narrative) that demonstrates understanding of text types and purposes</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                             <ul style="list-style-type: none"> <li>• use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> </ul> </li> <li>• provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** argumentative, cohesion, complex, conventions, convey, counterclaims, critique, distinctions, establish, narratives, objective, opposing, progression, relevant, sequences, substantive, transitions, valid

Infuse culturally relevant media and materials  
Embed the frequent use of technology

## Eleventh and Twelfth Grade Language Arts Curriculum

### WRITING

**Focus:** Production and Distribution of Writing

**Essential Question: How does a writer’s craft and structure of a text serve to inform and persuade an audience?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• plan and independently produce writing in which development, organization and style are appropriate to task, purpose and audience.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>• use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• 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 54 of the Common Core.)</li> <li>• 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.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** produce

# Eleventh and Twelfth Grade Language Arts Curriculum

**WRITING**

**Focus:** Research to Build Present Knowledge (Page 1 of 2)

**Essential Question: How does a writer’s craft and structure of a text serve to inform and persuade an audience?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• construct knowledge through research and respond analytically to literary and informational sources while conveying original ideas and observations.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li>   <li>• gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li>   <li>• 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.</li> </ul> <p style="text-align: center; margin-top: 20px;">Continued next page</p>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

## Eleventh and Twelfth Grade Language Arts Curriculum

### WRITING

**Focus:** Research to Build Present Knowledge (Page 2 of 2)

**Essential Question: How does a writer’s craft and structure of a text serve to inform and persuade an audience?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• construct knowledge through research and respond analytically to literary and informational sources while conveying original ideas and observations.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• draw evidence from literary or informational texts to support analysis, reflection, and research.                             <ul style="list-style-type: none"> <li>• 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”).</li> <li>• 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., <i>The Federalist</i>, presidential addresses]”).</li> </ul> </li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** convey, plagiarism, sustained, synthesize

Infuse culturally relevant media and materials  
Embed the frequent use of technology

## Eleventh and Twelfth Grade Language Arts Curriculum

### WRITING

**Focus:** Range of Writing

**Essential Question:** How does a writer’s craft and structure of a text serve to inform and persuade an audience?

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• produce writing for a range of discipline-specific tasks, purposes and audiences.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** audience, reflections, research, revision

# Eleventh and Twelfth Grade Language Arts Curriculum

## SPEAKING AND LISTENING

**Focus:** Comprehension and Collaboration (Page 1 of 2)

**Essential Question: How do we listen and present effectively?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• design and perform effective presentations on a topic based on a synthesis of collaborative class discussions and multiple sources of information.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>• 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.</li> </ul> <p style="text-align: center; font-size: small;">Continued next page</p>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

# Eleventh and Twelfth Grade Language Arts Curriculum

## SPEAKING AND LISTENING

**Focus:** Comprehension and Collaboration (Page 2 of 2)

**Essential Question: How do we listen and present effectively?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• design and perform effective presentations on a topic based on a synthesis of collaborative class discussions and multiple sources of information.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li>   <li>• integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li>   <li>• evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• continued from previous page                             <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li>   <li>• 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.</li>   <li>• 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.</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li>   <li>See Also                             <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul> </li> </ul>

**Vocabulary:** collaborative, diverse, initiate, propel, rhetoric, stance, verify

# Eleventh and Twelfth Grade Language Arts Curriculum

## SPEAKING AND LISTENING

**Focus:** Presentation of Knowledge and Ideas

**Essential Question: How do we listen and present effectively?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• design clear and effective presentations that combine credible evidence supporting ideas with speaking skills that target a specific audience, purpose, and task.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>• make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>• adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>	<p><i>Students will...</i></p> <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> <li>• 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 54 of the Common Core for specific expectations.)</li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** alternative, contexts, enhance, interactive, strategic

# Eleventh and Twelfth Grade Language Arts Curriculum

## LANGUAGE

**Focus:** Conventions of Standard English

**Essential Question: How do we listen and present effectively?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• independently edit and revise writing and presentation materials to demonstrate grade-level appropriate mastery of the conventions of standard English.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li>   <li>• demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                             <ul style="list-style-type: none"> <li>• Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>• Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ul> </li> <li>• demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing                             <ul style="list-style-type: none"> <li>• Observe hyphenation conventions.</li> <li>• Spell correctly.</li> </ul> </li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** demonstrate, parallel structure

## Eleventh and Twelfth Grade Language Arts Curriculum

### LANGUAGE

**Focus:** Knowledge of Language

**Essential Question: How can the appropriate use of English language conventions affect delivery of the message?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• compare and contrast language function in various contexts in order to understand the impact of figurative language, word relationships, word nuances, tone, and style on meaning.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ul>	<p><b>See Appendices for Additional Resources</b></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms.</i> Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** compare, contexts, contrast, nuances

## Eleventh and Twelfth Grade Language Arts Curriculum

### LANGUAGE

**Focus:** Vocabulary Acquisition and Use (Page 1 of 2)

**Essential Question: How can the appropriate use of English language conventions affect delivery of the message?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• independently detect, edit, and revise work to demonstrate grade-level use of appropriate vocabulary.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <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.                             <ul style="list-style-type: none"> <li>• 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.</li> <li>• identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>• 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.</li> <li>• 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).</li> </ul> </li> </ul>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America’s Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

## Eleventh and Twelfth Grade Language Arts Curriculum

### LANGUAGE

**Focus:** Vocabulary Acquisition and Use (Page 2 of 2)

**Essential Question: How can the appropriate use of English language conventions affect delivery of the message?**

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENTS	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• independently detect, edit, and revise work to demonstrate grade-level use of appropriate vocabulary.</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• demonstrate understanding of word relationships and nuances in word meanings.</li>   <li>• acquire and use accurately a range of 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>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                             <ul style="list-style-type: none"> <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> </ul> </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>	<p><i>See Appendices for Additional Resources</i></p> <ul style="list-style-type: none"> <li>• Effective Teaching Strategies                             <ul style="list-style-type: none"> <li>• Integrating Technology to Deliver Effective Teaching Strategies</li> <li>• Authentic Application of Knowledge and Skills in English Language Arts</li> </ul> </li> </ul> <p>See Also</p> <ul style="list-style-type: none"> <li>• The Common Core Standards Initiative <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• Zemelman, Daniels and Hyde. <i>Best Practice: Bringing standards to life in America's Classrooms</i>. Portsmouth, NH: Heineman, 2012.</li> </ul>

**Vocabulary:** clarify, detect, etymology, reference, strategies

# Eleventh and Twelfth Grade Language Arts Curriculum

---

## VOCABULARY

aesthetic	establish	progression
analyze/analysis	evaluate	propel
argumentative	explicitly	quantitative
assess	fallacious	reflection
audience	figurative	relevant
bias	foundational	research
cite	genres	revision
cohesion	inferences	rhetoric
collaborative	initiate	scaffolding
complex	integrate	seminal
conceptually	interact	sequences
conclusions	interpret	structure
connotative	mediums	substantive
construct	narratives	summarize
conventions	nonfiction	sustained
convey	objective	synthesize
counterclaims	opposing	theme
critique	plagiarism	tone
delineate	point of view	transitions
distinctions	produce	valid
diverse	proficiently	

**Writing Curriculums 9-12**  
**Performance Standards by Genre**

# Grade 9-10 Writing Curriculum

## Performance Standards and Assessments by Genre

<b>Arguments</b>	<b>Informative/Explanatory</b>	<b>Narrative</b>
Text Types and Purposes	Text Types and Purposes	Text Types and Purposes
<p>To write an argument to support claims, a student will:</p> <ul style="list-style-type: none"> <li>• Introduce precise claim(s), distinguish alternative or opposing claims, establish clear relationships;</li> <li>• Develop claim(s) and counterclaims fairly;</li> <li>• Use words, phrases, and clauses to link the major sections of the text, create and clarify the relationships between claims, reasons, evidence, and counterclaims;</li> <li>• Establish and maintain a formal style and objective tone;</li> <li>• Provide a concluding statement or section that follows form and supports the argument presented.</li> </ul>	<p>To write informative/explanatory text, students will:</p> <ul style="list-style-type: none"> <li>• Introduce a topic; organize complex ideas, concepts, and information including formatting, graphics, and multimedia;</li> <li>• Develop the topic with well-chosen , relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples;</li> <li>• Use appropriate and varied transitions to link major sections, create cohesion, and clarify relationships;</li> <li>• Use precise language and domain-specific vocabulary;</li> <li>• Establish and maintain formal style and objective tone;</li> <li>• Provide a concluding statement or section that follows form and supports the information or explanation presented.</li> </ul>	<p>To write a narrative using real or imagined experiences, students will:</p> <ul style="list-style-type: none"> <li>• Engage and orient the reader by setting out a problem, situation, or observation;</li> <li>• Use narrative techniques to develop experiences, events, and/or characters;</li> <li>• Use a variety of techniques to sequence events that build on one another;</li> <li>• Use precise words, phrases, and details with sensory language to convey a vivid picture of experiences, events, setting, and/or characters;</li> <li>• Provide a conclusion that follows form and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>

<b>Arguments</b>	<b>Informative/Explanatory</b>	<b>Narrative</b>
Production and Distribution	Production and Distribution	Production and Distribution
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Produce clear and coherent writing, with appropriate development, organization, and style;</li> <li>• Plan, revise, edit, rewrite, or try a new approach focusing on what is most significant;</li> <li>• Use technology and the internet to produce, publish, and update writing products;</li> <li>• Link and display to other information.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Produce clear and coherent writing, with appropriate development, organization, and style;</li> <li>• Plan, revise, edit, rewrite, or try a new approach focusing on what is most significant;</li> <li>• Use technology and the internet to produce, publish, and update writing products;</li> <li>• Link and display to other information.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Produce clear and coherent writing, with appropriate development, organization, and style;</li> <li>• Plan, revise, edit, rewrite, or try a new approach focusing on what is most significant;</li> <li>• Use technology and the internet to produce, publish, and update writing products;</li> <li>• Link and display to other information.</li> </ul>
Research to Build and Present Knowledge	Research to Build and Present Knowledge	Research to Build and Present Knowledge
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Answer a question (including a self-generated question), or solve a problem;</li> <li>• Narrow or broaden the inquiry;</li> <li>• Synthesize multiple sources;</li> <li>• Gather relevant information from multiple print and digital sources;</li> <li>• Integrate information and maintain flow;</li> <li>• Avoid plagiarism;</li> <li>• Draw evidence from literary and informational texts to support analysis, reflection, and research.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Answer a question (including a self-generated question), or solve a problem;</li> <li>• Narrow or broaden the inquiry;</li> <li>• Synthesize multiple sources;</li> <li>• Gather relevant information from multiple print and digital sources;</li> <li>• Integrate information and maintain flow;</li> <li>• Avoid plagiarism;</li> <li>• Draw evidence from literary and informational texts to support analysis, reflection, and research.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Answer a question (including a self-generated question), or solve a problem;</li> <li>• Narrow or broaden the inquiry;</li> <li>• Synthesize multiple sources;</li> <li>• Gather relevant information from multiple print and digital sources;</li> <li>• Integrate information and maintain flow;</li> <li>• Avoid plagiarism;</li> <li>• Draw evidence from literary and informational texts to support analysis, reflection, and research.</li> </ul>
Range of Writing	Range of Writing	Range of Writing
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Research, write, reflect, and revise for extended time frames; and</li> <li>• Write for shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Research, write, reflect, and revise for extended time frames; and</li> <li>• Write for shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Research, write, reflect, and revise for extended time frames; and</li> <li>• Write for shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ul>

# Grade 11-12 Writing Curriculum

## Performance Standards and Assessments by Genre

<b>Arguments</b>	<b>Informative/Explanatory</b>	<b>Narrative</b>
Text Types and Purposes	Text Types and Purposes	Text Types and Purposes
<p>To write an argument to support claims, a student will:</p> <ul style="list-style-type: none"> <li>• Introduce precise, knowledgeable claim(s), establish significance of the claim(s), distinguish the claim(s);</li> <li>• Develop claim(s) and counterclaims fairly and thoroughly;</li> <li>• Use words, phrases, clauses, and varied syntax to link major sections of text, create cohesion, and clarify relationships;</li> <li>• Establish and maintain a formal style and objective tone;</li> <li>• Provide a concluding statement or section that follows form and supports the argument presented.</li> </ul>	<p>To write informative/explanatory text, students will:</p> <ul style="list-style-type: none"> <li>• Introduce a topic; organize complex ideas, concepts, and information including formatting, graphics, and multimedia;</li> <li>• Develop the topic by selecting significant and relevant facts, extended definitions, concrete details, quotations, information, and examples;</li> <li>• Use appropriate and varied transitions and syntax to link major sections, create cohesion, and clarify relationships;</li> <li>• Use precise language, domain-specific vocabulary, and techniques to manage text complexity;</li> <li>• Establish and maintain a formal style and objective tone;</li> <li>• Provide a concluding statement or section that follows form and supports information or explanation.</li> </ul>	<p>To write a narrative using real or imagined experiences, students will:</p> <ul style="list-style-type: none"> <li>• Engage and orient the reader by setting out a problem, situation, or observation;</li> <li>• Use narrative techniques to develop experiences, events, and/or characters;</li> <li>• Use a variety of techniques to sequence events that build on one another and build toward tone and outcome;</li> <li>• Use precise words and phrases, telling details, and use sensory language to convey a vivid picture of experiences, events, setting, and/or characters;</li> <li>• Provide a conclusion that follows form and reflects on what is experienced, observed, or resolved.</li> </ul>

<b>Arguments</b>	<b>Informative/Explanatory</b>	<b>Narrative</b>
Production and Distribution	Production and Distribution	Production and Distribution
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Produce clear and coherent writing, with appropriate development, organization, and style;</li> <li>• Plan, revise, edit, rewrite, or try a new approach focusing on what is most significant;</li> <li>• Use technology and the internet to produce, publish, and update writing products;</li> <li>• Respond to feedback, new arguments, or information.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Produce clear and coherent writing, with appropriate development, organization, and style;</li> <li>• Plan, revise, edit, rewrite, or try a new approach focusing on what is most significant;</li> <li>• Use technology and the internet to produce, publish, and update writing products;</li> <li>• Respond to feedback, new arguments, or information.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Produce clear and coherent writing, with appropriate development, organization, and style;</li> <li>• Plan, revise, edit, rewrite, or try a new approach focusing on what is most significant;</li> <li>• Use technology and the internet to produce, publish, and update writing products;</li> <li>• Respond to feedback, new arguments, or information.</li> </ul>
Research to Build and Present Knowledge	Research to Build and Present Knowledge	Research to Build and Present Knowledge
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Answer a question (including a self-generated question), or solve a problem;</li> <li>• Narrow or broaden the inquiry;</li> <li>• Synthesize multiple sources;</li> <li>• Gather relevant information from multiple print and digital sources, assessing strengths and limitations;</li> <li>• Integrate information and maintain flow;</li> <li>• Avoid plagiarism and overreliance on one source;</li> <li>• Follow standard format for citation;</li> <li>• Draw evidence from literary and informational texts to support analysis, reflection, and research.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Answer a question (including a self-generated question), or solve a problem;</li> <li>• Narrow or broaden the inquiry;</li> <li>• Synthesize multiple sources;</li> <li>• Gather relevant information from multiple print and digital sources, assessing strengths and limitations;</li> <li>• Integrate information and maintain flow;</li> <li>• Avoid plagiarism and overreliance on one source;</li> <li>• Follow standard format for citation;</li> <li>• Draw evidence from literary and informational texts to support analysis, reflection, and research.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Answer a question (including a self-generated question), or solve a problem;</li> <li>• Narrow or broaden the inquiry;</li> <li>• Synthesize multiple sources;</li> <li>• Gather relevant information from multiple print and digital sources, assessing strengths and limitations;</li> <li>• Integrate information and maintain flow;</li> <li>• Avoid plagiarism and overreliance on one source;</li> <li>• Follow standard format for citation;</li> <li>• Draw evidence from literary and informational texts to support analysis, reflection, and research.</li> </ul>
Range of Writing	Range of Writing	Range of Writing
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Research, write, reflect, and revise for extended time frames; and</li> <li>• Write for shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Research, write, reflect, and revise for extended time frames; and</li> <li>• Write for shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Research, write, reflect, and revise for extended time frames; and</li> <li>• Write for shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ul>

**English Language Arts Curriculum 9-12**  
**Unit Planning**

# ELA CCSS Curriculum Design Documents

*English Language Arts Units of Study* - The templates for units of study provide a framework for organizing instruction and assessment. Beginning with Grade 6, each unit combines Reading standards and Writing standards, and also includes standards for Speaking and Listening, and Language. Complete units can be found at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322592>.

## **NINTH GRADE ENGLISH LANGUAGE ARTS UNITS**

Unit 1: Exploring Elements of Literature

Unit 2: Exploring Elements of Informational Text

Unit 3: Shaping, Developing, and Supporting Meaning by Understanding Ourselves

Unit 4: Shaping, Developing, and Supporting Meaning by Understanding Others

Unit 5: Shaping, Developing, and Supporting Meaning by Understand Our World

Unit 6: Analyzing and Using Varied Crafts and Structures

Unit 7: Extending Ideas and Presenting Meaning

Unit 8: Connecting and Integrating Knowledge and Ideas

## **TENTH GRADE ENGLISH LANGUAGE ARTS UNITS**

Unit 1: Exploring Elements of Literature and Informational Text

Unit 2: Shaping, Developing, and Supporting Meaning by Understanding Ourselves

Unit 3: Shaping, Developing, and Supporting Meaning by Understanding Others

Unit 4: Shaping, Developing, and Supporting Meaning by Understanding Our World

Unit 5: Analyzing and Using Varied Crafts and Structures

Unit 6: Extending Ideas and Presenting Meaning

Unit 7: Connecting and Integrating Knowledge and Ideas

## **ELEVENTH AND TWELFTH GRADE ENGLISH LANGUAGE ARTS UNITS**

Unit 1: Sharing, Developing, and Supporting Meaning by Understanding Ourselves

Unit 2: Shaping, Developing, and Supporting Meaning by Understanding Others

Unit 3: Shaping, Developing, and Supporting Meaning by Understanding Our World

Unit 4: Analyzing and Using Varied Crafts and Structures

Unit 5: Extending Ideas and Presenting Meaning

Unit 6: Connecting and Integrating Knowledge and Ideas

## HOW TO IMPLEMENT A UNIT OF STUDY

When the unit planning organizers are completed and ready to use, implement each of the units according to the scheduled pacing calendars. Here is a brief description of the fourteen steps for doing so:

- 1. Introduce the Unit of Study to Students.** Present the unit's Essential Questions to students and explain that they will be able to respond to these questions in their own words by the end of the unit. Preview for students the “unwrapped” concepts and other academic vocabulary terms they will be learning applying.
- 2. Administer the Unit Pre-Assessment.** Set the stage by first explaining to students the purpose of a pre-assessment (not for a grade, but to find out what they already know and don't know about the upcoming unit of study so that the teacher can plan instruction accordingly). Then administer the common formative pre-assessment (or individual classroom or program pre-assessment, if not part of a collaborative team).
- 3. Score and Analyze Student Data.** Score and analyze student pre-assessments individually or with colleagues in grade-level or course-specific instructional Data Teams to diagnose student learning needs.
- 4. Decide How to Differentiate Instruction.** Referring to the unit details provided with the unit planning organizer, decide how to differentiate instruction for specific students based on assessment evidence – including the enrichment of any students who are already proficient prior to unit instruction.
- 5. Begin Teaching the Units.** Begin teaching the planned unit of study, flexibly grouping students according to their learning needs and using identified instructional strategies.
- 6. Administer Progress-Monitoring Checks.** Administer frequent, informal progress-monitoring checks aligned to the end-of-unit assessment – that coincide with the building-block progression of “unwrapped” concepts and skills – in order to make accurate inferences regarding students' understanding. These informal checks will assist individual educators and instructional Data Teams in monitoring the effectiveness of their targeted teaching strategies for the unit.
- 7. Differentiate Instruction Based on Progress-Monitoring Checks.** Modify and adjust instruction for individual students, small groups, and/or the entire class based on the results of the informal checks for understanding.
- 8. Scheduled Mid-Unit Evaluation of Instructional Strategies.** Schedule a mid-unit evaluation of the targeted teaching and differentiation strategies to determine their effectiveness. During this meeting, participating teachers will share effective use of the targeted strategies and may decide to change any strategies that are not accomplishing their intended purpose. Individual educators who are not part of an instructional Data Team will reflect on the effectiveness of their own selected strategies and make any needed changes.

- 9. Continue Teaching the Unit.** During the remaining weeks of the unit, continue teaching the “unwrapped” concepts and skills in the pre-determined “learning progressions” sequence for specific learning activities and engaging learning experiences (authentic performance tasks). Continue using the targeted instructional strategies with all students, different groups of students, and individual students as planned.
- 10. Continue Modifying and Adjusting Instruction.** Continue modifying and adjusting instruction as needed for individual students, small groups, and/or the entire class based on evidence derived from ongoing progression-monitoring checks.
- 11. Administer End-of-Unit Assessment.** Administer the common formative post-assessment (or individual end-of-unit assessment if not part of a collaborative team).
- 12. Score and Analyze Student Data.** Score and analyze student data individually or with colleagues in grade-level or course-specific instructional Data Teams. Celebrate successes! Plan how to address students’ identified learning needs during the “buffer” week.
- 13. Enrich, Remediate, and Intervene.** During a “buffer” week scheduled between the unit of study just completed and the next one scheduled, reteach *differently* those students who are still not proficient; use Tier 2 and 3 intervention strategies and other appropriate strategies for at-risk students. Reassess all non-proficient students. Enrich those students who are proficient and advanced.
- 14. Reflect and Begin Again.** When the unit is officially completed, reflect individually and/or with colleagues about what worked well and what, if anything, should be changed the next time the unit is implemented. Take a deep breath, redirect your focus, and then repeat the process with the next unit of study.

Once again, keep in mind that this comprehensive set of steps for designing and implementing rigorous curricular units of study represents the *big picture*, a vision that cannot be accomplished overnight or even in a year. Rather, it is a carefully constructed road map with designated milestones to reach *over time* – a marathon, not a sprint.

This preview of the three sets of steps for building the curricular foundation, designing the actual curricular unit of study, and implementing the unit concludes Part 1. In Part 2, you will learn how to immediately apply the details associated with each of the steps summarized in the first set: building a strong curricular foundation.

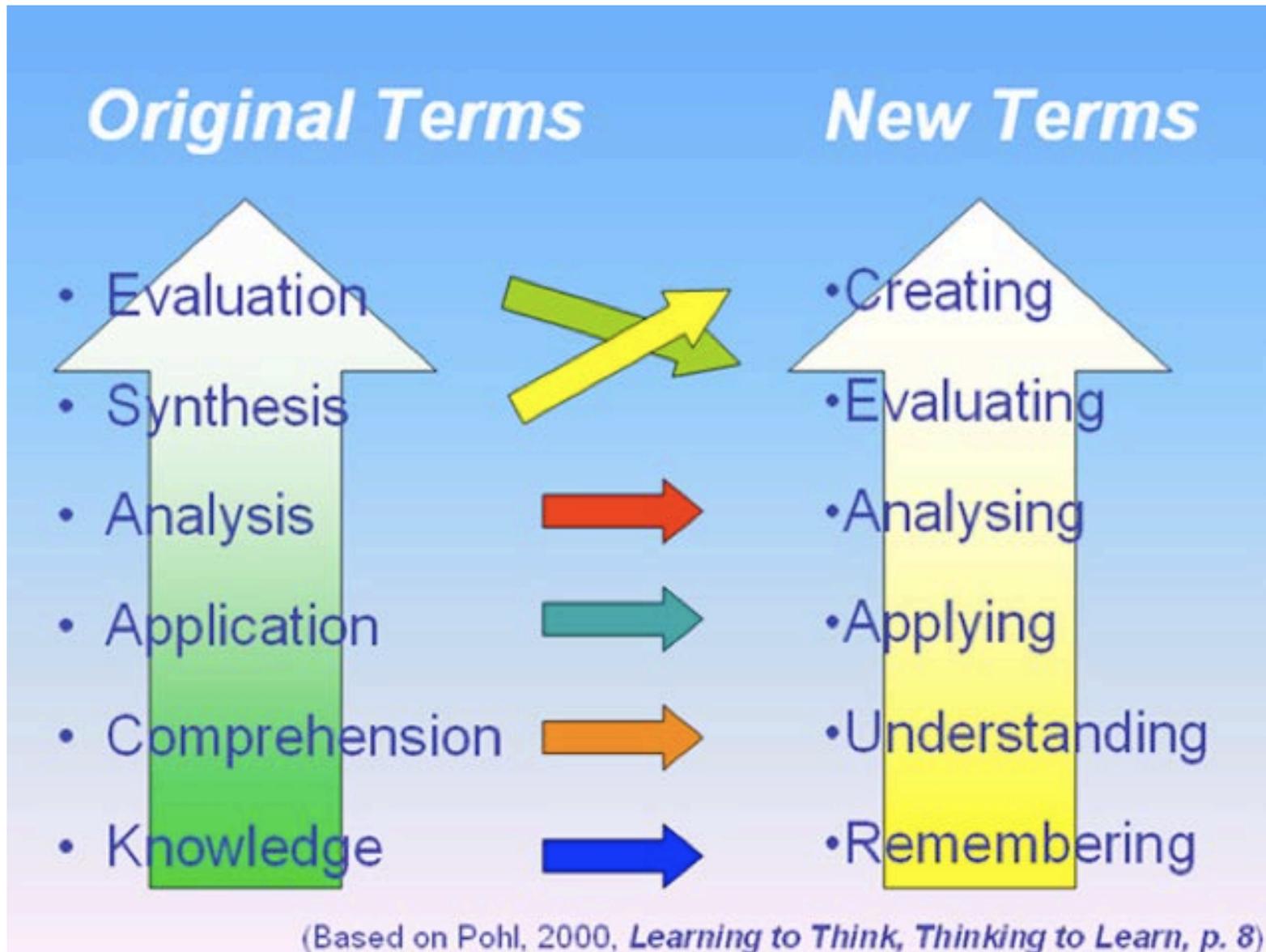
## A Common Core Top Ten: 6-12 ELA Secondary Template

Purpose: Please use this guide to examine the design of your existing instructional plans so that all students not only have access to the content, but can produce increasingly better work and talk about how they made their work better. (\*CCR: College & Career Readiness Standards)

<b>INQUIRY-BASED QUESTIONS</b> for Designing differentiated instruction for English proficiency levels, gifted and special needs students in every classroom	<b>TEACHER REFLECTION:</b> Annotations and alternative resources
1. What will students be able to know and do after this instruction? (Student performance/student learning outcome)	
2. What is the key concept or essential question that introduces the lesson or instructional unit?	
3. What rubric or assessment is developed so that students know what quality of work is expected?	
4. How does this lesson or unit build on prior knowledge, experience, and skills of the students?	
5. How does the lesson support students in using a wide range of resources, including digital and multi-media, to produce quality work based on credible sources?	
<p>6. What kind of publishable writing is supported by this lesson:</p> <p><b>a) persuasion transitioning to argumentation:</b> <i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (CCRS).</i></p> <p><b>b) explanatory:</b> <i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p> <p><b>c) narrative:</b> <i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></p>	
7. What multiple texts (both narrative and informational) will support a wide-range of students to demonstrate their understanding of the concept in a student performance (such as written work or presentation)?	
8. What are the instructional strategies that will support students in developing the skills of listening, speaking, and collaborating with other students to produce quality work?	
9. How will students assess their own work and get feedback from others to make their work better?	
10. When and in what structure (example: PLC, grade level team, department mtg.) will you examine the student work from this lesson/unit and discuss with colleagues ideas for adjusted instruction?	

## **Bloom's Taxonomy (Revised)**

# Bloom's Revised Taxonomy



# Bloom's Revised Taxonomy

Category	Example and Key Words (verbs)
<p><b>Remembering:</b> Recall previous learned information</p>	<p><b>Examples:</b> Recite a policy. Quote prices from memory to a customer. Knows the safety rules.</p> <p><b>Key Words:</b> defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.</p>
<p><b>Understanding:</b> Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</p>	<p><b>Examples:</b> Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates and equation into a computer spreadsheet.</p> <p><b>Key Words:</b> comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.</p>
<p><b>Applying:</b> Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.</p>	<p><b>Examples:</b> Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.</p> <p><b>Key Words:</b> applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.</p>
<p><b>Analyzing:</b> Separates material of concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.</p>	<p><b>Examples:</b> Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.</p> <p><b>Key Words:</b> analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.</p>
<p><b>Evaluating:</b> Make judgments about the value of ideas or materials.</p>	<p><b>Examples:</b> Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.</p> <p><b>Key Words:</b> appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.</p>
<p><b>Creating:</b> Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</p>	<p><b>Examples:</b> Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and processes to improve the outcome.</p> <p><b>Key Words:</b> categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.</p>

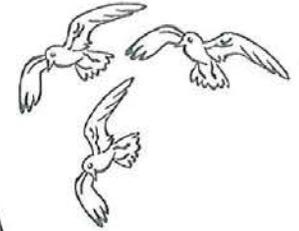
## Bloom's Revised Taxonomy Planning Framework

	<b>Actions</b>	<b>Products</b>	<b>Learning Activities</b>
Higher-order thinking	(Putting together ideas or elements to develop an original idea or engage in creative thinking).	Designing Constructing Planning Producing Inventing Devising Making	Film Story Project Plan New game Song Media product Advertisement Painting
	<b><u>Evaluating</u></b>  (Judging the value of ideas, materials, and methods by developing and applying standards and criteria).	Checking Hypothesizing Critiquing Experimenting Judging Testing Detecting Monitoring	Debate Panel Report Evaluation Investigation Verdict Conclusion Persuasive Speech
	<b><u>Analyzing</u></b>  (Breaking information down into its component elements).	Comparing Organizing Deconstructing Attributing Outlining Structuring Integrating	Survey Database Mobile Abstract Report Graph Spreadsheet Checklist Chart Outline
Lower-order thinking	<b><u>Applying</u></b>  (Using strategies, concepts, principles, and theories in new situations).	Implementing Carrying out Using Executing	Illustration Simulation Sculpture Demonstration Presentation Interview Performance Diary Journal
	<b><u>Understanding</u></b>  (Understanding of given information).	Interpreting Exemplifying Summarizing Inferring Paraphrasing Classifying Comparing Explaining	Recitation Summary Collection Explanation Show and tell Example Quiz List Label Outline
	<b><u>Remembering</u></b>  (Recall or recognition of specific information).	Recognizing Listing Describing Identifying Retrieving Naming Locating Finding	Quiz Definition Fact Worksheet Test Label List Workbook Reproduction

# **Culturally Responsive Teaching**

# The Iceberg Concept of Culture

Like an iceberg, the majority of culture is below the surface.



## Surface Culture

Above sea level

Emotional load: relatively low

food ▪ dress ▪ music ▪  
visual arts ▪ drama ▪ crafts  
dance ▪ literature ▪ language  
celebrations ▪ games

## Deep Culture

Unspoken Rules

Partially below sea level

Emotional load: very high

Unconscious Rules

Completely below sea level

Emotional load: intense

courtesy ▪ contextual conversational patterns ▪ concept of time  
personal space ▪ rules of conduct ▪ facial expressions  
nonverbal communication ▪ body language ▪ touching ▪ eye contact  
patterns of handling emotions ▪ notions of modesty ▪ concept of beauty  
courtship practices ▪ relationships to animals ▪ notions of leadership  
tempo of work ▪ concepts of food ▪ ideals of childrearing  
theory of disease ▪ social interaction rate ▪ nature of friendships  
tone of voice ▪ attitudes toward elders ▪ concept of cleanliness  
notions of adolescence ▪ patterns of group decision-making  
definition of insanity ▪ preference for competition or cooperation  
tolerance of physical pain ▪ concept of "self" ▪ concept of past and future  
definition of obscenity ▪ attitudes toward dependents ▪ problem-solving  
roles in relation to age, sex, class, occupation, kinship, and so forth





## The differences between.....

### **Multicultural Education:**

Multicultural Education helps students to understand and appreciate cultural differences and similarities and to recognize the accomplishments of diverse ethnic, racial, and socioeconomic groups. Classroom materials portray these diverse groups realistically and from a variety of perspectives. It is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents, such as the U.S. Declaration of Independence, constitutions of South Africa and the United States, and the Universal Declaration of Human Rights adopted by the United Nations. It affirms our need to prepare students for their responsibilities in an interdependent world. It recognizes the role schools can play in developing the attitudes and values necessary for a democratic society. It values cultural differences and affirms the pluralism that students, their communities, and teachers reflect. It challenges all forms of discrimination in schools and society through the promotion of democratic principles of social justice. *(National Association for Multicultural Education, 2003)*

### **Differentiated Instruction:**

Differentiated instruction is a broad term that refers to a variety of classroom practices that accommodate differences in students' learning styles, interests, prior knowledge, socialization needs, and comfort zones. On the secondary level, it involves a balance between the content and competencies expected on the mandated assessments and various pedagogical options to maximize durable learning. The standards tell us what students need to know and to be able to do. Differentiated instruction practices help to get students there, while at the same time teaching them *how* to learn in a meaningful way. A differentiated classroom is widely heterogeneous, dynamic purposeful, and intense. The pedagogical theory that guides differentiation is constructivism: *the belief that learning happens when the learner makes meaning out of information.* *(A. Tomlinson)*

### **Culturally Responsive Teaching:**

Culturally responsive classrooms specifically acknowledge the presence of culturally diverse students and the need for these students to find relevant connections among themselves and with the subject matter and the tasks teachers ask them to perform. In such programs teachers recognize the different learning styles of their students and develop instructional approaches that will accommodate these styles.

- It acknowledges the legitimacy of the cultural heritages of different ethnic groups.
- It builds bridges of meaningfulness between home and school experiences.
- It uses a wide variety of instructional strategies.
- It teaches students to know and praise their own and each others' cultural heritages.
- It incorporates multicultural information, resources, and materials in all subjects and skills routinely taught in schools.

*"Culturally responsive teaching is not about one lesson on Martin Luther King, Jr., during Black History Month. It is not serving tacos in the cafeteria on Cinco de Mayo. Beyond heroes and holidays, it is about understanding students' home life, their language, music, dress, behavior, jokes, ideas about success, the role of religion in their community and more. It is bringing the experiences of their 24-hour day into the seven-hour school day to give them information in a familiar context. Like the teacher in Atlanta who conducts a geometry lesson by using geometric patterns in Mexican pottery and in an African kente cloth....that students have brought into class."*

*"Race and poverty don't need to be the elephants in the classroom. As culturally responsive teaching takes root, these issues can actually help your students learn."* Cynthia Kopkowski, *NEA Today* November 2006

# Creating an *Aesthetically* Culturally Responsive Classroom

## Culturally Responsive Classroom defined:

A culturally responsive classroom is premised on the idea that culture is central to student learning. This classroom specifically acknowledges the presence of culturally diverse students and the need for these students to find relevant connections among themselves and with the subject matter and the tasks teachers ask them to perform. In such programs, teachers recognize the different learning styles of their students and develop instructional approaches that will accommodate these styles.

1. Determine who your audience is within the school community. Create an environment that looks like that community.
2. Make sure that the classroom reflects the exact student population. For example, if you have Latino students, make sure that what is in your classroom reflects the Puerto Rican, Mexican, and Columbian cultures as they are the three largest groups of Latino residing in Manchester.
3. Display a variety of cultures throughout and around the classroom:
  - a. Current and relevant bulletin boards that display positive and meaningful activities and events involving cultural diverse people.
  - b. Newspaper articles (local and national)
  - c. Display artwork of diverse artists
  - d. Create a book corner that appeals to all children with a variety and range of culturally diverse literature, fiction and nonfiction. The characters should be integrated naturally into the story and not depicted as anomalies or peculiarities in society
  - e. Display student family pictures with cultural connections attached
  - f. Display student biographies with pictures
  - g. Display student cultural knowledge through writing, art, current events
  - h. Display learning activities that are reflective of students' backgrounds
  - i. Ask students to bring in and share artifacts from their home that reflect their culture
  - j. Display students writing about traditions shared by their families
  - k. Artifacts on display by theme: Hanukkah, Kwanzaa, Three Kings' day, Women's History Month

- l. Include Dr. Martin Luther King, Jr., but move beyond Martin Luther King, Jr. and include leaders like Malcolm X, Marcus Garvey, Luis Llorens Torres, Munoz Rivera, Queen Sondok, Trung Truc, Trung Nhi, Ahmed Deedat, Jabir Ibn Haiyan
- m. Form book clubs or literature circles highlighting a variety of books that reflect the student population.
- n. Create centers that have a multicultural theme.
- o. Establish Morning Meetings to establish relationships with students as you get to know your students' cultural background.
- p. Participate in interactive and authentic activities within the classroom.
- q. Visual portrayal of male and female representatives of various races, cultures, and physical disabilities in both traditional and non-traditional roles, and in pictorial displays.
- r. Structured environment (e.g., seating arrangements and physical placement of furniture) to facilitate integration of all members of the class.
- s. Insure that adaptations are made in equipment and room organization so that the effect is a barrier-free environment.
- t. The physical environment of the classroom reflects student population including displays on all bulletin boards, posters, and presentations used to decorate the room. This also includes greetings and messages posted on the walls.

### Sources:

1. Educating Culturally Responsive Teachers – Ana Maria Villegas and Tamara Lucas, State University of New York Press
2. Culturally Responsive Teaching: Theory, Research, & Practice – Geneva Gay, Teacher's College Press
3. Creating Culturally Responsive Classrooms – Barbara J. Shade, Cynthia Kelly, and Mary Oberg – American Psychological Association
4. *“Creating Culturally Responsive, Inclusive Classrooms”* – Winifred Montgomery, The Council for Exceptional Children

# Creating Culturally Responsive, Inclusive Classrooms

Winifred Montgomery

Culturally responsive classrooms specifically acknowledge the presence of culturally diverse students and the need for these students to find relevant connections among themselves and with the subject matter and the tasks teachers ask them to perform.

Let's repeat that: *Culturally responsive classrooms specifically acknowledge the presence of culturally diverse students and the need for these students to find relevant connections among themselves and with the subject matter and the tasks teachers ask them to perform.* In such programs teachers recognize the differing learning styles of their students and develop instructional approaches that will

accommodate these styles. In light of the value of culturally responsive instructional practices, schools and districts need to support teachers in their quest to learn about the use of these strategies (see box, "Our Increasingly Diverse Classrooms"). This article provides guidelines for creating culturally responsive, inclusive classrooms. Teachers can use these guidelines with students from culturally and linguistically diverse backgrounds in all kinds of classrooms, but particularly in inclusive settings where general and special educators work together to promote the academic, social, and behavioral skills of all students. First, teachers need to take an honest look at their own attitudes and current practice.

**Many teachers are faced with limited understanding of cultures other than their own and the possibility that this limitation will negatively affect their students' ability to become successful learners.**

### Conduct a Self-Assessment

Many teachers are faced with limited understanding of cultures other than their own and the possibility that this limitation will negatively affect their students' ability to become successful learners. Hence, teachers must critically assess their relationships with their students and their understanding of students' cultures (Bromley, 1998; Patton, 1998). The self-assessment in Figure 1, based on the work of Bromley, 1998), is one tool teachers can use to examine their assumptions and biases in a thoughtful and potentially productive way.

Following self-assessment, teachers need to take time to reflect on their responses (what they have learned about themselves) and make some critical decisions regarding ways to constructively embrace diversity and, thus, create learning environments that respond to the needs of their students.

### Use a Range of Culturally Sensitive Instructional Methods and Materials

In addition to self-assessment, an important component of effective culturally responsive classrooms is the use of a range of instructional methods and materials (Bromley, 1998). Teachers need to use instructional methods that are tailored to suit the setting, the

**Figure 1. Diversity Self-Assessment**

- What is my definition of diversity?
- Do the children in my classroom and school come from diverse cultural backgrounds?
- What are my perceptions of students from different racial or ethnic groups? With language or dialects different from mine? With special needs?
- What are the sources of these perceptions (e.g., friends, relatives, television, movies)?
- How do I respond to my students, based on these perceptions?
- Have I experienced others' making assumptions about me based on my membership in a specific group? How did I feel?
- What steps do I need to take to learn about the students from diverse backgrounds in my school and classroom?
- How often do social relationships develop among students from different racial or ethnic backgrounds in my classroom and in the school? What is the nature of these relationships?
- In what ways do I make my instructional program responsive to the needs of the diverse groups in my classroom?
- What kinds of information, skills, and resources do I need to acquire to effectively teach from a multicultural perspective?
- In what ways do I collaborate with other educators, family members, and community groups to address the needs of all my students?

*Source:* Adapted from Bromley (1998).

students, and the subject. By varying and adapting these methods and materials, teachers can increase the chances that their students will succeed.

The following are effective culturally sensitive instructional methods.

## Our Increasingly Diverse Classrooms

For many reasons, U.S. schools are serving a growing number of students from culturally and linguistically diverse backgrounds (Obiakor & Utley, 1997; Salend, 2001). In fact, the student population in the United States is growing fastest in those segments with which American education has traditionally been least successful—African Americans and Hispanics.

- **Special Education Overrepresentation.** A disproportionate number of students from culturally and linguistically diverse backgrounds are inappropriately referred to and placed in special education (Yates, 1998). Data from the Office of Civil Rights reveal that African-American and Hispanic-American students, particularly males, are overrepresented in terms of their identification in the disability categories of serious emotional disturbance and mental retardation (Oswald, Coutinho, Best, & Singh, 1999). These data also indicate that students from culturally and linguistically diverse backgrounds identified as needing special education services are more likely to be provided these services in more restrictive settings than their Caucasian counterparts.
- **The Negative Effects of Tracking.** The overrepresentation of students from culturally and linguistically diverse backgrounds in special education can have a negative effect on students and their school performance because it places them in a separate and unequal track that denies them access to the general education curriculum. In addition, once placed in special education classes, these students often encounter lowered teacher expectations, a watered down curriculum, and less effective instruction that can have deleterious effects on their school performance, self-esteem, behavior, education and career goals, and motivation to achieve (Nieto, 1996). As a result, these students often do not return to general education placements and frequently leave school before graduating.
- **Need for Culturally Responsive Instruction.** Though several factors contribute to the disproportional representation of students from culturally and linguistically diverse backgrounds in special education (Artiles & Zamora-Duran, 1997), one important factor is the failure of general education teachers to use culturally responsive instructional practices that address their educational, social, and cultural needs (Smith, Finn, & Dowdy, 1993).

### Explicit, Strategic Instruction

Explicit, strategic instruction shows students what to do, why, how, and

when. An effective strategy is the think-aloud method, a procedure that takes advantage of the benefits of modeling.

In a “think-aloud,” the teacher reads a passage and talks through the thought processes for students. The objective is to show students how to ask themselves questions as they comprehend text.

Another important strategy is reciprocal questioning where teachers and students engage in shared reading, discussion, and questioning (Leu & Kinzer, 1999). The primary goal of this strategy is to help students learn to ask questions of themselves about the meaning they are constructing as they read.

### Interdisciplinary Units

Interdisciplinary units include and connect content area learning with language arts and culturally diverse literature (Cooper, 2000; Leu & Kinzer, 1999). Many effective classrooms are organized around an interdisciplinary, or cross-curricular, theme with students participating in meaningful reading, writing, listening, and speaking tasks as they explore the theme through a variety of activities and books. The topic can be drawn from children’s lives and interests and sometimes from the curriculum. Teachers can help their students successfully engage in cross-curricular activities by demonstrating how to make connections across the curriculum through literature, by making explicit connections among books, and by helping them recall how previous

activities and experiences relate to current studies.

### **Instructional Scaffolding**

Instructional scaffolding involves the use of teacher demonstration and the modeling of strategies that students need to be successful with content area texts (Galda, Cullinan, & Strickland, 1997; Leu & Kinzer, 1999). In scaffolded instruction, teachers determine the difference between what students can accomplish independently and what they can accomplish with instructional support. Teachers then design instruction that provides just enough scaffolding for students to be able to participate in tasks that currently are beyond their reach.

**Teachers need to use instructional methods that are tailored to suit the setting, the students, and the subject.**

Over time, as the tasks become more under the control of the learner, the teacher can introduce more difficult tasks.

### **Journal Writing**

Journal writing provides opportunities for students to share their personal understanding regarding a range of

literature in various cultural contexts that inform, clarify, explain, or educate them about our culturally diverse society (Montgomery, in press). For example, character study journals permit students to make their own personal connections with a specific character as they read the story. Students develop their own insight into the characters and the events in the story, and they are given the independence to write what they want about the character. The teacher provides time for students to share their journal writings in small cooperative learning groups, with their teachers, with their tutor(s), or with a reading buddy.

### **Open-Ended Projects**

Open-ended projects allow students to contribute at their varying levels of ability. Such projects work well with diverse learners because they need not start or finish at the same time. Students can explore a topic of interest drawn from their readings of culturally rich literature or a content area topic they are currently studying. They may choose to write reports or prepare oral presentations and create artwork to illustrate some of the major concepts embedded in their topic. Goforth (1998)



**In reciprocal questioning, teachers and students engage in shared reading, discussion, and questioning.**

suggests a project in which interested students make artifacts such as dolls or “story cloths” representing an ethnic or cultural group. They may also want to write stories or poems about their artifacts.

### **Establish a Classroom Atmosphere That Respects Individuals and Their Cultures**

Teachers can enhance students’ self-esteem when they construct learning environments that reflect the cultural membership in the class. This strategy goes beyond wall decoration to atmosphere: Teachers must attend to all students and try to involve them equally in all class activities. This recognition gives students a positive feeling about

their worth as individuals and as productive members in their classroom. Some strategies to accomplish a positive classroom atmosphere include:

- *Current and relevant bulletin boards* that display positive and purposeful activities and events involving culturally diverse people. Include, for example, newspaper articles (local and national) reporting newsworthy events or accomplishments that involve people of color, photographs of community leaders from culturally diverse backgrounds, student-made posters depicting culturally relevant historical events, and original (student-written) stories and poems with culturally diverse themes.
- *A book corner* with a variety and range of culturally diverse literature, fiction and nonfiction (see box, "Culturally Complex Atmosphere"). The books that are chosen must also deal fairly with disabilities and special needs. The characters should be integrated naturally into the story and not depicted as anomalies or peculiarities in society (Russell, 1994).
- *Cross-cultural literature discussion groups* in which students discuss quality fiction and nonfiction literature that authentically depicts members of diverse cultural groups. Discussion

**Explicit, strategic instruction shows students what to do, why, how, and when.**

groups help all students feel pride in themselves and in their culture when they see their backgrounds valued in classroom reading and study activities.

In small groups, students can read a single work of literature on their own, follow the experiences of a particular character and his or her problems, form opinions about a specific issue put forward in the text, or respond to a significant event that occurred during the character's life (Montgomery, 2000). For example, the content and characterizations in culturally diverse books such as *Amazing Grace* (Hoffman, 1991), *Local News* (Soto, 1993), *Smoky Night* (Bunting, 1994), *The Story of Ruby Bridges* (Coles, 1995) and *Black Cowboys, Wild Horses* (Lester & Pinkney, 1998) can stimulate greater interest in reading *and* in reading to learn.

- *Language arts and social studies programs* provide opportunities for students to share written and oral reports pertaining to their heritage and cultural traditions. Teachers can introduce thematic units that offer excellent opportunities for children to explore a range (in terms of readability) of different forms of literature that look intensively into a single cultural or ethnic experience (Leu & Kinzer, 1999). If

### Culturally Complex Atmosphere

Creating a *book corner* that appeals to all children can be a challenge for the teacher. The Internet has become an excellent resource for the kind of quality literature that will introduce children to other cultural contexts. Teachers will find valuable links to appropriate children's literature that will help their students appreciate and begin to understand the range of human experiences and cultural backgrounds.

- The Web site *Multicultural Resources* provides articles, reviews, and literature selections organized around specific cultural groups (<http://falcon.jmu.edu/~ramseyil/multipub.html>).
- An excellent Web resource for children's literature that addresses cultural differences is *The Children's Literature Web Guide* (<http://www.acs.ucalgary.ca/~dkbrown/lists.html>)
- *The Reading Zone of the Internet Public Library* (<http://www.ipl.org/youth/lapage.html>) is a central site that is useful for teachers and students.

### Keypals

The Internet expands the appeal of pen pal activities in the classroom. A great site for Keypal contacts is:

<http://www.stolaf.edu/network/lecc>

At this site, intercultural *E-Mail Classroom Connections*, teachers will find a good source for developing keypals from different countries. There are several mailing lists for teachers looking for partner classrooms. Teachers can subscribe directly from this Web page.

learners are to be successful in understanding cultural traditions, trade books must be available in the classroom and in the school library to support these strategies.

### Foster an Interactive Classroom Learning Environment

Students must have opportunities to interact with each other—to engage in shared inquiry and discovery—in their efforts to solve problems and complete tasks. The following are suggested activities for interactive engagement in the learning process:

- *Cooperative learning groups.* Cooperative groups bring students together within a variety of supportive and collaborative learning activities. The use of this kind of learning group allows all children to see the benefits of bringing together people with diverse backgrounds for problem-solving tasks. They use listening, speaking, reading, and writing together to achieve common goals and in the process become accountable since their performance affects group outcomes. They become active language users and learn to respect each other's opinions (Bromley, 1998). For example, the I-Search Strategy (Leu & Kinzer, 1999) is

Many effective classrooms are organized around an interdisciplinary, or cross-curricular theme.

an interdisciplinary, student-centered inquiry process that emphasizes participation and sharing of research findings in small cooperative learning groups, as well as in whole-group settings. To implement this strategy, children choose a motivating theme; with the teacher's assistance, they formulate their own research plans;

Teachers can design instruction that provides just enough scaffolding, or support, for students to be able to participate in tasks that currently are beyond their reach.

next, they follow and revise their plans as they gather information, and then they prepare papers, posters, or presentations using computer software, or they prepare oral reports.

- *Guided and informal group discussions.* Informal discussions provide opportunities for able students and less able students to collaborate in constructing meaning from text and enable them to learn from each other by sharing their reflections, opinions, interpretations, and questions. The teacher models discussion techniques and guides the students through early discussion sessions. As students develop their discussion skills and begin to feel comfortable talking about story content and their opinions, they will begin to try out ideas without worrying about being wrong or sounding as if they do not understand the story.
- *The Internet.* On the Web, children can experience exciting cultural exchanges.

Keypals (see box) is the online equivalent of pen pals. It is an e-mail activity that may be particularly

**Send newsletters to all families providing an overview of culturally responsive curriculum goals, classroom activities, and selected student-written stories and poems.**

beneficial to second-language learners because the students are able to communicate in their native language with children from similar cultural and linguistic backgrounds. Moreover, important friendships can develop among *all* students as they find out about life in another part of the world, share useful Web sites, and even help one another with homework (Leu & Kinzer, 1999).

### **Employ Ongoing and Culturally Aware Assessments**

In culturally responsive classrooms, teachers employ ongoing and systematic assessment of student abilities, interests, attitudes, and social skills. This information provides a basis for instructional decision making and offers

insights into what to teach and how to teach. In addition, there is an emphasis on student involvement in the assessment process. When students are permitted to participate in their assessment, they are able to reflect on their own progress and offer insights that adults may not have. Examples of culturally sensitive assessment include the following:

- *Daily observation of students' social and learning behaviors in all classroom situations.* Observations can be recorded on checklists, in notebooks, on file cards, or in any way that permits the teacher to summarize observations in a consistent and meaningful way. For example, the class roster can be used as a convenient recording form for observations. The teacher lists the names of the students in the class and then heads subsequent columns across the top of the roster to identify the project, activity, or behavior that is observed.
- *Portfolio assessment.* Student and teacher select samples of work that reveal the diverse needs and abilities of the student. Teachers, students, and family members reflect on what students have done over time, how well they are doing, and what areas need to be improved.
- *Teacher-made tests that are closely tied to the instructional program.* Special attention is given to the cognitive styles of all the students and their evolving

academic skills. For example, teachers can design a test to assess students' knowledge or performance within a particular content area lesson.

- *Student self-assessment.* Students can respond to questions about their learning during periodic teacher/student conferences. Portfolios can be used during these conferences. For example, students can be shown their work, discuss it with their teachers, and then assess their own progress.
- *Teacher self-evaluation.* Self-evaluation is an integral part of teaching effectiveness. The kinds of questions teachers ask themselves about their choices of teaching behaviors and strategies, the effectiveness and cultural relevance of their lessons, and their reactions and responses to the cultural diversity in their classrooms can greatly contribute to continuing growth in teaching and learning.

**Through the Internet, second-language learners may communicate in their native language with children from similar cultural and linguistic backgrounds.**

## Collaborate with Other Professionals and Families

Collaboration and communication with culturally diverse families and with other professionals are essential elements of culturally responsive classrooms. Families are a critical component of a strong instructional program and should be regularly informed about students' progress and encouraged to participate in class and school activities whenever possible. It is also important to establish strong collaborative relationships with colleagues to develop instructional programs that broaden the learning opportunities of all students. The following are specific collaborative activities that teachers and families might use:

- *Consult and share ideas regularly with other teachers with whom students work.* Meet with teachers to discuss students' academic and social progress, as well as specific learning needs.
- *Communicate regularly with families.* For example, send newsletters to all families providing an overview of culturally responsive curriculum goals, classroom activities, and selected student-written stories and poems.
- *Invite families to participate in classroom cultural celebrations and to assist in planning such events.* Encourage culturally diverse families to visit the classroom to learn what occurs in the learning environment and to see

how well their children are doing—academically and socially.

- *Initiate a parent volunteer tutorial program.*
- *Use culturally diverse community resources.* Invite to your classroom culturally diverse civic leaders, business leaders, artists and writers, members of the police and fire department, college professors, and academically successful high school students.
- *Attend culturally diverse community or neighborhood events.*

## Final Thoughts

Of primary importance in any culturally responsive classroom is the teacher's belief that children from culturally diverse backgrounds want to learn. Second, instructional strategies and specific teaching behaviors can encourage all students to engage in learning activities that will lead to improved academic achievement. Third, the development of instructional programs that prevent failure and increase opportunities for success should be the goal of every teacher. The strategies delineated in this article can become important ways of helping all children find purpose, pride, and success in their daily efforts to learn.

## Learn More About It

The following resources can help teachers evaluate the results of self-assessment.

### Books

- Au, K. (1993). *Literacy instruction in multicultural settings*. New York: Harcourt Brace.
- Garcia, E. (1994). *Understanding and meeting the challenge of student cultural diversity*. Boston: Houghton Mifflin.

### Journal Articles

- Montgomery, W. (2000). Literature discussion in the elementary school classroom. *Multicultural Education*, 8(1), 33-36.
- Nieto, S. (1994). Lessons from students on creating a chance to dream. *Harvard Educational Review*, 64, 392-426.

### Web Sites

- Cultural Diversity in the Classroom (<http://education.indiana.edu/cas/tt/v2i2/cultural.html>)
- ERIC Digests on Cultural Diversity (<http://www.uncg.edu/edu/ericass/diverse/digests/tableoc.htm>)

## References

- Artiles, A.J., & Zamora-Duran, G. (1997). *Reducing disproportionate representation of culturally and linguistically diverse students in special and gifted education*. Reston, VA: The Council for Exceptional Children.
- Bromley, K. D. (1998). *Language art: Exploring connections*. Needham Heights, MA: Allyn & Bacon.
- Bunting, E. (1994). *Smoky night*. New York: Harcourt Brace.
- Coles, R. (1995). *The story of Ruby Bridges*. New York: Scholastic.
- Cooper, J. D. (2000). *Literacy: Helping children construct meaning*. Boston: Houghton Mifflin.
- Galda, L., Cullinan, B., & Strickland, D. S. (1997). *Language, literacy, and the child* (2nd ed.). Fort Worth, TX: Harcourt Brace.
- Goforth, F. S. (1998). *Literature and the learner*. Belmont, CA: Wadsworth.
- Hoffman, M. (1991) *Amazing grace*. New York: Scholastic.
- Lester, J., & Pinkney, J. (1998). *Black cowboys, wild horses*. New York: Dial Books
- Leu, D. J., & Kinzer, C. K. (1999). *Effective literacy instruction, K-8* (4th ed.). Upper Saddle River, New Jersey: Merrill.
- Montgomery, W. (2000). Literature discussion in the elementary school classroom: Developing cultural understanding. *Multicultural Education*, 8(1), 33-36.
- Montgomery, W. (in press). Journal writing: Connecting reading and writing in mainstream educational settings. *Reading and Writing Quarterly*.
- Nieto, S. (1996). *Affirming diversity* (2nd ed.). New York: Longman.
- Obiakor, F. E., & Utley, C. A. (1997). Rethinking preservice preparation for teachers in the learning disabilities field: Workable multicultural strategies. *Learning Disabilities Research and Practice*, 12(2), 100-106.
- Oswald, D. P., Coutinho, M. J., Best, A. M., & Singh, N. N. (1999). Ethnic representation in special education: The influence of school-related economic and demographic variables. *The Journal of Special Education*, 32, 194-206.
- Patton, J. M. (1998). The disproportionate representation of African Americans in special education. *The Journal of Special Education*, 32(1), 25-31.
- Russell, D. (1994). *Literature for children* (2nd ed.). New York: Longman.
- Salend, S. (2001). *Creating inclusive classrooms: Effective and reflective practices* (4th ed.). Columbus, OH: Merrill/Prentice Hall.
- Smith, T. E. C., Finn, D. M., & Dowdy, C. A. (1993). *Teaching students with mild disabilities*. Fort Worth: Harcourt Brace Jovanovich.\*
- Soto, G. (1993). *Local news*. Orlando, FL: Harcourt Brace.
- Yates, J. R. (1998, April). *The state of practice in the education of CLD students*. Presentation at the annual meeting of the Council for Exceptional Children, Minneapolis, MN.

## BooksNow

\*To order the book marked by an asterisk (\*), please call 24 hrs/365 days: 1-800-BOOKS-NOW (266-5766) or (732) 728-1040; or visit them on the Web at <http://www.BooksNow.com/TeachingExceptional.htm>. Use VISA, M/C, AMEX, or Discover or send check or money order + \$4.95 S&H (\$2.50 each add'l item) to: Clicksmart, 400 Morris Avenue, Long Branch, NJ 07740; (732) 728-1040 or FAX (732) 728-7080.

**Winifred Montgomery**, Associate Professor, Department of Elementary Education, State University of New York at New Paltz.

Address correspondence to the author at Department of Elementary Education, State University of New York, 75 S. Manheim Blvd., New Paltz, NY 12561-2443 (e-mail: [montgomw@matrix.newpaltz.edu](mailto:montgomw@matrix.newpaltz.edu)).

TEACHING Exceptional Children, Vol. 33, No. 4, pp. 4-9.

Copyright 2001 CEC.

# Six Goals of a Culturally Relevant Approach to Teaching

## 1. Developing Multiple Historical Perspectives

Multiple historical perspectives are the knowledge and understanding of the heritage and contributions of diverse nations and ethnic groups, including one's own.

## 2. Developing Cultural Consciousness

Cultural consciousness is the recognition or awareness on the part of an individual that he or she has a view of the world that is not universally shared and differs profoundly from that held by many members of different nations and ethnic groups.

## 3. Increasing Intercultural Competence

Intercultural competence is the ability to interpret international communications (language, signs, gestures), some unconscious cue (such as body language), and customs in culture different from one's own.

## 4. Combating Racism, Prejudice and Discrimination

Reducing racism, prejudice and discrimination mean revising negative attitudes and behaviors that are based upon misconceptions about the inferiority of races and cultures different from one's own.

## 5. Developing Awareness of the State of the planet and Global Dynamics

Awareness of the State of the Planet and global dynamics is the knowledge about the prevailing world conditions, trends and developments.

## 6. Developing Social Action Skills

Social action skills include the knowledge, attitudes and behavior needed to help resolve major problems that threaten the future of the planet and well being of humanity.

# Steps to Writing a Culturally Responsive Lesson Plan

## 1. Start with what you normally teach.

- Use your current curriculum.
- Make changes one lesson at a time.
- Lessons should be natural and flowing.
- Integrate other subject matter.
- All curricula should be multicultural.

## 2. Look at current curriculum content and processes.

- Examine for bias.
- Look for ways to infuse ethnic content.
- Use other resources.
- Consider varied teaching strategies.

## 3. Consider other forms of evaluation.

- How else can students demonstrate learning?
- How does the lesson improve reading, writing and speaking?
- How does the lesson increase cultural competence?

## **Degrees of Reading Power (DRP)**

# DRP SCALE OF TEXT DIFFICULTY



## TEXTBOOKS & EXTRACURRICULAR MATERIALS

## LITERATURE AND POPULAR TITLES

	76	<i>Moll Flanders</i>
	75	
	75	
	73	<i>The Adventures of Don Quixote</i>
	72	<i>Books That Changed the World</i>
	71	<i>Robinson Crusoe</i>
	70	<i>Absalom, Absalom</i>
Front Page of Newspapers	69	<i>Profiles in Courage</i>
	68	<i>Silent Spring</i>
	67	<i>The Scarlet Letter</i>
Driver's License Manuals	66	<i>Democracy in America</i>
	65	<i>The Prince</i>
	64	<i>One Hundred Years of Solitude</i>
High School Textbooks	63	<i>2001: A Space Odyssey</i>
	62	<i>Roots</i>
	61	<i>Jane Eyre</i>
Middle School Textbooks	60	<i>Animal Farm</i>
	59	<i>Across Five Aprils</i>
	58	<i>Anne Frank: The Diary of a Young Girl</i>
	57	<i>The Hobbit</i>
	56	<i>Baseball's Greatest Games</i>
	55	<i>Moon Over Tennessee</i>
Elementary School Textbooks	54	<i>Harry Potter and the Sorcerer's Stone</i>
	53	<i>Island of the Blue Dolphins</i>
	52	<i>Maniac Magee</i>
	51	<i>Old Yeller</i>
	50	<i>Charlotte's Web</i>
	49	<i>How to Eat Fried Worms</i>
Primary School Textbooks	48	<i>Sarah, Plain and Tall</i>
	47	<i>The Magic School Bus Inside the Earth</i>
	46	<i>Math Curse</i>
	45	<i>Superfudge</i>
	44	<i>The Boxcar Children</i>
	43	<i>Amelia Bedelia</i>
	42	<i>Shoeshine Girl</i>
	41	<i>Frog and Toad Are Friends</i>
	40	<i>Chicka Chicka Boom Boom</i>
	39	<i>The Golly Sisters Go West</i>
38	<i>Nate the Great</i>	
37	<i>Clifford, the Big Red Dog</i>	
36	<i>Morris the Moose</i>	
35	<i>The Cat in the Hat</i>	
34	<i>Are you My Mother?</i>	
33	<i>Ranger Don</i>	
32	<i>My Dog's the Best!</i>	
31	<i>Green Eggs and Ham</i>	

**Suggested DRP Reading Goals and Remedial Standards  
For Connecticut**

<b>Grade</b>	<b>Time Of Year</b>	<b>DRP Reading Goals</b>	<b>National Percentile*</b>	<b>DRP Remedial Standard</b>	<b>National Percentile*</b>
<b>2</b>	<b>Fall</b>	28 at (P=.70)	53	20 at (P=.70)	33
	<b>Spring</b>	36 at (P=.70)	58	28 at (P=.70)	39
<b>3</b>	<b>Fall</b>	40 at (P=.70)	53	32 at (P=.70)	32
	<b>Spring</b>	47 at (P=.70)	61	38 at (P=.70)	37
<b>4</b>	<b>Fall</b>	50 at (P=.70)	55	41 at (P=.70)	31
	<b>Spring</b>	54 at (P=.70)	58	45 at (P=.70)	33
<b>5</b>	<b>Fall</b>	55 at (P=.75)	56	46 at (P=.75)	31
	<b>Spring</b>	58 at (P=.75)	60	49 at (P=.75)	35
<b>6</b>	<b>Fall</b>	59 at (P=.75)	58	50 at (P=.75)	33
	<b>Spring</b>	62 at (P=.75)	60	53 at (P=.75)	35
<b>7</b>	<b>Fall</b>	60 at (P=.80)	55	51 at (P=.80)	33
	<b>Spring</b>	62 at (P=.80)	56	54 at (P=.80)	36
<b>8</b>	<b>Fall</b>	64 at (P=.80)	55	55 at (P=.80)	33
	<b>Spring</b>	65 at (P=.80)	56	57 at (P=.80)	35

Note: DRP scores reported at different levels of comprehension cannot be compared directly. If comparisons across grades are to be made, DRP scores must be converted to the same level of comprehension. Spring Norms are Interpolated Norms.

Degrees of Reading Power and DRP are registered trademarks of Questar Assessment, Inc. Copyright 2000 by Questar Assessment, Inc.

# **Dictionary of Greek and Latin Roots**

# Dictionary of Greek & Latin Roots

ROOT	MEANING	EXAMPLES
acer, acid, acri	bitter, sour, sharp	acerbic, acidity, acrid, acrimony
acu	sharp	acute, acupuncture, accurate
ag, agi, ig, act	do, move, go	agent, agenda, agitate, navigate, ambiguous, action
ali, allo, alter	other	alias, alibi, alien, alloy, alter, alter ego, altruism
alt(us)	high, deep	altimeter, altitude
am, amor	love, liking	amiable, amorous, enamored
anni, annu, enni	year	anniversary, annually, centennial
anthrop	man	anthropology, misanthrope, philanthropy
anti(co)	old	antique, antiquated, antiquity
arch	chief, first, rule	archangel, architect, archaic, monarchy, matriarchy, patriarchy, Archeozoic era
aster, astr	star	aster, asterisk, asteroid, astronomy, astronaut
aud, aus	hear, listen	audiology, auditorium, audio, audition
aug, auc	increase	augur, augment, auction
auto, aut	self	automobile, autograph, automatic
belli	war	rebellion, belligerent, casus belli, bellicose
bibl	book	bible, bibliography, bibliomania
bio	life	biology, biometrics, biome, biosphere
brev	short	abbreviate, brief
cad, cas	to fall	cadaver, cadence, cascade
calor	heat	calorie, caloric, calorimeter
cap, cip, cept	take	capable, intercept, forceps, capture, except, reciprocate
capit, capt	head	decapitate, capital, captain, caption
carn	flesh	carnivorous, incarnate, reincarnation, carnal
caus, caut	burn, heat	caustic, cauldron, cauterize

# Dictionary of Greek & Latin Roots

ROOT	MEANING	EXAMPLES
cause, cuse, cus	cause, motive	because, excuse, accusation
ced, ceed, cede, cess	move, yield, go, surrender	procedure, proceed, cede, concede, recede, precede, accede, success
cenetri	center	concentric, centrifugal, centripetal, eccentric
chrom	color	chrome, chromosome, polychrome, chromatic
chron	time	chronology, chronometer, synchronize
cide, cise	cut down, kill	homicide, exorcise, germicide, incision, scissors
cit	call, start	incite, citation, cite
civ	citizen	civic, civil, civilian, civilization
clam, claim	cry out	exclamation, clamor, proclamation, reclamation, acclaim
clud, clus, claus	shut	include, conclude, recluse, claustrophobia, occlusion, occult
cognoac, gnosi	know	recognize, prognosis, cognoscenti, incognito, agnostic
cord, cor, cardi	heart	cordial, concord, discord, courage, encourage
corp	body	corporation, corporal punishment, corpse, corpulent, corpus luteum
cosm	universe, world	cosmos, microcosm, cosmopolitan, cosmonaut
crat, cracy	rule	autocrat, aristocrat, theocracy, technocracy
crea	create	creature, recreation, creation
cred	believe	creed, credo, credence, credit, credulous, incredulous, incredible
cresc, cret, crease, cru	rise, grow	crescendo, concrete, increase, decrease, accrue
crit	separate, choose	critical, criterion, hypocrite
cur, curs	run	current, concurrent, concur, incur, recur, occur, courier, precursor, cursive
cura	care	curator, curative, manicure

# Dictionary of Greek & Latin Roots

ROOT	MEANING	EXAMPLES
cycl, cyclo	wheel, circular	Cyclops, unicycle, bicycle, cyclone, cyclic
deca	ten	decade, decalogue, decathlon, decahedron
dem	people	democracy, demography, epidemic
dent, dont	tooth	dental, denture, orthodontist, periodontal
derm	skin	hypodermic, dermatology, epidermis, taxidermy
dict	say, speak	dictation, dictionary, dictate, dictator, Dictaphone, edict, predict, verdict, contradict, benediction
doc, dokein	teach	doctrine, indoctrinate, document, dogma, dogmatic
domin	master	dominate, dominion, predominant, domain
don	give	donate, condone
dorm	sleep	dormant, dormitory
dox	opinion, praise	orthodox, heterodox, paradox, doxology
drome	run, step	syndrome (run together), hippodrome (place where horses run)
duc, duct	lead	induce, seduce (lead aside), produce, reduce
dura	hard, lasting	durable, duration, endure
dynam	power	dynamo, dynamic, dynamite, hydrodynamics
endo	within	endorse, endocardial, endoskeletal, endoskeleton, endosperm
equi	equal	equinox, equilibrium, equipoise
erg	work	energy, erg, allergy, ergometer, ergograph, ergophobia
fac, fact, fic, fect	do, make	factory, fact, manufacture, amplification, confection
fall, fals	deceive	fallacy, falsify, fallacious
fer	bear, carry	ferry, coniferous, fertile, defer, infer, refer, transfer
fid, fide, feder(is)	faith, trust	confidante, fidelity, confident, infidelity, infidel, federal, confederacy, semper fi

# Dictionary of Greek & Latin Roots

ROOT	MEANING	EXAMPLES
fila, fili	thread	filigree, filament, filter, filet, filibuster
fin	end, ended, finished	final, finite, finish, confine, fine, refine, define, finale
fix	fix	fix, fixation, fixture, affix, prefix, suffix
flex, flect	bend	flex, reflex, flexible, flexor, inflexibility, reflect, deflect
flu, fluc, fluv	flowing	influence, fluid, flue, flush, fluently, fluctuate
form	form, shape	form, uniform, conform, formulary, perform, formal, formula
fort, forc	strong	fort, fortress, fortify, forte, fortitude
fract, frag	break	fracture, infraction, fragile, fraction, refract
gam	marriage	bigamy, monogamy, polygamy
gastr(o)	stomach	gastric, gastronomic, gastritis, gastropod
gen	birth, race, produce	genesis, genetics, eugenics, genealogy, generate, genetic, antigen, pathogen
geo	earth	geometry, geography, geocentric, geology
germ	vital part	germination, germ, germane
gest	carry, bear	congest, gestation
gloss, glot	tongue	glossary, polyglot, epiglottis
glu, glo	lump, bond, glue	glue, agglutinate, conglomerate
grad, gress	step, go	grade, gradual, graduate, progress, graduated, egress
graph, gram	write, written	graph, graphic, autograph, photography, graphite, telegram
grat	pleasing	congratulate, gratuity, grateful, ingrate
grav	heavy, weighty	grave, gravity, aggravate, gravitate
greg	herd	gregarious, congregation, segregate, gregarian
hypn	sleep	hypnosis, hypnotherapy
helio	sun	heliograph, heliotrope, heliocentric
hema, hemo	blood	hemorrhage, hemoglobin, hemophilia, hemostat

# Dictionary of Greek & Latin Roots

ROOT	MEANING	EXAMPLES
here, hes	stick	adhere, cohere, cohesion, inherent, hereditary
hetero	different	heterogeneous, heterosexual, heterodox
homo	same	homogeneous, homonym, homogenize
hum, human	earth, ground, man	humus, exhume, humane
hydr, hydra, hydro	water	dehydrate, hydrant, hydraulic, hydrogen, hydrophobia
ignis	fire	ignite, igneous, ignition
ject	throw	deject, inject, project, eject, interject
join, junct	join	adjoining, enjoin, juncture, conjunction, injunction
juven	young	juvenile, rejuvenate
lau, lav, lot, lut	wash	launder, lavatory, lotion, ablution, dilute
leg	law	legal, legislate, legislature, legitimize
levi	light	alleviate, levitate, levity
liber, liver	free	liberty, liberal, liberalize, deliverance
liter	letters	literacy, literature, literal, alliteration, obliterate
loc, loco	place	locality, allocate, locomotion
log, logo, ology	word, study, speech	catalog, prologue, dialogue, logogram (symbol representing a word), zoology
loqu, locut	talk, speak	eloquent, loquacious, colloquial, circumlocution
luc, lum, lus, lun	light	translucent, luminary, luster, luna (moon goddess)
macr-, macer	lean	emaciated, meager
magn	great	magnify, magnificent, magnanimous, magnate, magnitude, magnum
man	hand	manual, manage, manufacture, manacle, manicure, manifest, maneuver, emancipate
mand	command	mandatory, remand, mandate

# Dictionary of Greek & Latin Roots

ROOT	MEANING	EXAMPLES
mania	madness	mania, maniac, kleptomania, pyromania
mar, mari, mer	sea, pool	marine, marsh, maritime, mermaid
matri	mother	matrimony, maternal, matriarchate, matron
medi	half, middle, between, halfway	mediate, medieval, Mediterranean, mediocre, medium
mega	great	megaphone, megalopolis, megacycle (a million cycles), megaton
mem	remember	memo, commemoration, memento, memoir, memorable
meter	measure	meter, voltammeter, barometer, thermometer
micro	small	microscope, microfilm, microcard, microwave, micrometer
migra	wander	migrate, emigrant, immigrate
mit, miss	send	emit, remit, submit, admit, commit, permit, transmit, omit, intermittent, mission, missile
mob, mot, mov	move	mobile, motionless, motor
mon	warn, remind	monument, admonition, monitor, premonition
mor, mort	mortal, death	mortal, immortal, mortality, mortician, mortuary
morph	form	amorphous, dimorphic, metamorphosis, morphology
multi	many, much	multifold, multilingual, multiped, multiply
nat, nasc	to be from, to spring forth	innate, natal, native, renaissance
neo	new	Neolithic, <i>nuveau riche</i> , neologism, neophyte, neonate
neur	nerve	neuritis, neuropathic, neurologist, neural, neurotic
nom	law, order	autonomy, astronomy, gastronomy, economy
nomen, nomin	name	nomenclature, nominate, ignominious
nov	new	novel, renovate, novice, nova, innovate

# Dictionary of Greek & Latin Roots

ROOT	MEANING	EXAMPLES
nox, noc	night	nocturnal, equinox, noctilucent
numer	number	numeral, numeration, enumerate, innumerable
numisma	coin	numismatics
oligo	few, little	Oligocene, oligosaccharide, oligotrophic, oligarchy
omni	all, every	omnipotent, omniscient, omnipresent, omnivorous
onym	name	anonymous, pseudonym, antonym, synonym
oper	work	operate, cooperate, opus
ortho	straight, correct	orthodox, orthodontist, orthopedic, unorthodox
pac	peace	pacifist, pacify, pacific ocean
paleo	old	Paleozoic, Paleolithic, paleomagnetism, paleopsychology
pan	all	Pan-American, Pan-African, panacea, pandemonium (place of all the demons)
pater, patr	father	paternity, patriarch, patriot, patron, patronize
path, pathy	feeling, suffering	pathos, sympathy, antipathy, apathy, telepathy
ped, pod	foot	pedal, impede (get feet in a trap), pedestrian, centipede, tripod, podiatry, antipode
pedo	child	orthopedic, pedagogue, pediatrics
pel, puls	drive, urge	compel, dispel, expel, repel, propel, pulse, impulse, pulsate, compulsory, expulsion, repulsive
pend, pens, pond	hang, weigh	pendant, pendulum, suspend, appendage, pensive
phage	eat	macrophage, bacteriophage
phil	love	philosophy, philanthropy, philharmonic, bibliophile
phlegma	inflammation	phlegm, phlegmatic
phobia, phobos	fear	phobia, claustrophobia, acrophobia, aquaphobia, ergophobia, homophobia

# Dictionary of Greek & Latin Roots

ROOT	MEANING	EXAMPLES
phon	sound	phonograph, phonetic, symphony, homophone, euphonious
photo	light	photograph, photoelectric, photogenic, photosynthesis
plac, plais	please	placid, placebo, placate, complacent
plu, plur, plus	more	plural, pluralist, plus
pneuma, pneumon	breath	pneumatic, pneumonia
poli	city	metropolis, police, politics, Indianapolis, megalopolis, acropolis
poly	many	polysaccharide, polyandrous, polytheistic
pon, pos, pound	place, put	postpone, component, opponent, proponent, expose, impose, deposit, posture, position, expound, impound
pop	people	population, populous, popular
port	carry	porter, portable, transport, report, export, import, support, transportation
portion	part, share	portion, proportion
pot	power	potential, potentate, impotent
prehendere	seize, grasp	apprehend, comprehend, comprehensive, prehensile
prim, prime	first	primacy, prima donna, primitive, primary, primal, primeval
proto	first	prototype, protocol, protagonist, protozoan, Proterozoic, protoindustrial
psych	mind, soul	psyche, psychiatry, psychology, psychosis
punct	point, dot	punctual, punctuation, puncture, acupuncture, punctuation
reg, recti	straighten	regiment, regular, rectify, correct, direct, rectangle
ri, ridi, risi	laughter	deride, ridicule, ridiculous, derision, risible
rog, roga	ask	prerogative, interrogation, derogatory
rupt	break	rupture, interrupt, abrupt, disrupt, ruptible
sacr, sanc, secr	sacred	sacred, sacrosanct, sanction, consecrate, desecrate

# Dictionary of Greek & Latin Roots

ROOT	MEANING	EXAMPLES
salv, salu	safe, healthy	salvation, salvage, salutation
sat, satis	enough	satiate (giving pleasure, satisfying), saturate, satisfy
sci, scientia	know	science, conscious, omniscient, cognocenti
scope	see, watch	telescope, microscope, kaleidoscope, periscope, stethoscope
scrib, script	write	scribe, scribble, inscribe, describe, subscribe, prescribe, manuscript
sed, sess, sid	sit	sediment, session, obsession, possess, preside, president, reside, subside
sen	old	senior, senator, senile
senescere	to grow old	senescence, evanescent
sent, sens	feel	sentiment, consent, resent, dissent, sentimental, sense, sensation, sensitive, sensory, dissension
sequ, secu, sue	follow	sequence, consequence, sequel, subsequent, prosecute, consecutive, second
serv	save, serve	servant, service, subservient, servitude, preserve, conserve, reservation, deserve, conservation, observe
sign, signi	sign, mark, seal	signal, signature, design, insignia, significant
simil, simul	like, resembling	similar, assimilate, simulate, simulacrum, simultaneous
sist, sta, stit	stand	assist, persist, circumstance, stamina, status, state, static, stable, stationary, substitute
solus	alone	solo, soliloquy, solitaire, solitude
solv, solu	loosen	solvent, solve, absolve, resolve, soluble, solution, resolution, resolute, dissolute
somnus	sleep	insomnia, somnambulist
soph	wise	sophomore (wise fool), philosophy, sophisticated

# Dictionary of Greek & Latin Roots

ROOT	MEANING	EXAMPLES
spec, spect, spic	look	specimen, specific, spectator, spectacle, aspect, speculate, inspect, respect, prospect, retrospective, introspective, expect, conspicuous
sphere	ball, sphere	sphere, stratosphere, hemisphere, spheroid
spir	breath	spirit, conspire, inspire, aspire, expire, perspire, respiration
string, strict	draw tight	stringent, strict, restrict, constrict, boa constrictor
stru, struct	build	construe (build in the mind, interpret), structure, construct, instruct, obstruct, destruction, destroy
sume, sump	take, use, waste	consume, assume (to take, to use), sump pump, presumption (to take or use before knowing all the facts)
tact, tang, tag, tig, ting	touch	tactile, contact, intact, intangible, tangible, contagious, contiguous
tele	far	telephone, telegraph, telegram, telescope, television, telephoto, telecast, telepathy
tempo	time	tempo, temporary, extemporaneously, contemporary, pro tem, temporal
ten, tin, tain	hold	tenacious, tenant, tenure, untenable, detention, retentive, content, pertinent, continent, obstinate, contain, abstain, pertain, detain
tend, tent, tens	stretch, strain	tendency, extend, intend, contend, pretend, superintend, tender, extent, tension, pretense
terra	earth	terrain, terrarium, territory, terrestrial
test	to bear witness	testament, detest, testimony, attest
the, theo	god, a god	monotheism, polytheism, atheism, theology

# Dictionary of Greek & Latin Roots

ROOT	MEANING	EXAMPLES
therm	heat	thermometer, theorem, thermal, thermos bottle, thermostat, hypothermia
thesis, thet	place, put	antithesis, hypothesis, synthesis, epithet
tom	cut	atom (not cuttable), appendectomy, tonsillectomy, dichotomy, anatomy
tort, tors	twist	torture (twisting to inflict pain), retort, extort, distort, contort, torsion, tortuous, torturous
tox	poison	toxic, intoxicate, antitoxin
tract, tra	draw, pull	tractor, attract, subtract, tractable, abstract, subtrahend
trib	pay, bestow	tribute, contribute, attribute, retribution, tributary
turbo	disturb	turbulent, disturb, turbid, turmoil
typ	print	type, prototype, typical, typography, typewriter, typology, typify
ultima	last	ultimate, ultimatum
umber, umbraticum	shadow	umbra, penumbra (take), umbrage, adumbrate
uni	one	unicorn, unify, university, unanimous, universal
vac	empty	vacate, vacuum, evacuate, vacation, vacant, vacuous
vale, vali, valu	strength, worth	equivalent, valiant, validity, evaluate, value, valor
ven, vent	come	convene, intervene, venue, convenient, avenue, circumvent, invent, convent, venture, event, advent, prevent
ver, very	true	very, aver, verdict, verify, verity, verisimilitude
vert, vers	turn	avert, divert, invert, introvert, convertible, reverse, controversy, versatile
vic, vicis	change, substitute	vicarious, vicar, vicissitude
vict, vinc	conquer	victor, evict, convict, convince, invincible

# Dictionary of Greek & Latin Roots

ROOT	MEANING	EXAMPLES
vid, vis	see	video, evident, provide, providence, visible, revise, supervise, vista, visit, vision
viv, vita, vivi	alive, life	revive, survive, vivid, vivacious, vitality, vivisection
voc	call	vocation, avocation, convocation, invocation, evoke, provoke, revoke, advocate, provocative, vocal
vol	will	malevolent, benevolent, volunteer, volition
volcan	fire	volcano, vulcanize, Vulcan
volvo	turn about, roll	revolve, voluble (easily turned about or around or talkative), voluminous, convolution
vor	eat greedily	voracious, carnivorous, herbivorous, omnivorous, devour
zo	animal	zoo (short for zoological garden), zoology, zoomorphism (attributing animal form to god), zodiac (circle of animal constellations), protozoan

*Copyright © Jessica Deforest, 2000. All right reserved.*

# **Effective Teaching Strategies**

# Nine Research-Based Teaching Strategies

The information below was taken from a Web site that was created by the Nebraska ESU (Educational Service Unit) Technology Affiliate Group. The site is designed to be used by teachers, providing them with technology resources that match the effective teaching strategies outlined in [Classroom Instruction That Works](#).

## *Identifying Similarities and Differences*

Source: [http://manila.esu4.org/instructionalstrategies/stories/storyReader\\$7](http://manila.esu4.org/instructionalstrategies/stories/storyReader$7)

from [Classroom Instruction that Works](#) Robert J. Marzano, Debra, J. Pickering, Jane E. Pollock, MCREL, 2001.

### **Summary of Research on Identifying Similarities and Differences**

- Guidance in identifying similarities and differences enhances students' understanding of and ability to use knowledge.
- Independently identifying similarities and differences enhances students' understanding of and the ability to use knowledge.
- Representing similarities and differences in graphic or symbolic form enhances students' understanding of and ability to use knowledge.
- Identifying similarities and differences can be accomplished in a variety of ways: comparing, classifying, creating metaphors, and creating analogies.

---

### **Classroom Practice in Identifying Similarities and Differences**

- The key to effective comparison is the identification of important characteristics.
- Organizing elements into groups based on their similarities is the basis of classifying.
- The key to constructing a metaphor is to realize that the two items in the metaphor are connected by an abstract or non-literal relationship.
- Analogies help us see how seemingly dissimilar things are similar, increasing our understanding of new information. The typical use a "blank is to blank" as "blank is to blank" type of comparison but can also be diagramed.

## ***Summarizing and Note Taking***

Source: [http://manila.esu4.org/instructionalstrategies/stories/storyReader\\$8](http://manila.esu4.org/instructionalstrategies/stories/storyReader$8)

from **Classroom Instruction that Works** Robert J. Marzano, Debra, J. Pickering, Jane E. Pollock, MCREL, 2001.

### **Summary of Research on Summarizing**

Sometimes summarizing and note taking are referred to as mere "study skills". However, they are two of the most powerful skills students can acquire. Summarizing and note taking provide students with tools for identifying and understanding the most important aspects of what they are learning.

- To effectively summarize, students must delete some information, substitute some information and keep some information.
- To effectively delete, substitute, and keep information, students must analyze the information at a fairly deep level.
- Being aware of the explicit structure of information is an aid to summarizing information.

---

### **Classroom Practice in Summarizing**

- Rule-Based Strategy follows a set of rules or steps to develop a summary.
- Summary Frames use a series of questions designed to highlight the critical elements for specific types of information.
- Reciprocal Teaching involves summarizing, questioning, classifying and predicting.

---

### **Summary of Research on Note Taking**

- Verbatim is the least effective way to take notes.
- Notes should be considered a work in progress.
- Notes should be used as study guides for tests.
- The more notes that are taken, the better.

---

### **Classroom Practice in Note Taking**

- Teacher-Prepared Notes are one of the most straightforward uses of notes.
- Variety of formats: Informational Outlines, Webbing and Combination Notes.

## ***Reinforcing Effort and Providing Recognition***

Source: [http://manila.esu4.org/instructionalstrategies/stories/storyReader\\$9](http://manila.esu4.org/instructionalstrategies/stories/storyReader$9)

from **Classroom Instruction that Works** Robert J. Marzano, Debra, J. Pickering, Jane E. Pollock, MCREL, 2001.

### **Summary of Research on Reinforcing Effort**

- People generally attribute success at any given task to one of four causes: ability, effort, other people and luck.
- Not all students realize the importance of believing in effort.
- Students can learn to change their beliefs to an emphasis on effort.

---

### **Classroom Practice in Reinforcing Effort**

- Teach and exemplify the connection between effort and achievement.
- Students can see the connection between effort and achievement by periodically keeping track of their effort and its relationship to achievement

---

### **Summary of Research on Providing Recognition**

- Rewards do not necessarily have a negative effect on intrinsic motivation.
- Reward is most effective when it is contingent on the attainment of some standard of performance.
- Abstract symbolic recognition is more effective than tangible rewards.

---

### **Classroom Practice in Providing Recognition**

- Make the recognition as personal to the student as possible.
- The Pause, Prompt and Praise strategy of providing recognition is best used when students are engaged in a particularly demanding task.
- Concrete, symbolic tokens of recognition should be given for accomplishing specific performance goals.

## ***Homework and Practice***

Source: [http://manila.esu4.org/instructionalstrategies/stories/storyReader\\$10](http://manila.esu4.org/instructionalstrategies/stories/storyReader$10)

from **Classroom Instruction that Works** Robert J. Marzano, Debra, J. Pickering, Jane E. Pollock, MCREL, 2001.

### **Summary of Research on Homework**

- Less homework should be assigned to younger students than to older students.
- Parent involvement in homework should be kept to a minimum.
- The purpose of homework should be identified and articulated.
- If homework is assigned, it should be commented on.

---

### **Classroom Practice in Assigning Homework**

- Establish and communicate a homework policy.
- Design homework assignments that clearly articulate the purpose and outcome.
- Vary the approaches to providing feedback.

---

### **Summary of Research on Practice**

- Mastering a skill requires a fair amount of focused practice.
- While practicing, students should adapt and shape what they have learned.

---

### **Classroom Practice Regarding Practicing Skills**

- Students should be encouraged to keep track of their speed and accuracy.
- Design practice assignments that focus on specific elements of a complex skill or process.
- Plan time for students to increase their conceptual understanding of skills or processes.

## ***Nonlinguistic Representations***

Source: [http://manila.esu4.org/instructionalstrategies/stories/storyReader\\$11](http://manila.esu4.org/instructionalstrategies/stories/storyReader$11)

from **Classroom Instruction that Works** Robert J. Marzano, Debra, J. Pickering, Jane E. Pollock, MCREL, 2001.

### **Summary of Research on Nonlinguistic Representations**

- A variety of activities produce nonlinguistic representations.
  - Creating graphic representations.
  - Generating mental pictures.
  - Drawing pictures and pictographs.
  - Engaging in kinesthetic activity.
- Nonlinguistic representations should elaborate on knowledge.  
To download a PowerPoint presentation on this strategy click this link: [PowerPoint](#)

---

### **Classroom Practice in Nonlinguistic Representation**

- Graphical organizers are the most common way to help students generate nonlinguistic representations.
- Other nonlinguistic representations include physical models, generating mental pictures, drawing pictures and pictographs, and engaging in kinesthetic activity.

## ***Cooperative Learning***

Source: [http://manila.esu4.org/instructionalstrategies/stories/storyReader\\$12](http://manila.esu4.org/instructionalstrategies/stories/storyReader$12)

from **Classroom Instruction that Works** Robert J. Marzano, Debra, J. Pickering, Jane E. Pollock, MCREL, 2001.

### **Summary of Research on Cooperative Learning**

- Organizing groups based on ability should be done sparingly.
- Cooperative groups should be kept small in size.
- Cooperative learning should be applied consistently and systematically, but not overused.

Cooperative Learning five defining elements:

1. Positive interdependence
2. Face-to-face interaction
3. Individual and group accountability
4. Interpersonal and small group skills
5. Group processing

---

### **Classroom Practice in Cooperative Learning**

- Use a variety of criteria for grouping students.
- Use a variety of group patterns: Informal or ad hoc (last few minutes of a class period), formal (long enough to complete an academic project) and base groups (semester or year, providing students with long-term support).
- Managing group size - keep groups small.
- Combine cooperative learning with other classroom strategies.

## ***Setting Objectives and Providing Feedback***

Source: [http://manila.esu4.org/instructionalstrategies/stories/storyReader\\$13](http://manila.esu4.org/instructionalstrategies/stories/storyReader$13)

from **Classroom Instruction that Works** Robert J. Marzano, Debra, J. Pickering, Jane E. Pollock, MCREL, 2001.

### **Summary of Research on Setting Objectives**

- Instructional goals/objectives narrow what students focus on.
- Instructional goals/objectives should not be too specific.
- Students should be encouraged to personalize the teacher's goals.

---

### **Classroom Practice in Setting Objectives**

- Goals should be general enough to provide students some flexibility.
- Contracts with students provide them with a great deal of control over their learning.

---

### **Summary of Research on Providing Feedback**

- Feedback should be "corrective" in nature by explaining to students what they are doing correctly and incorrectly.
- Feedback should be timely.
- Feedback should be specific to a criterion.
- Students can effectively provide some of their own feedback.

---

### **Classroom Practice in Providing Feedback**

- Criterion-reference feedback is superior to norm-referenced feedback.
- Focus feedback on specific types of knowledge and skill.
- Student-led feedback has many desirable effects.

## ***Generating and Testing Hypotheses***

Source: [http://manila.esu4.org/instructionalstrategies/stories/storyReader\\$14](http://manila.esu4.org/instructionalstrategies/stories/storyReader$14)

from **Classroom Instruction that Works** Robert J. Marzano, Debra, J. Pickering, Jane E. Pollock, MCREL, 2001.

### **Summary of Research on Generating and Testing Hypotheses**

- Hypothesis generation and testing can be approached in a more inductive or deductive manner. In general, students produce better results when using the deductive thinking process.
  - Deductive thinking requires students to apply current knowledge to make a prediction about a future action or event.
  - Inductive thinking involves students in a process of drawing new conclusions based on information they know or have presented to them.
- Teachers should ask students to clearly explain their hypotheses and their conclusions. Research has shown the power of asking students to explain, in a variety of communication modes, their predictions and results.

---

### **Classroom Practice in Generating and Testing Hypotheses**

- Even though the process of generating and testing hypotheses is most often applied in the science curriculum, teachers should be encouraged to implement the following tasks across all disciplines. Use a variety of structured tasks to guide students through generating and testing hypotheses.
  - Systems Analysis-Create activities that ask students to evaluate the parts of a system and generate hypotheses to predict changes if a part of the system was altered.
  - Problem Solving-Using their knowledge of concepts related to the problem, students evaluate different approaches to a solution and then generate and test their hypotheses.
  - Historical Investigation-Engage students in historical investigations by having them create reasonable scenarios of past events for which there is no general agreement.
  - Invention-Pose an existing problem to students that requires them to develop solution to the problem. Invention often leads to the generation and testing of multiple hypotheses.
  - Experimental Inquiry-"The Scientific Method" Create activities that promote student use of the scientific method across all disciplines.
  - Decision Making-Incorporating the use of a structured decision-making framework can help examine results of hypothesis testing.
- Ask students to explain their thinking as they test and generate hypotheses.

## ***Questions, Cues, and Advance Organizers***

Source: [http://manila.esu4.org/instructionalstrategies/stories/storyReader\\$15](http://manila.esu4.org/instructionalstrategies/stories/storyReader$15)

from **Classroom Instruction that Works** Robert J. Marzano, Debra, J. Pickering, Jane E. Pollock, MCREL, 2001.

### **Summary of Research on Cues and Questions**

- Cues and questions should focus on what is important as opposed to what is unusual.
- "Higher level" questions produce deeper learning than lower level questions.
- "Waiting" briefly before accepting responses from students increases the depth of student answers.
- Questions are effective learning tools even when asked before a learning experience.

---

### **Classroom Practice in Cues and Questions**

- Explicit cues provide students with a preview of what they are about to experience.
- Questions that elicit inferences help students "fill-in" missing information.
- Analytic questions help students critique information. The types of analysis are analyzing errors, constructing support, and analyzing perspectives.

---

### **Summary of Research on Advanced Organizers**

- Advance Organizers should focus on what is important as opposed to what is unusual.
- "Higher level" advance organizers produce deeper learning than the "lower level" advance organizers.
- Advance Organizers are most useful with information that is not well organized.
- Different types of advanced organizers produce different results.

---

### **Classroom Practice in Advanced Organizers**

- Expository advance organizers describe new content.
- Narrative advance organizers present information in story format.
- Skimming before reading is a form of advance organizer.
- Graphic organizers are very effective.

## The 10th Effective Teaching Strategy – Non-Fiction Writing

### *Because Writing Matters*

by National Writing Project and Carl Nagin (2003, Jossey-Bass)

Source: [http://www.nwp.org/cs/public/print/books/book\\_bwm?info=keypoints](http://www.nwp.org/cs/public/print/books/book_bwm?info=keypoints)

#### Key Points

- Improving writing is crucial to learning in all subject areas, not just English.
- Writing instruction should begin in the earliest grades.
- Reading and writing are reinforcing literacy skills and need to be taught together.
- Learning to write requires frequent, supportive practice.
- Students have diverse abilities and instructional needs, and so teachers must use multiple strategies to improve students' writing.
- Effective writing instruction pays attention to both the product and processes of writing.
- Writing should be taught in school much as it is practiced by professional writers: that is, students should write for authentic purposes to real audiences.
- Students face ongoing challenges in their writing development and need practice with diverse writing tasks to improve.
- Simply assigning more writing is not enough; teachers must teach students such skills as how to organize thoughts, develop ideas, and revise for clarity.
- An effective writing assignment does more than ask students to report what they have read or experienced. It engages students in such processes as problem solving, reflecting, analyzing, and imagining so that they can think critically about what they have read or experienced.
- Schools cannot improve writing without teachers and administrators who value, understand, and practice writing themselves.
- Teachers and schools need to develop common expectations for good writing across grade levels and subject areas.
- Schools and districts need to develop fair and authentic writing assessments that are aligned with high standards and reflect student progress beyond single-test evaluations.
- Effective school-wide writing programs involve the entire faculty and are developed across the curriculum.
- Schools and districts need to offer professional development opportunities in teaching writing to all faculty.

## ***Non-Fiction Writing***

(Teaching and Learning Strategies for the Classroom)

Source: [www.pcsp.ie/html/english/nonfictionwriting.pdf](http://www.pcsp.ie/html/english/nonfictionwriting.pdf)

“For me the purpose of education is to enhance understanding”  
(Howard Gardner)

If we do not understand what we learn, what is the purpose of learning? Teaching for understanding must be a top priority and we gain that understanding through inquiry. In the area of non-fiction writing the aim should be to teach children to write compelling nonfiction and not that which is dull and boring.

Non-fiction is the most widely read genre in the adult world and at its best it emerges from topics the writer knows, cares and wonders about and really wants to pursue. Children must be allowed to select REAL topics that interest them; they must develop questions about it, read for information, search for answers through research, report the information and so gain new insight. However if we want our pupils to learn we must show them HOW. Donald Graves stresses the importance of student ownership of learning, so when students choose their topic, engagement soars. The teacher acts as a sort of tour-guide helping them to see the richness and possibilities of their choice.

In writing non-fiction, children learn to communicate effectively and to use writing as a tool for thinking and learning

### *Guiding Teaching Practice*

Donald Graves holds the firm belief that teachers need to be learners first....

1. Teachers can demonstrate how to engage in non-fiction inquiry by going through the process themselves.
2. Teachers need to share their passion and curiosity about inquiry and research.
3. Research begins with a question.
4. Research projects take time.
5. To write non-fiction, read non-fiction.
6. Writers write best about the things they know about, care about and wonder about.
7. Writers need to know their own topics and projects.
8. Writers need opportunities to share their products.
9. Non-fiction inquiry must be authentic whenever possible.

Teachers need to *teach* **all genre** and children need to *experience* **all genre**.

## ***Five Key Genres***

1. **Recount Writing:** to recount a sequence of events usually told in the order in which they occurred.  
e.g. A School Trip  
A Science Experiment
2. **Report Writing:** to provide factual information about a topic. Care needs to be taken to ensure that the children do not copy chunks of text.  
e.g. An Individual Project  
A Class Project
3. **Explanatory Writing:** to explain how and why something happens or works/often combined with report or recount writing.  
e.g. How a model works  
What causes rust to develop?  
How lakes are formed
4. **Procedural Writing:** to instruct others how to carry out a process.  
e.g. How to get to my house  
A recipe for pizza  
How to make a model  
Rules for games
5. **Persuasive Writing:** to persuade others to a particular point of view, not necessarily one's own.  
e.g. Create advertising posters  
Make up jingles  
Write speeches for a debate

## ***Why children need to learn non-fiction writing***

- To prepare for the world outside...in this modern print dominated society the majority of people read and write nonfiction text on a daily basis e.g. lists, signs, newspapers, forms, leaflets and letters, to organize their own lives and to communicate with others.
- Children need to be taught to write clearly and concisely so that they can use writing to organize their thoughts and their lives and communicate with readers in a way not open to interpretation.
- Writing is an extremely important tool for learning across the curriculum...Discussing/Framing/Re-framing/Selecting/Presenting/Explaining...their ideas helps children to remember and to understand. Children need to learn how writing can be used to clarify and deepen their understanding and to help them make connections, similarities and distinctions.

## Integrating Technology to Deliver Effective Teaching Strategies

Teaching Strategy	Effectiveness: Gain on Student Achievement	Student/Teacher Activities to look for	Technology to Implement Strategy
<p><b>Identifying similarities and differences</b></p> <ul style="list-style-type: none"> <li>• Has greatest effect on student achievement</li> <li>• At core of all learning</li> </ul>	+45%	<ul style="list-style-type: none"> <li>• Comparing, classifying, creating analogies</li> <li>• Creating metaphors</li> <li>• Distinguish between major/minor details</li> <li>• Search for important characteristics</li> <li>• Venn diagrams/t-charts/comparison matrices</li> </ul>	<ul style="list-style-type: none"> <li>• Free online Venn Diagram Creator: <a href="http://www.teach-nology.com/web_tools/graphic_org/venn_diagrams/">http://www.teach-nology.com/web_tools/graphic_org/venn_diagrams/</a></li> <li>• Free Graphic Organizer Creators:               <ul style="list-style-type: none"> <li>◦ <a href="http://myt4l.com/index.php?v=pl&amp;page_ac=view&amp;type=tools&amp;to_ol=graphicorganizers">http://myt4l.com/index.php?v=pl&amp;page_ac=view&amp;type=tools&amp;to_ol=graphicorganizers</a></li> <li>◦ <a href="http://www.thinkport.org/technology/template.tp">http://www.thinkport.org/technology/template.tp</a> (Can be downloaded as a Word document so that you can customize.)</li> </ul> </li> <li>• Word: SmartArt</li> <li>• Mindmapping: Use this free software to encourage reflection about important elements and relationships of concepts and ideas               <ul style="list-style-type: none"> <li>◦ <a href="http://freemind.sourceforge.net/wiki/index.php/Main_Page">http://freemind.sourceforge.net/wiki/index.php/Main_Page</a></li> <li>◦ <a href="http://www.xmind.net/">http://www.xmind.net/</a></li> </ul> </li> </ul>
<p><b>Summarizing and Note taking</b></p>	+34%	<ul style="list-style-type: none"> <li>• NOT writing everything down</li> <li>• The more notes the better</li> <li>• Cornell method: summarize at end</li> <li>• Note taking templates, cues: "write this down"</li> <li>• Highlight essential ideas, delete minor details</li> <li>• Summarize in writing, orally, dramatically, artistically, musically, in groups or independently</li> <li>• Primacy-recency effect: We remember most what we experience first, second best what we experience last</li> </ul>	<ul style="list-style-type: none"> <li>• Summarizing and note-taking templates: <a href="http://edweb.tusd.k12.az.us/templates/summarizing_notetaking.htm">http://edweb.tusd.k12.az.us/templates/summarizing_notetaking.htm</a></li> <li>• Cornell Note-taking templates: <a href="http://office.microsoft.com/en-us/templates/cornell-note-taking-method-TC010080377.aspx">http://office.microsoft.com/en-us/templates/cornell-note-taking-method-TC010080377.aspx</a></li> <li>• Non-electronic: Color coded Post-it (see sample from PD)</li> <li>• Note taking graphic organizers:               <ul style="list-style-type: none"> <li>◦ <a href="http://havefunteaching.com/worksheets/graphic-organizers/">http://havefunteaching.com/worksheets/graphic-organizers/</a></li> <li>◦ <a href="http://www.thinkport.org/technology/template.tp">http://www.thinkport.org/technology/template.tp</a> (Can be downloaded as Word documents so that you can customize.)</li> <li>◦ <a href="http://notestar.4teachers.org/help/overview.jsp">http://notestar.4teachers.org/help/overview.jsp</a></li> <li>◦ <a href="http://www.englishcompanion.com/Tools/notemaking.html">http://www.englishcompanion.com/Tools/notemaking.html</a></li> </ul> </li> </ul>
<p><b>Effort and Recognition</b></p> <ul style="list-style-type: none"> <li>• Recognition/praise most effective when based on attaining some performance</li> <li>• Abstract rewards better than tangible</li> </ul>	+29%	<ul style="list-style-type: none"> <li>• Effort may be taught</li> <li>• Creating hope: without hope, no effort</li> <li>• Improve motivation</li> <li>• Building relationships</li> <li>• Expressing enthusiasm</li> </ul>	<ul style="list-style-type: none"> <li>• MS Word and/or Desktop Publisher Award/Certificate/Card Templates</li> <li>• Free Certificates/acknowledgements online:               <ul style="list-style-type: none"> <li>◦ <a href="http://www.123certificates.com/">http://www.123certificates.com/</a></li> <li>◦ <a href="http://www.teach-nology.com/web_tools/certificates/">http://www.teach-nology.com/web_tools/certificates/</a></li> </ul> </li> <li>• Publish student writing samples in virtually any genre here: <a href="http://www.teenink.com/">http://www.teenink.com/</a></li> <li>• Share and acknowledge exemplary student work using digital portfolios</li> <li>• Contests: <a href="http://www.teenink.com/Contests/CoverPhotoC.php">http://www.teenink.com/Contests/CoverPhotoC.php</a></li> <li>• <a href="http://kidbibs.com/awards/card.htm">http://kidbibs.com/awards/card.htm</a></li> <li>• Showcase student work using online portfolios:               <ul style="list-style-type: none"> <li>◦ <a href="http://coroflot.com/">http://coroflot.com/</a></li> <li>◦ <a href="http://carbonmade.com/">http://carbonmade.com/</a></li> <li>◦ <a href="http://www.styleapple.com/">http://www.styleapple.com/</a></li> </ul> </li> </ul>

Teaching Strategy	Effectiveness: Gain on Student Achievement	Student/Teacher Activities to look for	Technology to Implement Strategy
<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• 24 repetitions = 80% competency</li> <li>• 10 minutes per grade level</li> <li>• Minimize parental involvement</li> <li>• Create time to complete during school</li> <li>• Feedback needed</li> </ul>	<p>+28%</p>	<ul style="list-style-type: none"> <li>• Choice, empowerment, competence with regard to homework motivates students</li> <li>• Design interesting, motivating, engaging assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Online Homework Sites and Resource Makers (Flash cards, puzzles, etc.): <ul style="list-style-type: none"> <li>◦ <a href="http://www.scholastic.com/kids/homework/">http://www.scholastic.com/kids/homework/</a></li> <li>◦ Create Printable Flashcards: <a href="http://www.kitzkikz.com/flashcards/">http://www.kitzkikz.com/flashcards/</a></li> <li>◦ Many pre-created flashcard and study guides: <a href="http://quizlet.com/">http://quizlet.com/</a></li> <li>◦ <a href="http://www.flashcardexchange.com/">http://www.flashcardexchange.com/</a></li> <li>◦ <a href="http://quizhub.com/quiz/quizhub.cfm">http://quizhub.com/quiz/quizhub.cfm</a></li> </ul> </li> <li>• Use Moodle to create an online quize</li> <li>• Survey Money quizzes</li> </ul>
<p><b>Nonlinguistic Representations</b></p>	<p>+27%</p>	<ul style="list-style-type: none"> <li>• Graphic representations/organizers, models, mental pictures/images associated with concepts/vocab</li> <li>• Kinesthetic activities</li> <li>• Concept maps</li> <li>• Graphic organizers, tools to present information/assess understanding</li> <li>• Tools for students to process/apply information/demonstrate knowledge</li> <li>• Graphic organizers excellent for building vocabulary; writing definitions not effective</li> </ul>	<ul style="list-style-type: none"> <li>• Word wall, Vocabulary, Puzzle-maker site: <ul style="list-style-type: none"> <li>◦ <a href="http://www.teach-nology.com/worksheets/language_arts/vocab/">http://www.teach-nology.com/worksheets/language_arts/vocab/</a></li> <li>◦ <a href="http://worksheets.theteacherscorner.net/make-your-own/crossword/crossword-puzzle-maker.php">http://worksheets.theteacherscorner.net/make-your-own/crossword/crossword-puzzle-maker.php</a></li> </ul> </li> <li>• Wordle: Create word clouds at this website: <a href="http://www.wordle.net/">http://www.wordle.net/</a></li> <li>• Other Word Cloud Generators: <a href="http://www.smashingapps.com/2011/12/15/nine-excellent-yet-free-online-word-cloud-generators.html">http://www.smashingapps.com/2011/12/15/nine-excellent-yet-free-online-word-cloud-generators.html</a></li> <li>• Digital Story Telling: Many websites allow users to create and share stories using the comic genre</li> <li>• Free Graphic Organizers: <ul style="list-style-type: none"> <li>◦ <a href="http://havfunteaching.com/worksheets/graphic-organizers/">http://havfunteaching.com/worksheets/graphic-organizers/</a></li> <li>◦ <a href="http://www.thinkport.org/technology/template.tp">http://www.thinkport.org/technology/template.tp</a> (Can be downloaded as Word documents so that you can customize.)</li> </ul> </li> </ul>
<p><b>Cooperative Learning</b></p> <ul style="list-style-type: none"> <li>• Not based on ability</li> <li>• Grouping based on data</li> <li>• Low ability students perform worse when placed with other low ability students</li> <li>• Medium level students benefit most from homogeneous groups</li> <li>• 3-4 students per group is best</li> </ul>	<p>+27%</p>	<ul style="list-style-type: none"> <li>• Informal, flexible, base groups</li> <li>• 3-4 students per group</li> <li>• Heterogeneous, particularly with upper and lower level students</li> </ul>	<ul style="list-style-type: none"> <li>• Use these game templates to form teams and practice: <ul style="list-style-type: none"> <li>◦ <a href="http://jc-schools.net/tutorials/PPT-games/">http://jc-schools.net/tutorials/PPT-games/</a></li> <li>◦ <a href="http://www.teach-nology.com/platinum/samples/">http://www.teach-nology.com/platinum/samples/</a></li> </ul> </li> <li>• Use Moodle to create an online blog/discussion forum</li> <li>• Games: Jeopardy template PowerPoint: File/new/templates/powerpoint presentations and slides/academic</li> <li>• <a href="http://www.signupgenius.com/">http://www.signupgenius.com/</a></li> <li>• <a href="http://earthpulse.nationalgeographic.com/earthpulse/quiz">http://earthpulse.nationalgeographic.com/earthpulse/quiz</a></li> <li>• EPortffolios <ul style="list-style-type: none"> <li>◦ <a href="http://coroflot.com/">http://coroflot.com/</a></li> <li>◦ <a href="http://carbonmade.com/">http://carbonmade.com/</a></li> <li>◦ <a href="http://www.styleapple.com/">http://www.styleapple.com/</a></li> </ul> </li> </ul>

Teaching Strategy	Effectiveness: Gain on Student Achievement	Student/Teacher Activities to look for	Technology to Implement Strategy
<b>Objectives &amp; Feedback</b>	+23%	<ul style="list-style-type: none"> <li>• Clear, capture big picture</li> <li>• Communicates high expectations</li> <li>• Feedback corrective and timely</li> <li>• More feedback the better (can be written/verbal/both)</li> </ul>	<ul style="list-style-type: none"> <li>• Q:\Effective Teaching Strategies – Technology\Intro PD or under file “Objectives and Feedback” <ul style="list-style-type: none"> <li>○ <a href="http://www.polleverywhere.com/">http://www.polleverywhere.com/</a></li> <li>○ <a href="http://www.rubistar.com/">http://www.rubistar.com/</a></li> <li>○ <a href="http://pblchecklist.4teachers.org/index.shtml">http://pblchecklist.4teachers.org/index.shtml</a></li> <li>○ <a href="http://www.eportfolio.org/">http://www.eportfolio.org/</a></li> <li>○ <a href="http://www.surveymonkey.com/">http://www.surveymonkey.com/</a></li> <li>○ <a href="http://betterteacher.org/index.asp">http://betterteacher.org/index.asp</a></li> <li>○ <a href="http://www.goal-setting-guide.com/goal-setting-tutorials/smart-goal-setting">http://www.goal-setting-guide.com/goal-setting-tutorials/smart-goal-setting</a></li> </ul> </li> </ul>
<b>Generating &amp; Testing Hypotheses</b>	+23%	<ul style="list-style-type: none"> <li>• Teachers ask students to clearly explain and defend hypotheses: what are they thinking?</li> <li>• As why hypotheses make sense, what principles they are working from? What would happen if?</li> </ul>	<ul style="list-style-type: none"> <li>• Excel Charts and Graphs, PowerPoint, Windows</li> <li>• <a href="http://www.mla.org/">http://www.mla.org/</a> (source web in proper MHS preferred format)</li> <li>• See Hypothesis template in Generating &amp; Testing folder under ETS file</li> <li>• <a href="http://www.sciencebuddies.org/science-fair-projects/project_scientific_method.shtml">http://www.sciencebuddies.org/science-fair-projects/project_scientific_method.shtml</a></li> <li>• <a href="http://kids.mysternet.com/">http://kids.mysternet.com/</a></li> <li>• <a href="http://nces.ed.gov/nceskids/index.asp">http://nces.ed.gov/nceskids/index.asp</a></li> </ul>
<b>Questions/Cues</b>	+22%	<ul style="list-style-type: none"> <li>• Focus on what is important not unusual</li> <li>• Higher level of questioning = deeper learning</li> <li>• Wait time is critical</li> <li>• Thinking: how, what, why?</li> <li>• Use of advance organizers</li> <li>• Activation of prior knowledge</li> <li>• Essential questions</li> </ul>	<ul style="list-style-type: none"> <li>• Online poll (real time results): <a href="http://www.polleverywhere.com/">http://www.polleverywhere.com/</a></li> <li>• <a href="http://www.surveymonkey.com/">http://www.surveymonkey.com/</a></li> <li>• Time keeper template under PowerPoint templates: File: new/template</li> </ul>

## LANGUAGE ARTS CURRICULUM

### Appendix: Authentic Application of Knowledge and Skills in English Language Arts

Product/Assignment	Grade(s)	Example(s)
Letter to the Editor	Any	Students explore links to social issues in literature or nonfiction; write to editors of local newspapers expressing views/solutions. <b>Example: After reading <i>The Giver</i>, students write letters explaining what could make our community more utopian and why.</b>
Letter Author	Any	Students write letters to living authors (or descendants of non-living authors) in order to clarify ideas, ask questions, or suggest possible interpretations. <b>Example: Class writes letters to Tim O'Brien after reading and discussing <i>The Things They Carried</i>.</b>
Interviews	Any	Students plan, write and conduct interviews with community members, authors or experts in a particular field. <b>Example: Students writing research papers interview experts on their chosen topics; students reading a Holocaust memoir might interview survivors or the children of survivors.</b>
The College Essay	12	Senior English classes draft, revise and finalize college essays for use in the college application process.
Public Speaking	Any	Students find links to social or other issues in literature or nonfiction; compose speeches to perform in places other than in the classroom (i.e. at PTSA meetings, BOE meetings, community organizations, etc.)
Writing for Publication	Any	Students write for submission to creative writing and essay contests when opportunities arise throughout the year (i.e. Connecticut Writing Project's Student Writer contest, or the CSU Young Writers competition).
Public Service Posters/Flyers	Any	Students work to create professional quality posters or flyers linked to issues they encounter in the reading. <b>Example: After reading <i>No Limit</i>, students could be asked to create anti-gambling posters or flyers for distribution.</b>
Oral and/or Visual Presentations	Any	Students create multimedia presentations as a way of demonstrating knowledge and ideas. Examples might include PowerPoint, web pages, videos, fictional newspaper pages, etc.
Blogs	Any	Students use approved sites to create or participate in classroom blogs for discussion of literature or other creative purposes.
Brochures/Guides/Maps	Any	Students create informational or other types of brochures, guides, or maps in response to literary or nonfiction texts. <b>Examples: After reading <i>Lord of the Flies</i>, students might create a survival guide or use the description to create a viable map of the island setting.</b>
Mock Trial/Debate	Any	Students research, plan and perform mock trials or debates in response to literary or nonfiction texts. <b>Example: Should Jack (<i>Lord of the Flies</i>) be tried as an adult? Should George (<i>Of Mice and Men</i>) be tried for murder?</b>
Teaching Mini-lessons(s)	Any	Students are asked to demonstrate content knowledge or skills through designing and presenting mini-lessons to the rest of the class. <b>Example: Small groups of students are asked to learn and then teach one of several important Greek Mythology stories to peers.</b>

Product/Assignment	Grade(s)	Example(s)
Design/Produce Video(s)	Any	Students may demonstrate knowledge and understanding of key concepts in (or accurate interpretation of) literary or nonfiction texts through the design and creation of videos that are shared with a class or classes. <b>Example: After reading <i>A Raisin in the Sun</i>, a student may create an anti-stereotyping commercial to be shared on MHS TV News and/or with younger students.</b>
Design/Produce Book Jacket(s)	Any	Students may be asked to study several book jackets and then create their own professional-quality versions.
Design/Produce Social Media Page in Character	Any	Students demonstrate understanding through the creation of mock social media pages. <b>Example: Students create a Facebook page for Hamlet and justify its contents; students write a fictional Twitter conversation between an author and a character or between two characters. Students might also create fictional yearbook pages for a character (including possible favorite saying, clubs and teams, and fictional memories) in order to show understanding of the character's motivations and complexity.</b>
Artistic Representation of Characters, Thematic Ideas or Universal Concepts in Literature	Any	Students demonstrate ability to interpret text through artistic creation suitable for display or performance. Example(s): Murals, posters, mosaic, collage, music, visual models, dance, fashion design, theatrical or poetry performance.
<b>Authentic application and assessment may include (but is not limited to) the examples listed above.</b>		

## **Genre Lists**

# GENRE TYPES

## Fiction List

- Action and Adventure,
- Chick Lit,
- Children's,
- Comics,
- Commercial Fiction,
- Contemporary,
- Crime,
- Drama,
- Essay,
- Fable,
- Fairy Tale,
- Family Saga,
- Fantasy,
- Folktale
- General Fiction,
- Graphic Novels,
- Historical Fiction,
- Horror,
- Humor,
- Legend,
- Literary Fiction,
- Military and Espionage,
- Multicultural,
- Mystery,
- Myth,
- Novel,
- Offbeat or Quirky,
- Picture Books,
- Play,
- Poetry
- Realistic Fiction
- Religious and Inspirational,
- Romance,
- Science Fiction,
- Short Story Collections,
- Tall Tale
- Thrillers and Suspense,
- Western,
- Women's Fiction,
- Young Adult.

## Non-Fiction List

- Art & Photography,
- Biography & Memoirs,
- Business & Finance,
- Celebrity & Pop Culture,
- Music, Film & Entertainment,
- Cookbooks,
- Cultural/Social Issues,
- Current Affairs & Politics,
- Food & Lifestyle,
- Gardening,
- General Non-Fiction,
- History & Military,
- Home Decorating & Design,
- How To,
- Humor & Gift Books,
- Journalism,
- Juvenile,
- Medical, Health & Fitness,
- Multicultural,
- Narrative,
- Nature & Ecology,
- Parenting,
- Pets,
- Psychology,
- Reference,
- Relationship & Dating,
- Religion & Spirituality,
- Science & Technology,
- Self-Help,
- Sports,
- Travel,
- True Adventure & True Crime,
- Women's Issues.

## **Hess Depth of Knowledge**

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - ELA

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts</li> <li>Read words orally in connected text with fluency &amp; accuracy</li> </ul>			
<b>Understand</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> <li>Identify or describe literary elements (characters, setting, sequence, etc.)</li> <li>Select appropriate words when intended meaning/definition is clearly evident</li> <li>Describe/explain who, what, where, when, or how</li> <li>Define/describe facts, details, terms, principles</li> <li>Write simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Specify, explain, show relationships; explain why, cause-effect</li> <li>Give non-examples/examples</li> <li>Summarize results, concepts, ideas</li> <li>Make basic inferences or logical predictions from data or texts</li> <li>Identify main ideas or accurate generalizations of texts</li> <li>Locate information to support explicit-implicit central ideas</li> </ul>	<ul style="list-style-type: none"> <li>Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference)</li> <li>Identify/ make inferences about explicit or implicit themes</li> <li>Describe how word choice, point of view, or bias may affect the readers' interpretation of a text</li> <li>Write multi-paragraph composition for specific purpose, focus, voice, tone, &amp; audience</li> </ul>	<ul style="list-style-type: none"> <li>Explain how concepts or ideas specifically relate to <i>other</i> content domains or concepts</li> <li>Develop generalizations of the results obtained or strategies used and apply them to new problem situations</li> </ul>
<b>Apply</b> Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> <li>Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words</li> <li>Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use</li> <li>Apply basic formats for documenting sources</li> </ul>	<ul style="list-style-type: none"> <li>Use context to identify the meaning of words/phrases</li> <li>Obtain and interpret information using text features</li> <li>Develop a text that may be limited to one paragraph</li> <li>Apply simple organizational structures (paragraph, sentence types) in writing</li> </ul>	<ul style="list-style-type: none"> <li>Apply a concept in a new context</li> <li>Revise final draft for meaning or progression of ideas</li> <li>Apply internal consistency of text organization and structure to composing a full composition</li> <li>Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate how multiple themes (historical, geographic, social) may be interrelated</li> <li>Select or devise an approach among many alternatives to research a novel problem</li> </ul>
<b>Analyze</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<ul style="list-style-type: none"> <li>Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions)</li> <li>Decide which text structure is appropriate to audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Categorize/compare literary elements, terms, facts/details, events</li> <li>Identify use of literary devices</li> <li>Analyze format, organization, &amp; internal text structure (signal words, transitions, semantic cues) of different texts</li> <li>Distinguish: relevant-irrelevant information; fact/opinion</li> <li>Identify characteristic text features; distinguish between texts, genres</li> </ul>	<ul style="list-style-type: none"> <li>Analyze information within data sets or texts</li> <li>Analyze interrelationships among concepts, issues, problems</li> <li>Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text</li> <li>Use reasoning, planning, and evidence to support inferences</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes</li> <li>Analyze complex/abstract themes, perspectives, concepts</li> <li>Gather, analyze, and organize multiple information sources</li> <li>Analyze discourse styles</li> </ul>
<b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> <li>Cite evidence and develop a logical argument for conjectures</li> <li>Describe, compare, and contrast solution methods</li> <li>Verify reasonableness of results</li> <li>Justify or critique conclusions drawn</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate relevancy, accuracy, &amp; completeness of information from multiple sources</li> <li>Apply understanding in a novel way, provide argument or justification for the application</li> </ul>
<b>Create</b> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	<ul style="list-style-type: none"> <li>Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information within one source or text</li> <li>Develop a complex model for a given situation</li> <li>Develop an alternative solution</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information across multiple sources or texts</li> <li>Articulate a new voice, alternate theme, new knowledge or perspective</li> </ul>

**Language Skills Progression  
Grades 3-12**

## Language Progressive Skills, by Grade

The following skills, marked with an asterisk ( \* ) in Language standards 1-3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

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

## **Lexile Levels**

## Questions and Answers about Lexile Levels

### 1. What is a Lexile measure?

There are two kinds of Lexile measures: the Lexile reader measure and the Lexile text measure. Students receive a Lexile reader measure as a score from a reading test - it describes his or her reading ability. Books and other texts receive a Lexile text measure from a software tool called the Lexile Analyzer - it describes the book's reading demand or difficulty.

When used together, these measures can help match a reader with reading material that is at an appropriate difficulty, or help give an idea of how well a reader will comprehend a text. The Lexile reader measure can also be used to monitor a reader's growth in reading ability over time. Lexile helps a reader grow, and helps parents and teachers know.

When a Lexile text measure matches or is in the range of a Lexile reader measure, this is called a targeted reading experience. The reader will encounter some level of difficulty with the text, but not enough to get frustrated. This is the best way to grow as a reader - reading text that's not too hard but not too easy.

### 2. What can I do with my Lexile measure?

You can easily find "just right" books either for school or for pleasure reading. You can also easily know when a reader might need a little help, or a little more challenge.

When you receive your Lexile measure from a test, try not to focus on the exact number. Instead, consider a reading range around the number. A young person's Lexile range, or reading "sweet spot," is from 100L below to 50L above his or her reported measure. And don't be afraid to look at books above and below someone's Lexile range. Just know that a reader might find these books particularly challenging or simple.

If a student tackles reading material above his or her Lexile range, consider what additional instruction or lower-level reading resources might help. Ask him or her to keep track of unknown words, and look them up together. Or take turns reading aloud to each other to chop up the reading experience into smaller portions. Likewise, you can reward students with easy reading just as adults like to grab a couple of pulp novels to read in the beach chair.

### 3. What is a reader's Lexile range?

A person's Lexile range is a suggested range of texts that a reader should be reading. The Lexile range for a reader is from 50L above his or her Lexile measure to 100L below. If a student attempts material above their Lexile range, the text may challenge the student and his or her ability to construct meaning from the reading experience may decrease. Likewise, material below a reader's Lexile range will provide him or her with little comprehension challenge.

### 4. Why is comprehension set at 75% with the Lexile Framework?

A primary use of Lexile measures is for forecasting how well readers will comprehend texts. A reader with a measure of 600L who is given a text measured at 600L is expected to have a 75% comprehension rate. This is the "default" setting within the Lexile Framework. This value was selected to ensure that when a text's measure matches a reader's measure, the reading experience is not so hard that the reader experiences frustration and loses the meaning-thread of the text, but is not so easy that the reader does not encounter any new vocabulary or sentence structures that help grow him or her as a reader.

## Lexile Levels and the Common Core Standards

The Common Core State Standards Initiative offers the following overlapping Lexile bands (or Lexile ranges\*\*, as defined by Common Core) to place texts in the following text complexity grade bands. According to the Common Core Standards, qualitative scales of text complexity should be anchored at one end by descriptions of texts representative of those required in typical first-year credit-bearing college courses and in workforce training programs. Similarly, quantitative measures should identify the college- and career-ready reading level as one endpoint of the scale.

We have realigned our Lexile ranges to match the Common Core Standards' text complexity grade bands and adjusted upward its trajectory of reading comprehension development through the grades to indicate that all students should be reading at the college and career readiness level by no later than the end of high school.

<b>Grade Band</b>	<b>Current Lexile Band</b>	<b>"Stretch" Lexile Band</b>
K-1	N/A	N/A
2-3	450L-725L	450L-790L
4-5	645L-845L	770L-980L
6-8	860L-1010L	955L-1155L
9-10	960L-1115L	1080L-1305L
11-CCR	1070L-1220L	1215L-1355L

The Common Core Standards advocate a "staircase" of increasing text complexity, beginning in grade 2, so that students can develop their reading skills and apply them to more difficult texts. At the lowest grade in each band, students focus on reading texts within that text complexity band. In the subsequent grade or grades within a band, students must "stretch" to read a certain proportion of texts from the next higher text complexity band. This pattern repeats itself throughout the grades so that students can both build on earlier literacy gains and challenge themselves with texts at a higher complexity level. Lexile measures and the Lexile ranges above help to determine what text is appropriate for each grade band and what should be considered "stretch" text.

The Common Core Standards devote as much attention to the text complexity of what students are reading as it does to how students read. As students advance through the grades, they must both develop their comprehension skills and apply them to increasingly complex texts. The proportion of texts that students read each year should come from a particular text complexity grade band. Students must also show a steadily increasing ability to discern more from and make fuller use of text.

\*\*Please note that MetaMetrics defines a "Lexile range" as text that falls within 100L below to 50L above a reader's Lexile measure.

# **Nonfiction Writing**

## The 10th Effective Teaching Strategy – Non-Fiction Writing

### *Because Writing Matters*

by National Writing Project and Carl Nagin (2003, Jossey-Bass)

Source: [http://www.nwp.org/cs/public/print/books/book\\_bwm?info=keypoints](http://www.nwp.org/cs/public/print/books/book_bwm?info=keypoints)

#### Key Points

- Improving writing is crucial to learning in all subject areas, not just English.
- Writing instruction should begin in the earliest grades.
- Reading and writing are reinforcing literacy skills and need to be taught together.
- Learning to write requires frequent, supportive practice.
- Students have diverse abilities and instructional needs, and so teachers must use multiple strategies to improve students' writing.
- Effective writing instruction pays attention to both the product and processes of writing.
- Writing should be taught in school much as it is practiced by professional writers: that is, students should write for authentic purposes to real audiences.
- Students face ongoing challenges in their writing development and need practice with diverse writing tasks to improve.
- Simply assigning more writing is not enough; teachers must teach students such skills as how to organize thoughts, develop ideas, and revise for clarity.
- An effective writing assignment does more than ask students to report what they have read or experienced. It engages students in such processes as problem solving, reflecting, analyzing, and imagining so that they can think critically about what they have read or experienced.
- Schools cannot improve writing without teachers and administrators who value, understand, and practice writing themselves.
- Teachers and schools need to develop common expectations for good writing across grade levels and subject areas.
- Schools and districts need to develop fair and authentic writing assessments that are aligned with high standards and reflect student progress beyond single-test evaluations.
- Effective school-wide writing programs involve the entire faculty and are developed across the curriculum.
- Schools and districts need to offer professional development opportunities in teaching writing to all faculty.

## ***Non-Fiction Writing***

(Teaching and Learning Strategies for the Classroom)

Source: [www.pcsp.ie/html/english/nonfictionwriting.pdf](http://www.pcsp.ie/html/english/nonfictionwriting.pdf)

“For me the purpose of education is to enhance understanding”  
(Howard Gardner)

If we do not understand what we learn, what is the purpose of learning? Teaching for understanding must be a top priority and we gain that understanding through inquiry. In the area of non-fiction writing the aim should be to teach children to write compelling nonfiction and not that which is dull and boring.

Non-fiction is the most widely read genre in the adult world and at its best it emerges from topics the writer knows, cares and wonders about and really wants to pursue. Children must be allowed to select REAL topics that interest them; they must develop questions about it, read for information, search for answers through research, report the information and so gain new insight. However if we want our pupils to learn we must show them HOW. Donald Graves stresses the importance of student ownership of learning, so when students choose their topic, engagement soars. The teacher acts as a sort of tour-guide helping them to see the richness and possibilities of their choice.

In writing non-fiction, children learn to communicate effectively and to use writing as a tool for thinking and learning

### *Guiding Teaching Practice*

Donald Graves holds the firm belief that teachers need to be learners first....

1. Teachers can demonstrate how to engage in non-fiction inquiry by going through the process themselves.
2. Teachers need to share their passion and curiosity about inquiry and research.
3. Research begins with a question.
4. Research projects take time.
5. To write non-fiction, read non-fiction.
6. Writers write best about the things they know about, care about and wonder about.
7. Writers need to know their own topics and projects
8. Writers need opportunities to share their products
9. Non-fiction inquiry must be authentic whenever possible.

Teachers need to *teach* **all genre** and children need to *experience* **all genre**.

## **Five Key Genres**

1. **Recount Writing:** to recount a sequence of events usually told in the order in which they occurred.  
e.g. A School Trip.  
A Science Experiment.
2. **Informational/Report Writing:** to provide factual information about a topic. Care needs to be taken to ensure that the children do not copy chunks of text.  
e.g. An Individual Project.  
A Class Project.
3. **Explanatory Writing:** to explain how and why something happens or works/often combined with report or recount writing  
e.g. How a model works.  
What causes rust to develop?  
How lakes are formed.
4. **Procedural Writing:** to instruct others how to carry out a process.  
e.g. How to get to my house.  
A recipe for pizza.  
How to make a model.  
Rules for games.
5. **Argument Writing:** to convince others using logic and reason.  
e.g. Write a researched-based argument about the importance of recess.

## **Why children need to learn non-fiction writing**

- To prepare for the world outside...in this modern print dominated society the majority of people read and write nonfiction text on a daily basis, e.g. lists, signs, newspapers, forms, leaflets and letters, to organize their own lives and to communicate with others.
- Children need to be taught to write clearly and concisely so that they can use writing to organize their thoughts and their lives and communicate with readers in a way not open to interpretation.
- Writing is an extremely important tool for learning across the curriculum ...Discussing/Framing/Re-framing/Selecting/Presenting/Explaining...their ideas helps children to remember and to understand. Children need to learn how writing can be used to clarify and deepen their understanding and to help them make connections, similarities and distinctions, *e.g.* a personalized writing frame...
  - Before I did \_\_, I thought...
  - Now I know...

# Non-Fiction Writing

*Non-Fiction* is prose writing that presents and explains ideas or that tells about real people, places, objects, or events. It is an account or representation of a subject which is presented as fact. This presentation may be accurate or not; that is, it can give either a true or a false account of the subject in question. However, it is generally assumed that the authors of such accounts believe them to be truthful at the time of their composition. Autobiographies, biographies, essays, reports, letters, memos, and newspaper articles are all types of nonfiction.

## Characteristics of Non-Fiction

Works of nonfiction differ from works of fiction in several ways.

- The people, events, places, and ideas presented in nonfiction are real, not invented.
- Nonfiction is narrated by an author who is a real person.
- It presents facts, describes true-life experiences, or discusses ideas.
- Nonfiction is written for a specific **audience**, or group of readers. In addition, it addresses a clear **purpose**, or reason for writing. The audience and purpose influence the type of information a writer includes.
- **Tone**, the author's attitude toward the subject or reader, is displayed through the writer's word choice and style.

The writer contributes more than information to nonfiction.

- **Style** is the particular way in which a writer uses language. Style reflects an author's personality. Factors that contribute to an author's style include level of formality, use of figurative language, diction or word choice, sentence patterns, and methods of organization.

- **Tone** is the author's attitude toward both the subject and readers or listeners. In conversations, you can hear a speaker's tone in the way words and phrases are spoken. When reading, you can "hear" tone in an author's choice of words and details. The tone of a literary work can often be described with a single word such as: *pompous, playful, serious, personal, sarcastic, or friendly*.
- **Perspective** is the viewpoint or opinion an author expresses about the subject, either directly or indirectly. **Bias** occurs when a writer makes a one-sided presentation (for example, by ignoring relevant facts or by using emotional language that unfairly sways readers' or listeners' feelings).
- **Purpose** is the author's reason for writing. Common purposes are to inform, to persuade, to honor, to entertain, to explain, and to warn.

## Types of Non-Fiction

There are four main types, or modes, of nonfiction that are defined by their purposes.

- **Narrative** nonfiction tells stories of real-life events. Examples include autobiographies and memoirs. Some narrative nonfiction is **reflective writing**, which shares the writer's thoughts and feelings about a personal experience, an idea, or a concern. Examples include reflective essays, personal essays, and journals.
- **Expository** nonfiction informs or explains. Examples include analytical essays and research reports.
- **Argument** nonfiction presents logical reasons and evidence to demonstrate to the reader that the author's position is valid. Examples include debates, editorials and political speeches.
- **Descriptive** nonfiction uses details related to the senses to create mental images for the reader. Examples include character sketches and scientific observations.

## Specific Types of Non-Fiction

- Almanac
- Autobiography
- Biography
- Blueprint
- Book report
- Creative nonfiction
- Design document
- Diagram
- Diary
- Dictionary
- Documentary film
- Encyclopedia
- Essay
- History
- Journal
- Journalism
- Letter
- Literary criticism
- Memoir
- Nonfictional character
- Philosophy
- Photograph
- Science book
- Scientific paper
- Speech
- Statute
- Textbook
- Travelogue
- User manual

# INFORMATIONAL TEXT STRUCTURES

## FEATURES

Title

Headings

Illustrations

Captions

Maps

Table of Contents

Graphs

Photographs

Bolded words

Diagrams

Index

Charts

Italics

Appendix

## ORGANIZATIONAL PATTERNS

Problem/Solution

Description

Cause/Effect

Enumeration (lists)

Compare/Contrast

Sequence/Process

Question/Answer

Exemplification

Classification

Chronology

Argument

Analysis

## **Range, Quality and Complexity of Student Reading**

## **Dimensions of Common Core Text Complexity**

### **Levels of Meaning (literary texts) or Purpose (informational texts)**

- Single level of meaning → Multiple levels of meaning
- Explicitly stated purpose → Implicit purpose, may be hidden or obscure

### **Structure**

- Simple → Complex
- Explicit → Implicit
- Conventional → Unconventional (chiefly literary texts)
- Events related in chronological order → Events related out of chronological order (chiefly literary texts)
- Traits of a common genre or subgenre → Traits specific to a particular discipline (chiefly informational texts)
- Simple graphics → Sophisticated graphics
- Graphics unnecessary or merely supplementary to understanding the text → Graphics essential to understanding the text and may provide information not otherwise conveyed in the text

### **Language Conventionality and Clarity**

- Literal → Figurative or ironic
- Clear → Ambiguous or purposefully misleading
- Contemporary, familiar → Archaic or otherwise unfamiliar
- Conversational → General academic and domain-specific

### **Knowledge Demands: Life Experiences (literary texts)**

- Simple theme → Complex or sophisticated themes
- Single themes → Multiple themes
- Common, everyday experiences or clearly fantastical situations → Experiences distinctly different from one's own
- Single perspective → Multiple perspectives
- Perspective(s) like one's own → Perspective(s) unlike or in opposition to one's own

### **Knowledge Demands: Cultural/Literary Knowledge (chiefly literary texts)**

- Everyday knowledge and familiarity with genre conventions required → Cultural and literary knowledge useful
- Low intertextuality (few if any references/allusions to other texts) → High intertextuality (many references/allusions to other texts)

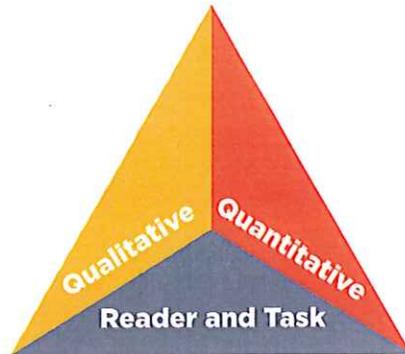
### **Knowledge Demands: Content/Discipline Knowledge (chiefly informational texts)**

- Everyday knowledge and familiarity with genre conventions required → Extensive, perhaps specialized discipline-specific content knowledge required
- Low intertextuality (few if any references to/citations of other texts) → High intertextuality (many references to/citations of other texts)

Adapted from ACT, Inc. (2006). *Reading between the lines: What the ACT reveals about college readiness in reading*. Iowa City, IA: Author; Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York: Carnegie Corporation of New York; Chall, J. S., Bissett, G. L., Conrad, S. S., & Harris-Sharples, S. (1996). *Qualitative assessment of text difficulty: A practical guide for teachers and writers*. Cambridge, UK: Brookline Books; Hess, K., & Biggam, S. (2004). A discussion of "increasing text complexity." Published by the New Hampshire, Rhode Island, and Vermont departments of education as part of the New England Common Assessment Program (NECAP). Retrieved from [www.nciea.org/publications/TextComplexity\\_KH05](http://www.nciea.org/publications/TextComplexity_KH05).

## Standard 10: Range, Quality, and Complexity of Student Reading 6-12

### Measuring Text Complexity: Three Factors



**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

### Range of Text Types for 6-12

Students in grades 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
<b>Stories</b>	<b>Drama</b>	<b>Poetry</b>	<b>Literary Nonfiction</b>
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

## The Standards’ Grade-Specific Text Complexity Demands

As illustrated in Figure 4, text complexity in the Standards is defined in grade bands: grades 2-3, 4-5, 6-8, 9-10, and 11-CCR.<sup>1</sup> Students in the first year(s) of a given band are expected by the end of the year to read and comprehend proficiently within the band, with scaffolding as needed at the high end of the range. Students in the last year of a band are expected by the end of the year to read and comprehend independently and proficiently within the band.

Figure 4: The Progression of Reading Standard 10

Grade(s)	Reading Standard 10 (individual text types omitted)
<b>K</b>	Actively engage in group reading activities with purpose and understanding.
<b>1</b>	With prompting and support, read prose and poetry [informational texts] of appropriate complexity for grade 1.
<b>2</b>	By the end of the year, read and comprehend literature [informational texts] in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>3</b>	By the end of the year, read and comprehend literature [informational texts] at the high end of the grades 2-3 text complexity band independently and proficiently.
<b>4</b>	By the end of the year, read and comprehend literature [informational texts] in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>5</b>	By the end of the year, read and comprehend literature [informational texts] at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>6</b>	By the end of the year, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>7</b>	By the end of the year, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>8</b>	By the end of the year, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 6-8 complexity band independently and proficiently.
<b>9-10</b>	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9-10 text complexity band independently and proficiently.
<b>11-12</b>	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] 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 [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11-CCR text complexity band independently and proficiently.

<sup>1</sup>2010 Common Core State Standards. As noted above in “Key Considerations in Implementing Text Complexity,” K-1 texts are not amenable to quantitative measure. Furthermore, students in those grades are acquiring the code at varied rates. Hence, the Standards’ text complexity requirements begin formally with grade 2.

**Technology**

# Digital Resources

These digital resources and tools for creating, collaborating, researching, and sharing are referenced in the English Language Arts Curriculum Unit Planning/Common Core Curriculum Maps section of the curriculum. This is not intended to be a comprehensive list, as the technologies are constantly evolving. Consider it a beginning!

## Free Online Resources

### Blogs

A blog is similar to a diary, but it is posted on the Internet where others can read and respond to it. It provides students an opportunity to write for an authentic audience.

- Class Blogmeister - <http://classblogmeister.com/>
- Kidzblog - <http://kidzblog.en.softonic.com/>
- Edublogs - <http://edublogs.org/>
- Thingamablog - <http://www.thingamablog.com/>
- Thinkquest - <http://edublogs.org/>
- Blogger - <http://blogger.com>

## Bookmarking

**These programs allow teachers to store bookmarks in one place, and allow others to access them.**

- Diigo – <http://diigo.com>
- Portaportal – <http://portaportal.com>
- Symbaloo – <http://symbaloo.com>

## Edmodo

**Edmodo is an easy and engaging way to manage assignments, provide a way for students to communicate and create an online classroom.**

- Edmodo – <http://edmodo.com>

## Glogster

**Students can easily create and share interactive posters.**

- Glogster – <http://glogster.com>

## Google Docs

**Google Docs is “storage in the clouds” — a place that allows many students to collaborate on documents, spreadsheets, presentations, and forms.**

- Google Docs – <http://tinyurl.com/24p5an7>

## Google Earth

Google Earth lets students view satellite imagery, maps, terrain, 3D buildings, canyons of the ocean, and other features and physical locations from their computers.

- Google Earth – <http://www.google.com/earth/index.html>

## Helpful Websites

These are additional websites that provide useful information for technology integration.

- Education World – [http://educationworld.com/a\\_tech/tech/tech176.shtml](http://educationworld.com/a_tech/tech/tech176.shtml)
- Teacher Training Videos – <http://teachertrainingvideos.com>

## Jing

Jing allows students to take pictures or make short videos of what they see on their computer monitor. It helps students see how others “think aloud” or follow “how to” directions.

- Jing – <http://www.techsmith.com/jing>

## Online Survey Tools

Online survey tools allow students to collect and review data on a variety of topics.

- SurveyMonkey – [www.surveymonkey.com](http://www.surveymonkey.com)
- Google Docs Forms - <https://docs.google.com/support/bin/answer.py?answer=87809>
- MicroPoll – <http://www.micropoll.com>

## Open Educational Resources

This page provides an annotated list of websites with OER (Open Educational Resources) for education teaching materials.

- Online and Distance Learning – <http://onlineanddistancelearning.com/oer>

## Picasa

Picasa (owned by Google) is a tool for easily organizing and editing pictures. Photos can be shared securely, requiring a password to view.

- Picasa – <http://www.picasa.google.com>

## Podcasts

A podcast is an audio or video recording that's available on the Internet. Students can easily create these as assignments.

- Apple: Ready. Set. Podcast. – <http://www.com/education/podcasting/>
- Learning in Hand: Podcasting – <http://learninginhand.com/podcasting/>

## SAT/ACT Vocabulary Builders

This is an online site where students can view videos to help build their vocabulary. Students can create their own video, in iMovie or Jing, after seeing examples on this site.

- VocabAhead – <http://vocabahead.com/>

## Skype

Skype is a free “video conferencing” service. Classes can use it to collaborate with students and teachers all over the world. Classes can also use Skype to videoconference with an author or other people for research and other purposes.

- Skype – <http://education.skype.com>

## VoiceThread

VoiceThread is a tool that allows students to create narrated stories and makes it easy for other people to comment on the stories.

- VoiceThread – <http://voicethread.com/>

## Web Browsers

Teach students to use web browsers for research, key word searches, responsible Internet use, etc.

- Internet Explorer
- Mozilla FireFox
- Safari, etc.

## WebQuest

A WebQuest is an inquiry-oriented lesson format in which most or all the information that students work with comes from the web.

- WebQuest

## Wikispaces

A wiki is a website that allows for collaborative creation and editing of web information.

- Wikispaces – <http://wikispaces.com/>

## Wordle

Wordle is a visual cloud that picks out the most common words typed in text and gives them prominence by increasing size, making it easy to ascertain the essence of any text simply by looking at the cloud.

- Wordle – <http://wordle.net/>

## Open Text Resources

### University of Virginia Text Collection

- UVA Library – <http://search.lib.virginia.edu/catalog>
- Folklore and Mythology Electronic Texts

A comprehensive library of folktales, folklore, fairy tales, and mythology

- Folklore and Mythology Electronic Texts – <http://www.pitt.edu/~dash/folktexts.html>

## Poetry Foundation

**An independent literary organization dedicated to promoting poetry to the widest possible audience.**

- Poetry Foundation – <http://poetryfoundation.org/>

## Project Gutenberg

**Offers high quality e-books for free download.**

- Project Gutenberg – <http://gutenberg.org/wiki>

## Bartleby

**A free Internet publisher of literature, reference works, and poetry.**

- Bartleby - <http://bartleby.com/>

## The American Academy of Poets

**Biographies and news of over 500 American poets.**

- The American Academy of Poets – <http://www.poets.org/>

## The Poetry Archive

**A specific site geared toward bringing poetry into the classroom, including lesson plans and activities.**

- The Poetry Archive – <http://poetryarchive.org/poetryarchive/teachersHome.do>

## Poem Hunter

**A database of poetry.**

- Poem Hunter – <http://poemhunter.com/>

## Old Poetry

**The top 500 classical poems collected into one site.**

- Old Poetry – <http://oldpoetry.com>

## LibriVox

**A collection of free audiobooks for the public domain.**

- LibriVox – <http://librivox.org>

## ManyBooks

**A collection of free e-books for the public domain.**

- ManyBooks – <http://manybooks.net>

## Representative Poetry Online

The University of Toronto's collection of over 3,000 poems.

- [Link](http://rpo.library.utoronto.ca/display/index.cfm) – <http://rpo.library.utoronto.ca/display/index.cfm>

## Programs and Software

### Bubbl.us

This is a visual learning tool that allows students to develop and organize their ideas.

- [Bubbl.us](https://bubbl.us/) – <https://bubbl.us/>

### Comic Life

Outlining stories in comic/story-board format helps scaffold students to the essence of a story. In addition, creating comics is engaging and inspires creativity. This program is easy to use, and the possibilities are endless.

- [Comic Life in Education](http://comiclife.com/education) – <http://comiclife.com/education>

## Discovery Education Streaming

**This site provides digital instructional materials that take students beyond the textbook. The streaming videos are safe from advertisements and inappropriate material (a potential hazard of YouTube), and can help build students' background knowledge on topics in a visual manner.**

- Discovery Education Streaming — <http://streaming.discoveryeducation.com/>

## Garageband

**This is a recording studio that students can use to create music.**

- Garageband — <http://apple.com/ilife/garageband/>

## iMovie

**This is a way to make stories “come alive.”**

- iMovie — <http://apple.com/ilife/imovie/>

## Inspiration

**A visual learning tool that allow students to develop and organize their ideas.**

- Inspiration — <http://inspiration.com/>

## Keynote

**Keynote is a program that allows students to create stylish mixed-media presentations on a Macintosh computer.**

- Keynote – <http://apple.com/iwork/keynote/>

## Kidspiration

**Kidspiration is a program that allows students to visually web/map understanding of words and concepts. Free Alternative: bubbl.us**

- Kidspiration - <http://www.inspiration.com/Kidspiration>
- bubbl.us – <https://bubbl.us/>

## PowerPoint

**PowerPoint is a presentation program that allows users to create mixed-media presentations on a PC.**

## Prezi

**Prezi allows for more engaging/interactive presentations.**

- Link – <http://prezi.com/>

## SlideRocket

SlideRocket is a web application that allows students to collaboratively create stunning-looking PowerPoint-style multimedia presentations, which can then be viewed and shared online.

- Prezi - <http://prezi.com/>

## Storykit

This is an iPod “app” that allows students to create electronic storybooks.

- Storykit - <http://itunes.apple.com/us/app/storykit/id329374595?mt=8>

## Word

Students use Microsoft Word for writing papers, editing, annotating, etc.

# **Tools and Hardware**

## Digital Cameras

A very student-friendly tool. Photos may be used in many different types of classroom lessons. Here are a few applications that your digital camera may be used for:

- illustrating steps in a procedure, to aid in writing “how to” paragraphs
- using a photo as a prompt for narrative or descriptive writing
- providing images for a school newspaper, class newspaper or newsletter

- supplying graphics for written reports and presentations
- e-mailing class updates to parents, with attached photos
- providing images for class books
- taking photos on field trips, to aid in writing about them later
- publicizing a class play or project

Other ideas for using the digital camera with projects and presentations include:

- creating a digital class archive
- demonstrating vocabulary, emotions, compare/contrast
- observing weather over a period of time
- creating student portfolios
- illustrating the process for complicated projects
- developing a student-generated, graphical web research site as a school showcase
- Education World: Quick! Get a (Digital) Camera! - [http://www.educationworld.com/a\\_tech/tech/tech148.shtml](http://www.educationworld.com/a_tech/tech/tech148.shtml)

## Document Camera (“ELMO”)

This tool is a camera mounted on a stand, which is hooked up to an LCD projector. This allows the teacher or student to place books or documents under the camera and project its image onto a screen for the all to see.

- ELMO – <http://elmousa.com>
- Classroom Uses for a Document Camera - <http://www.timbedley.com/articles/article05.htm>
- Teaching Tips: Classroom Use of ELMO Document Cameras - <http://ethemes.missouri.edu/themes/1582>

## Interactive Whiteboards

These are two different brand names for similar tools (Smart Board, Activeboard, etc.): whiteboards that allow for interaction using special pens.

- Promethean - <http://www.prometheanworld.com/server.php?show=nav.16053>
- SMART Technologies – <http://smarttech.com>

## iPod Touches

With an iPod Touch, the possibilities are endless. These devices offer learning in the palm of the students’ hands, and access to many of the sites/programs above.

- iPod Touch – <http://www.apple.com/ipodtouch/>
- Apple iPod Touch Apps for Language Arts Teachers - <http://www.brighthub.com/education/k-12/articles/62720.aspx>
- iOS Apps - <https://sites.google.com/a/eusd.org/eusd-iread/ipod-apps>

## Flip Video Camera

Another very student-friendly tool for:

### *Teachers:*

- Record performances, projects, field trips, and presentations and upload them to the web
- Record student progress over time (i.e., fluency)
- Record themselves teaching (as a self-assessment)

### *Students:*

- Record special experiences such as interviews or trips
- Create “book talks”
- Make commercials or advertisements, to record responses to books, projects, lessons, and units
- “Sister” schools can record video and upload to the web to share experiences or collaborate on a project
- Flip
- Flip Video Recorder in the Classroom
- How to Use Flip Cameras in the Classroom

# **Vocabulary**

# Characteristics of Effective Vocabulary Instruction

1. Effective vocabulary instruction does not rely on definitions.
2. Students must represent their knowledge of words in linguistic and nonlinguistic ways.
3. Effective vocabulary instruction involves the gradual shaping of word meanings through multiple exposures.
4. Teaching words parts enhances students' understanding of terms.
5. Different types of words require different types of instruction.
6. Students should discuss the terms they are learning.
7. Students should play with the words.
8. Instruction should focus on terms that have a high probability of enhancing academic success.

Marzano (2004)

## Marzano 6-Step Process for Vocabulary Instruction

**Step 1 – Describe** – Provide students with a description, explanation or example (not a definition) using common language

- Determine prior knowledge
- What do you *think* you know about this term?
- Use imagery

**Step 2 – Restate** – Students restate the description, explanation or example in their own words

- Discuss with a partner
- Student record (notebook or journal)

**Step 3 – Representations** - Students represent the term non-linguistically

- Graphic representation illustrating process
- Draw the thing
- Draw a symbol
- Dramatize the term
- Student record (notebook or journal)

**Step 4 – Activities** – Engage students periodically in activities that add to their knowledge of the terms

- Identify synonyms or antonyms
- List related words
- Write reminders of common confusions
- Draw an additional graphic
- Write metaphors and analogies
- Compare terms
- Classify terms
- Student record (notebook or journal)

**Step 5 – Discuss** – Ask students to discuss terms with each other

- Think-Pair-Share about targeted terms
- 2 minute vocabulary BUZZ
- Add to or revise student record (notebook or journal)

**Step 6 – Games** - Play games with your terms

- Jeopardy
- Pyramid
- I have, who has?

# Building Academic Vocabulary: A Six-Step Process

**Massed Practice**  
Usually new words for  
unfamiliar concepts

1. The teacher provides a description, explanation or example of the new term.
2. Students restate the explanation of the new term in their own words.
3. Students create a nonlinguistic representation of the term.

**Distributed Practice**  
Clarifying and  
enriching meaning

4. Students periodically do activities that help them add to their knowledge of vocabulary terms.
5. Periodically, students are asked to discuss the terms with one another.
6. Periodically, students are involved in games that allow them to play with the terms.

## *Eighth Grade Language Arts Curriculum Vocabulary*

---

accurate	conclusion	evidence	narrator	reflection
active	conditional	explicit	nonfiction	relevance
affixes	conflict	expression	objective	research
allusion	conflicting	fact	observation	revise
analogies	connections	fiction	opinion	revising
analogy	connotative	fiction vs. non-fiction	oppose	revision
analysis	content	figurative	opposing	rhetoric
analyze	context	format	pace	roots
annotations	context clues	grammar	paraphrase	rubric
arguments	contrast	imagery	passive	sequence
audience	conventions	independently	peer	stanza
author's craft	converse	infer	perspective	strategy
autobiography	convey	inference	persuade	structure
biography	credible	informative/explanatory	persuasive	style
category	critique	integrate	phrases	subjective
cause/effect	defend	interpret	plagiarism	subjunctive
citation	delineate	interrogative	plot	suffix
cite	denotative	investigate	point of view	summarize
claims	detail	irony	predict	summary
clarify	device	justify	prefix	textual evidence
coherent	dialogue	literature	problem/solution	theme
coherent evidence	diction	logical	proficiency	tone
cohesion	distinguish	main idea	proficient	topic
collaborate	diverse	metacognition	publish	transition
compare	drama	mood	punctuation	transitions
compile	edit	multimedia	puns	valid
complex	editing	multi-media	purpose	verb
compose	ellipsis passive	myth	reason	viewpoint
comprehension	evaluate	narrative	reference	visual

# Language Arts Curriculum

---

## VOCABULARY GRADES 9-12

abbreviate	category	conventions	figure	infer	propose	revise root
abstract	cause	convey	focus	influence	prose	revision
according	characteristic	counterclaim	footer	inform	prove	rhetoric
acronym	chronology	critique	foreshadow	inquire	purpose	scaffolding
address	citation	delineate	form	integrate	quantitative	scan
aesthetic	cite	demonstrate	format	mediums	quotation	seminal
affect	claim	detect	former	narratives	quote	sequences
alter	clarify	distinctions	formulate	nonfiction	rare	series
alternative	classify	diverse	foundational	nuances	reaction	setting
analogy	code	enhance	fragment	objective	recall	signal
analyze/analysis	coherent	establish	frame	opposing	recreate	significance
annotate	cohesion	estimate	general	parallel	reduce	simile
anticipate	collaborative	etymology	generate	structure	refer	skim
application	compare	evaluate	genres	plagiarism	reference	source
apply	compile	evidence	graphic	point of view	reflect	spatial
approach	complement	exaggerate	header	prefix	reflection	stance
appropriate	complex	examine	heading	presume	regular	strategic
approximate	composition	excerpt	hypothesize	preview	relate	strategies
argument	conceive	exclude	illustrate	primary	relationship	structure
argumentative	conceptually	exercise	inferences	prior	relevant	substantive
articulate	concise	exhibit	initiate	probably	rephrase	summarize
aspects	conclude	explain	integrate	procedure	report	sustained
assemble	conclusions	explicitly	interact	process	represent	synthesize
assert	concrete	explore	interactive	produce	require	theme
assess	conditions	expository	interpret	proficiently	requisite	theme
associate	conduct	extract	irritate	profile	research	tone
assume	confirm	fact	imply	progression	respond	transitions
audience	connotative	factor	inclined	prompt	restate	valid
authentic	construct	fallacious	incorporate	proofread	results	verify
bias	contexts	feature	indicate	propel	reveal	
caption	contrast	figurative	indirect	property	review	

## Academic/Domain Vocabulary: Grades 9-12

A thorough survey of various textbooks, assignments, content area standards, and examinations yields the following list of words. You cannot expect to succeed on assignments if you do not understand the directions.

1. abbreviate
2. abstract
3. according
4. acronym
5. address
6. affect
7. alter
8. analogy
9. analyze
10. annotate
11. anticipate
12. application
13. apply
14. approach
15. appropriate
16. approximate
17. argument/argumentative
18. articulate
19. aspects
20. assemble
21. assert
22. assess
23. associate
24. assume
25. authentic
26. bias
27. caption
28. category
29. cause
30. characteristic
31. chronology
32. citation
33. cite
34. claim/counter claim
35. clarify
36. classify
37. code
38. coherent
39. cohesion
40. collaborative
41. compare/contrast
42. compile
43. complement
44. complex
45. composition
46. conceive
47. concise
48. conclude/conclusion
49. concrete
50. conditions
51. conduce
52. conduct
53. confirm
54. conflict (internal/external)
55. connotative
56. consider
57. consist
58. consistent
59. constant
60. constitutes
61. construct
62. consult
63. contend
64. context
65. continuum
66. contradict
67. convention
68. convert
69. convey
70. correlate
71. correspond
72. credible/credibility
73. credit
74. criteria
75. critique
76. crucial
77. cumulative
78. debate
79. deduce
80. defend
81. delineate
82. demand
83. demonstrate
84. depict
85. derive
86. detect
87. determine
88. develop
89. devise
90. diction
91. differentiate
92. dimension
93. diminish
94. direct discipline
95. discover
96. discriminate
97. distinguish/distinction
98. diverse
99. domain
100. draw
101. edit
102. effect
103. elements
104. embellish
105. emphasize
106. employ
107. enhance
108. equivalent
109. essential
110. establish
111. estimate
112. evaluate
113. evidence
114. exaggerate
115. examine
116. excerpt
117. exclude
118. exercise
119. exhibit
120. explain
121. explore
122. expository
123. extract
124. fact
125. factor
126. feature
127. figurative
128. figure
129. focus
130. footer
131. foreshadow
132. form
133. format
134. former
135. formulate
136. fragment
137. frame
138. general
139. generate
140. genre
141. graphic
142. header
143. heading
144. hypothesize
145. illustrate
146. imply
147. inclined
148. incorporate

149. indicate
150. indirect
151. infer
152. influence
153. inform
154. initiate
155. inquire
156. integrate
157. intent
158. intention
159. interact/interactive
160. intermittent
161. interpret
162. introduce
163. introduction
164. invariably
165. investigate
166. involve
167. irony
168. irrelevant
169. irritate
170. isolate
171. italics
172. judge
173. justify
174. key
175. likely
176. literacy
177. literal
178. logical
179. mediums
180. metaphor
181. method
182. modify
183. monitor
184. motivation
185. narrative
186. narrator
187. notation
188. nuances
189. objective
190. occur
191. oppose/opposing
192. optional
193. order
194. organize
195. origins
196. outline
197. paraphrase
198. passage
199. pattern
200. perform
201. perspective
202. persuade
203. plagiarism
204. plausible
205. plot
206. point
207. point of view
208. portray
209. possible
210. preclude
211. predict
212. prefix
213. presume
214. preview
215. primary
216. prior
217. probably
218. procedure
219. process
220. produce
221. profile
222. progression
223. prompt
224. proofread
225. property
226. propose
227. prose
228. prove
229. purpose
230. quantitatively
231. quotation
232. quote
233. rare
234. reaction
235. recall
236. recreate
237. reduce
238. refer
239. reference
240. reflect
241. regular
242. relate
243. relationship
244. relevant
245. rephrase
246. report
247. represent
248. require
249. requisite
250. respond
251. restate
252. results
253. reveal
254. rview
255. revise root
256. rhetoric
257. scan
258. seminal
259. sequence
260. series
261. setting
262. signal
263. significance
264. simile
265. skim
266. source
267. spatial
268. specific
269. speculate
270. stance
271. standard
272. statement
273. strategy
274. structure
275. style
276. subject
277. subjective
278. subsequent
279. substantive
280. substitute
281. succinct
282. suggest
283. summarize/summary
284. support
285. survey
286. symbolize
287. synonym
288. synthesize
289. technique
290. theme
291. thesis
292. tone
293. topic sentence
294. trace
295. trait
296. transition
297. translate
298. typically
299. unique
300. utilize
301. valid
302. variation
303. vary
304. verify
305. viewpoint
306. voice

## **Websites**

## English Language Arts Websites for Teachers

### Reading Standards for Literature

- ***Apples for the Teacher***  
<http://www.apples4theteacher.com/holidays/chinese-new-year/short-stories/>
- ***Author Studies***  
Students read a collection of books written by the same author to analyze similarities and differences in their books. For example, an author study of Chris VanAllsburg might focus on the similarities in tone and mood across several of his texts. As students complete the comparison, they can chart it on a Semantic Feature Analysis chart that lists the books down the side and the various features across the top. An example of this chart can be found at ReadWriteThink, at [http://www.readwritethink.org/files/resources/lesson\\_images/lesson240/chart.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson240/chart.pdf).
- ***Figurative Language***  
This resource from The Kennedy Center Arts Edge site has students explore the origins of “The Black National Anthem,” originally a poem by James Weldon Johnson entitled *Lift Every Voice and Sing*. By analyzing the poem’s figurative language, students will come to understand how the poem conveys a sense of hope and unity despite hardship. Students also will learn how the addition of music further enhances the messages of imagery of the poem’s words. Find it at [http://artsedge.kennedy-center.org/educators/lessons/grade-/Lift\\_Every\\_Voice\\_and\\_Sing.aspx](http://artsedge.kennedy-center.org/educators/lessons/grade-/Lift_Every_Voice_and_Sing.aspx).
- ***For the Love of Poetry***  
<http://www.kristinegeorge.com/index.html>
- ***Graphic Organizers*** for classroom use with story structure, compare/contrast, summary, etc., are available online at [http://www.eduplace.com/kids/hme/k\\_5/graphorg/index.html](http://www.eduplace.com/kids/hme/k_5/graphorg/index.html).

- ***Idioms***

Paint by Idioms,” an interactive idiom game, can be found at [www.funbrain.com/idioms/](http://www.funbrain.com/idioms/). Students can practice working with idioms and their definitions at the interactive website [www.idiomsite.com](http://www.idiomsite.com).

Students learning about idioms can work with the interactive “Eye on Idioms” at <http://www.readwritethink.org/classroom-resources/student-interactives/idioms-30030.html>.

- ***Interactive Venn Diagram***

When comparing characters, students could use an interactive Venn diagram to list the similarities and differences. For an interactive resource that produces a computer-generated comparison chart once information has been entered, visit <http://www.readwritethink.org/files/resources/interactives/venn/>.

- ***Into the Book***

<http://reading.ecb.org/teacher/index.html>

- ***Poetry***

By using this rich lesson resource, students can analyze a variety of poems from online resources, compare the similarities/differences of several poems, build connections between personal experience and literature, and develop an understanding of audience, speaker, narrator and writer, as well as an understanding of mood and theme. Find it at

<http://www.readwritethink.org/classroom-resources/lesson-plans/poet-shoes-performing-poetry-78.html?tab=2#tabs>.

- ***Poetry for Kids***

<http://42explore.com/poetry.htm>

- **Reading Strategies**

Reading Quest offers *Strategies for Reading Comprehension, Comparison-Contrast Charts*, where students use a Comparison Contrast chart to compare and/or contrast a movie and a work of literature (e.g., *The Legend of Sleepy Hollow*). First students look at the similarities. Then they consider the differences, making sure to indicate on what criteria they are drawing out the dissimilarities. Find these strategies at <http://www.readingquest.org/strat/compare.html>.

- **Reading Workshop**

[http://www.ourclassweb.com/sites\\_for\\_teachers\\_readers\\_workshop.htm](http://www.ourclassweb.com/sites_for_teachers_readers_workshop.htm)

- **Story Map**

Using the story map strategy helps students focus on the major aspects or elements of a story such as setting, character, conflict, rising action and resolution. Initially, these organizers can be created for whole groups to contribute; as they become more familiar, students can create story maps for texts they read independently. There are a number of graphic variations on a story map available online. ReadWriteThink (sponsored by the International Reading Association and National Council of Teachers of English) has an interactive version that students can complete, located at <http://www.readwritethink.org/files/resources/interactives/storymap/>.

- **Storyline On-line**

<http://www.storylineonline.net>

- **Strategic Reading**

Collaborative strategic reading is initially presented to students through modeling and whole-class instruction. As a general comprehension strategy, it is useful for understanding multiple texts and genres. Students apply four reading strategies: *preview, click and clunk, get the gist, and wrap-up*. Graphic organizers are used for scaffolding of these strategies as students work in cooperative groups. Find these strategies at

<http://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-comprehension-strategies-using-95.html>.

- ***Tall Tales – Genre Study***

Students read and discuss folk tales focusing on character actions and traits. In collaborative groups, students work to summarize plot points and character traits. As a group, post story information onto a multi-story character-study matrix, which includes appearance, ability, setting, relationships with others, problems, accomplishments and resolutions. The process can be repeated for multiple characters across books so that characters can be compared and contrasted. An example of a character-study matrix can be found at ReadWriteThink at

<http://www.readwritethink.org/files/resources/lesson-docs/SampleCharacterMatrix.pdf>.

### **Reading Standards for Informational Text**

- ***Artistic Response***

This is a visualizing activity that encourages students to respond to texts by creating an artistic representation. Detailed information is available online at

[http://reading.ecb.org/downloads/vis\\_lp\\_ArtisticResponse.pdf](http://reading.ecb.org/downloads/vis_lp_ArtisticResponse.pdf).

- ***Digital Media for the Classroom***  
***www.teachersdomain.org***

- ***Graphic Organizer***

Students examine several texts on the same topic (e.g., magazine article, advertisement, video news story) and report observations about similarities and differences in such elements as tone, point of view and theme. Reporting might take the form of a Venn diagram, T-chart or student-generated graphic organizer. The teacher introduces this concept by staging an event with the class that is memorable. For example, at the beginning of a class, an unknown student darts into the classroom, takes something from the teacher's desk and then darts out. Students are asked to recall what happened individually and note details. Since all students were witnessing the same event but remembering different details, this may lead to a discussion about point of view. For an interactive tool, additional professional reading, and a list of texts and movies, visit

<http://www.readwritethink.org/classroom-resources/lesson-plans/propaganda-techniques-literature-online-405.html>.

- ***Informational Books***

*A Quick Guide to Selecting Great Informational Books for Young Children* by Kathy E. Stephens highlights the importance of informational texts in the literacy curriculum. The article may be accessed at <http://www.readingrockets.org/article/26050>.

- ***Previewing Text***

The teacher will preview nonfiction to motivate and support students as they see the structure of text, vocabulary and main ideas of the reading to have a better idea of informational text. Step 1: Model previewing of nonfiction text. Step 2: Students preview text. This professional site from NCTE, IRA and Verizon/Thinkfinity provides a variety of interactive graphic organizers that can be sorted by grade level to help with summarizing, identifying main idea and details, and inference. Find it at [www.readwritethink.org](http://www.readwritethink.org).

- ***Question Generation***

This teaches students to boost their comprehension of expository passages by locating the main idea or key ideas in a passage and then generating questions based on that information. Information is available online at <http://www.interventioncentral.org/index.php/reading-comp/108-question-generation>.

- ***Questioning the Text***

As students read an informational text, they should generate questions about the information. Questions can be written on sticky notes and placed in the book as students read. As they find answers to their questions, they record the page number of the answer on the original sticky note. Topic-specific lists of questions and their answers can be posted. Strategy information can be found at *Into the Book*, [http://reading.ecb.org/downloads/qu\\_lp\\_QuestioningTheText.pdf](http://reading.ecb.org/downloads/qu_lp_QuestioningTheText.pdf).

- ***Using Text Structure***

This site provides information about teaching students to recognize common text structures found in expository texts. Information and ideas for instruction are available online at <http://www.nea.org/tools/18412.htm>.

## **Standards for Foundational Skills**

- ***The Author Said***

Provide opportunities for students to hear authors reading their own work. For example:

- Mem Fox <http://www.memfox.com/mem-reads-aloud>
- Paulette Bogan <http://www.astorybeforebed.com/recordings/5e583cb8cfdd8b55>
- Ken Nesbitt [www.poetry4kids.com](http://www.poetry4kids.com)

A web search will provide more information on specific authors. Often NPR interviews children's book authors. Check their children's book section frequently because content changes. Always preview the interview before sharing it with the class. For more information, visit [www.npr.org/sections/childrens-books](http://www.npr.org/sections/childrens-books).

- ***Building Literacy***

<http://www.thomasgunning.org/>

- ***Foldables***

Have students make a three-dimensional interactive graphic organizer to help them organize and retain information related to meanings of prefixes and suffixes as well as their connections to base words.

Examples of how to fold foldables can be found at

<http://www.realclassroomideas.com/resources/Foldables-+How+to+Fold.pdf>.

- ***Guided Repeated Oral Reading***

This strategy encourages oral reading with targeted/focused guidance from the teacher. Specific ideas for teaching this strategy can be found at Reading Rockets, [www.readingrockets.org/article/67](http://www.readingrockets.org/article/67).

- <http://www.naturalreaders.com/index.htm>

- <http://www.storylineonline.net/index.html>

## **Standards for Writing**

- ***30 Ideas for Teaching Writing***  
<http://www.nwp.org/cs/public/print/resource/922#/One>
- ***ABCs of Website Evaluation***  
Teaching Media Literacy in the Age of the Internet, by Kathy Schrock, gives tips to determine the validity of sources. Find it at <http://school.discoveryeducation.com/schrockguide/pdf/weval.pdf>.
- ***Big 6***  
Students use a recursive process to gather information by using the *Big6* model of research, the most widely known and widely used approach to teaching information and technology skills in the world. Developed by educators Mike Eisenberg and Bob Berkowitz, it is a six-step approach to research differentiated by grade levels. Find it at <http://www.big6.com>.
- ***Explor-a-Tree***  
This site provides students with multiple interactive graphic organizers designed to stimulate and organize their thinking processes. It is especially useful as students begin a research project. Find it at <http://www.exploratree.org.uk/>.
- **INFOhio,**  
The Information Network for Ohio Schools gives access to a multitude of free, high-quality resources at <http://www.infohio.org/ER/MaterialType.html>.
- ***Forms of Writing***  
This website provides descriptions and instructions for teaching a variety of types of writing, including letter writing, how-to writing, poetry and persuasion. Find it at <http://library.thinkquest.org/J001156/forms%20of%20writing/formwriting.htm>.

- **Guide to Grammar and Writing**  
<http://grammar.ccc.commnet.edu/grammar>

- **Persuasive Writing Map**

This is an interactive tool that students use to develop a persuasive writing selection. It helps students understand the ways to use facts and how to support them. Find it at

[http://www.readwritethink.org/files/resources/interactives/persuasion\\_map/](http://www.readwritethink.org/files/resources/interactives/persuasion_map/).

- **Picture Books**

Picture books frame the structure of research projects. Find it at

<http://www.readwritethink.org/classroom-resources/lesson-plans/picture-books-framing-texts-306.html>.

- **Setting up a Writer's Notebook**

[http://writingfix.com/classroom\\_tools/writers\\_notebooks.htm](http://writingfix.com/classroom_tools/writers_notebooks.htm)

- **Tips for Young Writers**

<http://www.ralphfletcher.com/tips.html>

- **Types of Writing**

<http://www.fascinate-educate.com/2008/11/19/types-of-writing/>

- **Vote for Me**

ReadWriteThink, the collaborative site of NCTE, IRA and Thinkfinity/Verizon presents *Vote for Me! Developing, Writing, and Evaluating Persuasive Speeches*. (2010) IRA/NCTE. To write and deliver an effective persuasive speech, students must formulate logical arguments and back them up with examples. Characteristics of effective persuasive writing/oral arguments are explored through political campaign speeches. Another tool teaches formulation of persuasive arguments. *Vote for Me!* can be found at

<http://www.readwritethink.org/classroom-resources/lesson-plans/vote-developing-writing>.

- **Wordle**  
This website gives students the opportunity to play graphically with words to create a word collage.  
<http://www.wordle.net/>
- **Writer's Workshop**  
[http://www.busyteacherscafe.com/literacy/writing\\_workshop.html](http://www.busyteacherscafe.com/literacy/writing_workshop.html)
- **Writer's Workshop**  
<http://www.ttms.org/PDFs/>
- **Writing Non-Fiction**  
<http://www.teachingideas.co.uk/english/contents06writingnonfiction.htm>
- <http://www.inspiration.com/Videos/Kidspiration>

### **Standards for Speaking and Listening**

- **Jan Brett Website**  
This children's author's website includes directions for making masks based on characters in her books. The masks can be used for reenacting stories. The teacher will have to navigate the site to find content related to a specific book.  
<http://www.ianbrett.com>
- **Key Components of Speaking and Listening**  
This article offers research, instructional strategies and teacher/student roles related to speaking and listening instruction in the elementary classroom. The article can be found online at  
[http://elementaryliteracy.mpls.k12.mn.us/uploads/Key\\_Components\\_of\\_Speaking\\_and\\_Listening\\_Instruction\\_2.pdf](http://elementaryliteracy.mpls.k12.mn.us/uploads/Key_Components_of_Speaking_and_Listening_Instruction_2.pdf).

- ***Presenting with Multimedia***

In small groups, students view and analyze sample multimedia presentations and create a list of characteristics of the genre and of what makes a good presentation. Students then list programs and tools they could use to make their own multimedia presentations. Teachers can review copyright and plagiarism with the students at this point. Small groups plan and make a storyboard for their own multimedia presentations.

(Adapted from a lesson at [www.readwritethink.org](http://www.readwritethink.org).)

- ***Reader's Theater***

Readers' Theater is an activity in which students, reading directly from scripts, tell a story in a most entertaining form, without props, costumes or sets. Find it at

<http://www.literacyconnections.com/rasinski-readers-theater.php>.

### **Standards for Language**

- ***Academic Vocabulary Strategies***

<http://jc-schools.net/tutorials/vocab/strategies.html>

- ***www.academicvocabularyexercises.com***

- ***Dolch Sight Word Activities***

<http://www.learningbooks.net/xLPDolch.html>

- ***Dolch Sight Word Kit***

<http://www.theschoolbell.com/Links/Dolch/Contents.html>

- ***Dolch Sight Word Printables and Worksheets***

[http://edhelper.com/dolch\\_sight\\_words.htm](http://edhelper.com/dolch_sight_words.htm)

- ***Dolch Word List Resource***

<http://www.k12reader.com/dolch-word-list>

- **Picture Dictionary**  
[www.pdictionary.com](http://www.pdictionary.com)
- **Printable Word Games**  
<http://www.yourdictionary.com/dictionary-articles/Printable-word-games.html>
- **Punctuation PowerPoint**  
Discuss and share the teacher-created Capitalization and Punctuation PowerPoint. Have students work in small groups to create a PowerPoint about a specific grammatical or mechanical structure.  
[http://classroom.jc-schools.net/la/activities/capital-punct\\_files/frame.htm](http://classroom.jc-schools.net/la/activities/capital-punct_files/frame.htm).
- [www.vocabulary.co.il](http://www.vocabulary.co.il)
- [www.visuwords.com](http://www.visuwords.com)
- **Vocabulary Game Boards**  
<http://jc-schools.net/tutorials/gameboard.htm>
- [www.wordsmith.org](http://www.wordsmith.org)
- [www.visualthesarus.com](http://www.visualthesarus.com)

### **Classroom Instruction**

- **Award Winning Book Lists**  
[http://childrensbooks.about.com/od/awardwinners/Award\\_Winners\\_Notable\\_Childrens\\_Books.htm](http://childrensbooks.about.com/od/awardwinners/Award_Winners_Notable_Childrens_Books.htm)
- **A Year of Reading**  
<http://www.readingyear.blogspot.com/>

- **Cloze Procedure**  
<http://www.learnnc.org/reference/cloze%20activity>
- **Designing a Cloze Activity**  
<http://olc.spsd.sk.ca/DE/PD/Instr/strats/cloze/index.html>
- **Effective Teaching Strategies**  
[http://www.tltguide.ccsd.k12.co.us/instructional\\_tools/Strategies/Strategies.html](http://www.tltguide.ccsd.k12.co.us/instructional_tools/Strategies/Strategies.html)
- **Flexible Grouping**  
<http://daretodifferentiate.wikispaces.com/Flexible+Grouping>
- **The Florida Center for Reading Research**  
<http://www.fcrr.org/>
- **Fountas & Pinnell**  
<http://www.heinemann.com/fountasandpinnell/default.aspx>
- **Literacy Collaborative**  
<http://www.literacycollaborative.org>
- **Marzano Research**  
<http://www.marzanoresearch.com/site/>
- **Reading Workshop**  
[http://www.ourclassweb.com/sites\\_for\\_teachers\\_readers\\_workshop.htm](http://www.ourclassweb.com/sites_for_teachers_readers_workshop.htm)
- **Super Sites for Teachers**  
<http://www.educationoasis.com/index.htm>
- **Teaching Strategies for Teaching Reading**  
<http://www.teachervision.fen.com/reading/resource/48646.html>

## **Professional References**

## Professional References

- Ainsworth, Larry. (2010). *Rigorous curriculum design*. Englewood, CO: Lead + Learn Press.
- Anderson, L.W., and Krathwohl, D.R.,eds. (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.
- Beck, I.L., McKeown, M.G., and Kucan, L. (2002). *Bringing words to life*. New York: The Guilford Press.
- Bloom, B., Englehart, M., Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive Domain*. New York: Longmans Green.
- Crévola, C., and Vineis, M. (2008). *Bookshop reading teacher's guide*. New York: Mondo Publishing.
- Clay, M.M. (2002). An observational survey of early literacy achievement. Portsmouth, NH: Heinemann.
- Clay, M.M. (2004). "Talking, Reading, and Writing." *Journal of Reading Recovery*. Spring: 1-15.
- "Common Core State Standards - UEN." *Utah Education Network*. <[www.uen.org/commoncore](http://www.uen.org/commoncore)>.
- "Common Core State Standards Initiative." <[www.corestandards.org](http://www.corestandards.org)>.
- "Common Core State Standards Resources." Utah State Office of Education. [www.schools.utah.gov/core/](http://www.schools.utah.gov/core/).
- Cook, J. (2008). "Effective teaching strategies that work with all students." Willimantic, CT: EASTCONN Staff Development.
- Degrees of Reading Power. (2000). Brewster, NY: Questar Assessment, Inc.
- Developmental Reading Assessment 2<sup>nd</sup> edition. (2010). Hartford, CT: Connecticut State Department of Education.
- ELA CCSS Curriculum Design Documents. State Department of Education, Hartford, CT:  
< [www.sde.ct.gov/sde/cwp/view.asp?a=2710&Q=333540](http://www.sde.ct.gov/sde/cwp/view.asp?a=2710&Q=333540) >.
- Fountas, I. C., and Pinnell, G.S. (2008). *Benchmark assessment system 2 assessment guide*. Portsmouth, NH: Heinemann.

- Fountas, I. C., and Pinnell, G.S. (2001). *Guiding readers and writers: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.
- Fountas, I. C., and Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Fountas, I. C., and Pinnell, G.S. (2006). *Teaching for comprehending and fluency: Thinking, talking, and writing about reading K-8*. Portsmouth, NH: Heinemann.
- “How to take running records.” < <http://www.scholastic.ca/education/movingupwithliteracyplace/pdfs/grade4/runningrecords.pdf>>.
- “Lexile Framework for Reading.” MetaMetrics. (2011). < [www.lexile.com](http://www.lexile.com)>.
- Marzano, R.J., Pickering, D.J., and Pollack, J.E. (2001). *Classroom instruction that works*. Alexandria, VA: ASCD.
- Marzano, R.J., Pickering, D.J., and Pollack, J.E. (2004). *Building background knowledge for academic achievement*. Alexandria, VA: ASCD.
- National Institute of Child Health and Human Development. (2000). *Report of the national reading panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No.00-4769). Washington, DC: U.S. Government Printing Office.
- "Nonfiction Writing." *Misshannigan.com*. <<http://www.misshannigan.com/genre/nonfiction/nonfiction.html>>.
- Ohio State Department of Education. (2011, March). *English language arts common core state standards and model curriculum development*. < [www.ode.state.oh.us/GD/Templates](http://www.ode.state.oh.us/GD/Templates)>.
- Pinnell, G.S. and Fountas, I.C. (2007). *The continuum of literacy learning: Behaviors and understandings to notice, teach, and support*. Portsmouth, NH: Heinemann.
- Pinnell, G.S. and Fountas, I.C. (2009). *When readers struggle: Teaching that works*. Portsmouth, NH: Heinemann.
- Pohl, M. (2008). *Learning to think, thinking to learn: Models and strategies to develop a classroom culture of thinking*. Cheltenham, Vic.: Hawker Brownlow Education, 2000. 8.
- Reading A-Z: <<http://www.readinga-z.com>>.
- “Running Records.” [www.classroom.jc-schools.net/read/runrecords.html](http://www.classroom.jc-schools.net/read/runrecords.html).