**Illinois Community College Board**
**Adult Education & Literacy**

# Illinois ABE/ASE Language Arts Model Curriculum
## NRS Level 5

**April 2017**

# Acknowledgements

The Illinois ABE/ASE Language Arts Model Curriculum was adapted from curriculum developed by the Black Hawk College Adult Education and Family Literacy program.

Thank you to the following for their contributions:
>       Professor Connie Kappas, Adult Education Department Chair
>       Assistant Professor Theresa Bries
>       Instructor Michael Coziahr
>       Instructor Gail Grigg
>       Adjunct Instructor Mary Lou Lohman
>       Adjunct Instructor Ann O'Leary

# NRS Level 5 Reading
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

### VOCABULARY ACQUISITION AND USAGE (VA)
5.R.VA.1 / 5.R.VA.2 / 5.R.VA.3 / 5.R.VA.4

**Essential Understandings:**
- Based on the purpose of the text, different reading strategies can be applied.
- Strategies and resources can be used to determine or clarify the meaning of unknown words and phrases.

**Essential Questions:**
- How can unknown words and phrases be understood?
- What strategies apply to specific types of texts?

**Students will be able to:**
- Choose appropriate reading strategies for identifying the purpose of a text (e.g., skimming, reading for detail, reading for meaning, critical analysis).
- Determine or clarify the meaning of unknown and multiple meaning words and phrases from level appropriate reading content by using context as a clue to the meaning (e.g., the word's function or position in the sentence).
- Determine comprehension of unknown or multiple meaning words and phrases by using print and digital reference materials such as dictionaries, glossaries, and thesauruses to determine the pronunciation, part of speech, and precise meaning of unknown words.
- Verify initial determination of word meanings through context clues or a dictionary.
- Show comprehension of language structure by analyzing idioms, expressions, colloquialisms, and figures of speech, and interpreting these in context, recognizing nuances in meaning.
- Demonstrate comprehension by acquiring and correctly employing level appropriate general academic and domain specific words and phrases and apply knowledge when thinking about using a word or phrase.

**Evidence for Assessing Learning**

**Performance Tasks***:*
**Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments.  Including but not limited to:**
- Writing samples
- Teacher-generated activities
- Vocabulary quizzes

**Other Evidence:**
- Student engagement
- Self-evaluation
- Peer evaluation

# NRS Level 5 Reading
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

**Building the Learning Plan**

**Sample Classroom Activities and/or Lesson Plans:**
- Students will be given a list of level appropriate vocabulary words
- Review antonyms and synonyms of those words
- Create a crossword puzzle, utilizing Tier 2 and themed Tier 3 vocabulary words
- Review the hints as pairs to assure that the hints are correct
- Students will complete the crossword puzzles
- Practice clarifying the meaning of words from context in short readings
- Examine figurative language examples in context and require students to explain the meaning of each

**Learning Activities:**
*(Interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)*
- One-to-one assistance
- Appropriate grouping
- Diagramming
- Alternative reading
- Directed pair work

**List of Instructional Materials:**
- Vocabulary Worksheets
- Selected reading passages from *Common Core Achieve*. (2014). McGraw-Hill Education.
- Dictionaries and Thesaurus

**List of Technology Resources:**
- http://www.puzzle-maker.com/CW/ Crossword puzzle generator
- https://www.flocabulary.com/wordlists/ Tier 2 word lists
- Projector to display crossword puzzles for entire class to analyze and review

**COMPREHENSION: LITERATURE (CL)**

# NRS Level 5 Reading
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

5.R.CL.1 / 5.R.CL.2 / 5.R.CL.3 / 5.R.CL.4 / 5.R.CL.5 / 5.R.CL.6
5.R.CL.7 / 5.R.CL.8

**Essential Understandings:**
- Analysis of the text should be supported by strong citation of textual evidence, both explicit and inferred.
- Text can be analyzed in a range from the level of word meanings up to the level of authorial interpretation of source material.
- Text can be analyzed for theme, plot, point of view, cultural experience, character development, and symbolism.

**Essential Questions:**
- How can textual evidence for supporting an analysis be identified?
- How do theme, plot, point of view, cultural experience, character development, and symbolism influence literary readings?
- How do different artistic mediums affect authorial interpretation?
- How do language and structure vary depending on the author's choice of medium?

**Students will be able to:**
Key Ideas and Details: Literature
- Demonstrate comprehension by specifying strong, comprehensive evidence to support the analysis of a text and its inferences.
- Demonstrate comprehension by identifying central ideas, interpreting the development of ideas over the course of the text, and presenting an objective summary including the identification of plot elements and analysis of complex characters.

Craft and Structure: Literature
- Demonstrate comprehension by determining the meaning of words and phrases in a text, both figurative and connotative meanings, and by analyzing the effects of word choice on meaning and tone.
- Demonstrate comprehension by analyzing how text structure, event order, and time manipulation create such literary effects as mystery, tension, or surprise.
- Demonstrate comprehension by using a wide range of world literacy to analyze a particular point of view or cultural experience from outside the United States.

Integration of Knowledge and Ideas: Literature
- Demonstrate comprehension by analyzing a subject or a key scene's representation in two different artistic mediums, comparing and contrasting what is emphasized or absent in each treatment.
- Demonstrate comprehension by analyzing how an author uses and transforms source material in a specific work.

Range of Reading and Level of Text Complexity: Literature

# NRS Level 5 Reading
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

- Demonstrate comprehension by reading level appropriate texts including stories, poems, and dramas proficiently and without assistance.

**Evidence for Assessing Learning**

**Performance Tasks***:*
**Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:**
- Summarize a short story or poem, either verbally or in writing, evaluated against teacher rubric
- Build an accurate timeline of events in a short story and write a paragraph explaining how structure relates to tone, evaluated against teacher rubric
- Design a poster depicting a key character/component of the story, citing evidence from the text as support
- i-Pathways Language Arts Unit 3 "Reading Comprehension Skills" Lessons 1-3 completed with 70% correct
- i-Pathways Reading Unit 5 "Purpose and Tone" Lesson 2 completed with 70% correct

**Other Evidence:**
- Student engagement
- Teacher evaluation
- Self-evaluation
- Peer evaluation

**Building the Learning Plan**

**Sample Classroom Activities and/or Lesson Plans:**
- Students will be paired up with another peer and given a short poem, such as "Southern Cop" by Sterling Brown. Students will determine various themes of the poem and summarize these for the class either verbally or in writing.
- Class will discuss how specific word choice affects the poem's tone.
- Students will read a young adult novel such as *The Pigman* by Paul Zindel.
- Class will discuss structure, word choice, and main ideas in small groups.
- Show a variety of *The Pigman* book covers from Google Images and/or book trailers on YouTube. Ask students to discuss how these visual depictions vary from the versions in the written text.
- Design posters of a key character or component from the novel, citing evidence from the text as support for the design.

**Learning Activities:**

# NRS Level 5 Reading
# Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

*(Interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)*
- Additional practice time and modeling
- Guided presentation
- Directed pair work
- One-on-one tutoring

**List of Instructional Materials:**
- *Southern Cop* by Sterling A. Brown
- *The Pigman* by Paul Zindel
- Writing utensils and paper
- Dictionaries and thesaurus

**List of Technology Resources:**
- Google Images
- YouTube
- i-Pathways

## COMPREHENSION: INFORMATIONAL TEXT (CI)
5.R.CI.1 / 5.R.CI.2 / 5.R.CI.3 / 5.R.CI.4 / 5.R.CI.5 / 5.R.CI.6 / 5.R.CI.7 / 5.R.CI.8
5.R.CI.9 / 5.R.CI.10 / 5.R.CI.11 / 5.R.CI.12 / 5.R.CI.13 / 5.R.CI.14

**Essential Understandings:**
- Graphic organizers can be used to visually illustrate the importance of and relationships between ideas.
- Analysis of the text should be supported by strong citation of textual evidence, both explicit and inferred.
- The author's analysis can be determined through the connection between the central idea and the development of the supporting details.
- The author's choices with regard to craft and structure impact the reader's understanding of the text.
- Sources of information can be evaluated for accuracy, validity, bias, relevance, and/or significance.

**Essential Questions:**
- What criteria determine which graphic organizer is most appropriate for the information?
- How is the message affected when conveyed through different mediums?
- How does the reader evaluate information for accuracy, validity, bias, relevance, and/or significance?
- How can textual evidence for supporting an analysis be identified?

**Students will be able to:**

# NRS Level 5 Reading
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

Key Ideas and Details: Information
- Demonstrate comprehension by using graphic organizers to demonstrate the importance of ideas and the relationships between them.
- Demonstrate comprehension by citing strong, thorough textual evidence to support analysis of the text, including both explicit and inferential ideas.
- Demonstrate comprehension by determining a text's central idea, identifying how it emerges and develops throughout the text, analyzing how it is shaped and refined by particular details, and providing an objective summary of the text.
- Demonstrate comprehension by explaining how the author unfolds an analysis or series of ideas, including how each point is introduced and in what order, how points are developed, and the connections made between points.

Craft and Structure: Information
- Demonstrate comprehension by recognizing differences in structure, content, and tone of various texts.
- Demonstrate comprehension by determining the meaning of words and phrases as used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning, tone/mood, and relationship of ideas.
- Demonstrate comprehension by analyzing 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 a chapter).
- Demonstrate comprehension by determining an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas: Information
- Demonstrate comprehension by identifying opinions, propaganda, and bias in written publications (e.g., newspaper, political cartoons).
- Demonstrate comprehension by analyzing accounts of a subject told in various mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- Demonstrate comprehension by identifying and evaluating the argument and claims in a text, including the accuracy, adequacy, appropriateness, validity, and relevance of the reasoning and evidence, and identify false statements and faulty reasoning.
- Demonstrate comprehension by analyzing seminal U.S. documents of historical and literary significance and determine how they address related themes and concepts.

Range of Reading and Level of Text Complexity: Information
- Demonstrate comprehension by reading and comprehending level appropriate literary nonfiction texts independently and proficiently.
- Demonstrate comprehension through the use of content, technical concepts, and vocabulary when analyzing information and following directions.

# NRS Level 5 Reading
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

**Evidence for Assessing Learning**

**Performance Tasks***:*
**Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments.  Including but not limited to:**
- Accurate and complete graphic organizer indicating ideas in two texts
- Successful completion of Unit 2, Lesson 3, Section 3 "Identifying Evidence – Mastering the Skill" (10 of 14 correct) in Steck Vaughn's *Reasoning Through Language Arts Test Preparation – Student Book*
- Paragraph outlining the author's point of view, implied evidence, and structure of the argument of a sample text

**Other Evidence:**
- Student engagement
- Partner and whole class discussion
- Self-evaluation
- Peer evaluation

**Building the Learning Plan**

**Sample Classroom Activities and/or Lesson Plans:**
- Students will research information on and read excerpts from *Leaves of Grass* and *Walden.*
- Students create a graphic organizer, such as a Venn Diagram, to illustrate the importance of and relationship between ideas in these two transcendentalist works
- From http://teachingamericanhistory.org/50docs/ select one document from U.S. history to read and discuss as a class (Suggested: Lincoln's second inaugural address)
- Identify main idea, key details and evidence, and vocabulary including figurative language. In pairs, students discuss the text structure, how claims are developed, what is stated vs implied, and the author's point of view
- Students produce a written paragraph summarizing these ideas

**Learning Activities:**
*(Interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)*
- One-to-one assistance
- Appropriate grouping
- Alternative reading (Students may read abbreviated texts and/or listen to audio versions)
- Directed pair work

# NRS Level 5 Reading
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

**List of Instructional Materials:**
- *Leaves of Grass* by Walt Whitman
- *Walden* by Henry David Thoreau
- *Reasoning Through Language Arts: Test Preparation for the 2014 GED® Test – Student Book.* (2013). Steck Vaughn.
- Sample graphic organizers from http://www.eduplace.com/graphicorganizer/
- Dictionaries

**List of Technology Resources:**
- Projector to display graphic organizers, instructions, and/or texts
- http://teachingamericanhistory.org/50docs/
- i-Pathways

## READING IN THE CONTENT AREAS: HISTORY AND SOCIAL STUDIES (RH)
5.R.RH.1  /  5.R.RH.2 / 5.R.RH.3  /  5.R.RH.4  / 5.R.RH.5  /  5.R.RH.6
5.R.RH.7  /  5.R.RH.8 /  5.R.RH.9  /  5.R.RH.10  /  5.R.RH.11  /  5.R.RH.12

**Essential Understandings:**
- Information in primary and secondary sources can be analyzed in regard to date, origin, central idea, cause/effect, and sequence.
- Information can be analyzed in terms of vocabulary, structure, and point of view.
- Digital research tools and resources can be used to obtain information.
- The integration of quantitative and qualitative data, reasoning, and evidence are used to analyze and apply information learned from reading and comparing primary and secondary sources.

**Essential Questions:**
- How can information derived from primary and secondary sources be applied to actual practice?
- What digital resources can be used to obtain information?
- What criteria can be used to analyze primary and secondary sources?

**Students will be able to:**
Key Ideas and Details: History and Social Studies
- Demonstrate comprehension of key ideas and details by citing specific textual evidence to support analysis of primary and secondary sources, paying attention to date and origin of the information.
- Demonstrate comprehension of key ideas and details by identifying the central ideas or information of a primary or secondary source and providing an accurate summary of how key events or ideas develop throughout the text.
- Demonstrate comprehension of key ideas and details by summarizing a series of events described in a text, distinguishing between sequence of events and cause/effect relationships.

# NRS Level 5 Reading
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

Craft and Structure: History and Social Studies
- Demonstrate comprehension of craft and structure by determining the meaning of words and phrases as used in a text, particularly vocabulary describing political, social, or economic aspects.
- Demonstrate comprehension of craft and structure by analyzing text structure, in particular the emphasis on key points or the development of an explanation or analysis.
- Demonstrate comprehension of craft and structure by comparing two or more authors' points of view for how they treat the same or similar topics, including which details are included and emphasized.

Integration of Knowledge and Ideas: History and Social Studies
- Integrate knowledge and ideas by integrating qualitative print or digital analysis with quantitative or technical analysis (e.g., charts or research data).
- Integrate knowledge and ideas by evaluating how effectively the reasoning and evidence in a text support the author's claims.
- Integrate knowledge and ideas by comparing and contrasting the same topic in primary and secondary sources.
- Integrate knowledge and ideas by transcribing and interpreting textual information, data, and observations and then applying it to actual practice.
- Integrate knowledge and ideas by selecting and using appropriate computer search tools and engines to get needed information.

Range of Reading and Level of Text Complexity: History and Social Studies
- Demonstrate range of reading and level of complexity by reading and comprehending level appropriate history and social studies texts proficiently and without assistance.

**Evidence for Assessing Learning**

**Performance Tasks***:*
**Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:**
- Completed T-chart
- Summary (written or oral) of criteria used to analyze primary and secondary sources, evaluated against teacher rubric

**Other Evidence:**
- Student engagement
- Self-evaluation
- Peer evaluation

**Building the Learning Plan**

# NRS Level 5 Reading
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

**Sample Classroom Activities and/or Lesson Plans:**
- Students read a primary source document (http://teachingamericanhistory.org/50docs/ contains full text documents – consider offering students a choice from several short excerpts)
- Students research historical event and select one secondary source document related to their primary source
- Students analyze structure, main idea, supporting evidence, sequence, and point of view of both documents, using a T-chart to record findings
- Students prepare a brief written summary or oral report explaining the criteria used to analyze their two chosen texts

**Learning Activities:**
*(Interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)*
- Additional practice time and modeling
- Guided presentation
- Directed pair work
- One-to-one tutoring

**List of Instructional Materials:**
- Checklists and rubrics
- T-charts
- Notecards

**List of Technology Resources:**
- I-pad for recording self and peers
- Google and other internet search tools
- Selected texts and excerpts from http://teachingamericanhistory.org/50docs/

## READING IN THE CONTENT AREAS: SCIENCE AND TECHNICAL SUBJECTS (RS)
5.R.RS.1 / 5.R.RS.2 / 5.R.RS.3 / 5.R.RS.4 / 5.R.RS.5 / 5.R.RS.6
5.R.RS.7 / 5.R.RS.8 / 5.R.RS.9 / 5.R.RS.10 / 5.R.RS.11 / 5.R.RS.12 / 5.R.RS.13

**Essential Understandings:**
- Specific textual evidence, including precise details of explanations or descriptions, must be used to support analysis of scientific and technical texts.
- An accurate summary of the text can be created by identifying the central idea and tracing a phenomenon, concept, or a complex process.

# NRS Level 5 Reading
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

- A complex multistep procedure must be followed precisely when carrying out experiments, taking measurements, or performing technical tasks.
- Understanding symbols, key terms, and vocabulary is essential for science and technical subjects.
- The relationships among concepts in a text influence its meaning.
- Analysis must include defining the question the author seeks to address.
- Digital research tools and resources can be used to obtain information.
- Visual information can be more accurately interpreted by understanding how text is translated into visual information (and vice versa).
- In reading scientific and technical text, the reader must assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
- Data from other sources can support or contradict previous findings presented in a text.

**Essential Questions:**
- How can the reader's analysis of scientific and technical texts be supported?
- How does lack of precision affect the outcome of a scientific procedure and the accuracy of a summary?
- What are the symbols, key terms, and vocabulary that are essential to know in order to comprehend scientific and technical text?
- What digital resources can be used to obtain information?
- What criteria should be used to separate fact from opinion?
- What criteria are used to assess the author's reasoning and evidence in support of the claim for solving a scientific or technical problem?

**Students will be able to:**
Key Ideas and Details: Science and Technical Subjects
- Demonstrate comprehension of key ideas and details by citing specific textual evidence to support analysis of science and technical materials, paying attention to precise details.
- Demonstrate comprehension of key ideas and details by identifying main ideas or conclusions, tracing a multilevel process or concept in the text, and writing an accurate summary.
- Demonstrate comprehension of key ideas and details by accurately following directions in multi-step procedures used in experiments, measuring, or performing technical tasks, paying attention to unique cases or exceptions specified in the text.

Craft and Structure: Science and Technical Subjects
- Demonstrate comprehension of craft and structure by determining the meaning of symbols, key terms and other domain-specific vocabulary as used in level appropriate scientific and technical texts.
- Demonstrate comprehension of craft and structure by analyzing the relationships among concepts and key terms in a text.

# NRS Level 5 Reading
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

- Demonstrate comprehension of craft and structure by defining the question the author seeks to address in a text by identifying the author's purpose in providing an explanation, elaborating on a procedure, or recalling an experiment.

Integration of Knowledge and Ideas: Science and Technical Subjects
- Integrate knowledge and ideas by converting quantitative or technical information expressed linguistically into visual forms (e.g., graph or chart) and converting visual or mathematical information into words.
- Integrate knowledge and ideas by assessing how well the reasoning and evidence in a text support the author's claim or recommendation for solving a scientific or technical problem.
- Integrate knowledge and ideas by comparing and contrasting findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
- Integrate knowledge and ideas by selecting and using appropriate computer search tools and engines to get needed information, to distinguish fact from fiction, and to draw conclusions.
- Integrate knowledge and ideas by transcribing and interpreting information, data and observations and applying it to actual practice.

Range of Reading and Level of Text Complexity: Science and Technical Subjects
- Demonstrate range of reading and level of complexity by reading and comprehending level appropriate history and social studies texts proficiently and without assistance.

**Evidence for Assessing Learning**

**Performance Tasks***:*
**Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments.  Including but not limited to:**
- i-Pathways Science Unit 1 "Scientific Methods and Technology" Lesson 1-3 completed with 70% correct
- Review and practice questions in *Common Core Achieve - Science* pages 28-29 completed with 80% correct
- Summary of scientific experiment, evaluated against teacher rubric

**Other Evidence:**
- Student engagement
- Self-evaluation
- Peer evaluation

**Building the Learning Plan**

**Sample Classroom Activities and/or Lesson Plans:**

# NRS Level 5 Reading
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

- Students read an experiment, analyzing sequence, details, hypothesis, and results
- In pairs, students record a list of key terms and vocabulary (looking up definitions as needed)
- Students write a summary of the experiment: identify the question the author seeks to answer, details and results, conclusions reached, and possible flaws
- Discuss the visual elements of the experiment (data, graphs, charts). Determine a different way data could be expressed and design an example
- Class reads *Common Core Achieve – Science* pages 22-27. Discuss together vocabulary words and key concepts of digestive, excretory, respiratory, and circulatory systems

**Learning Activities:**
***(Interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)***
- Additional practice time and modeling
- Review of similar content in *Common Core Basic – Science*
- Guided presentation
- Directed pair work
- One-to-one tutoring

**List of Instructional Materials:**
- Sample science experiment with results (example: see Battery Life at http://reachoutmichigan.org/funexperiments/agesubject/lessons/energy/battery.html or ideas at http://chemistry.about.com/od/sciencefairproject1/)
- *Common Core Achieve - Science* (2014). McGraw-Hill
- Checklist and rubric

**List of Technology Resources:**
- I-pad for recording self and peers
- i-Pathways

### FUNCTIONAL AND WORKPLACE SKILLS (FW)
5.R.FW.1 / 5.R.FW.2 / 5.R.FW.3

**Essential Understandings:**
- Knowledge of technology systems and resources is an essential skill.
- Information technology tools help workers to manage and perform work responsibilities.
- Application of environmental reading is a necessary life skill.

**Essential Questions:**
- How is environmental reading incorporated into daily activities?
- What are the essential technology tools workers need in the workplace?

# NRS Level 5 Reading
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

**Students will be able to:**
- Demonstrate ability with technological systems by using basic features of operating systems and technology interfaces.
- Demonstrate ability with technological systems by exploring and applying systems and resources to learning tasks (e.g., graphing calculators, electronic microscope, digital recorders and editors).
- Demonstrate ability with technological systems by using multiple file types and software applications.
- Demonstrate ability with technological systems by solving problems through the application of basic algorithmic concepts and methods (e.g., problem decomposition, data representation and abstraction, ordering of steps).
- Demonstrate ability to use information technology tools by managing and performing work responsibilities including communicating via online resources, accessing and navigating the internet, composing, revising, and saving materials by word processing.
- Demonstrate ability to use information technology tools by completing job search activities including online applications and resumes.
- Demonstrate ability to use information technology tools by evaluating the reliability of digital resources and texts.
- Demonstrate ability to use information technology by managing work group schedules and contact information.
- Demonstrate application of knowledge to life skills by reading and summarizing brief messages to co-workers and following directions to perform a series of tasks.
- Demonstrate ability to apply knowledge by locating written information used to communicate with co-workers and customers.
- Demonstrate ability to apply knowledge by reviewing and applying useful information from texts, web sites, and technical materials.
- Demonstrate ability to apply knowledge by developing and maintaining a career plan and portfolio with personal career goals and objectives.

## Evidence for Assessing Learning

**Performance Tasks***:*
**Demonstrate mastery of objectives through the assessment of graded homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments.  Including but not limited to:**
- Completed draft of a personal resume that includes key components
- Typed business letter or email, evaluated by peers and against teacher rubric
- Completed presentation that effectively uses technology to demonstrate concept

**Other Evidence:**
- Student engagement
- Self-evaluation

- Peer evaluation

**Building the Learning Plan**

**Sample Classroom Activities and/or Lesson Plans:**
- Discuss components of a personal resume. Students will compose a first draft and exchange with a peer for feedback
- Review sample business letters or emails and discuss elements that make them effective or ineffective. Students will then type a business letter or email on a given topic and exchange with a peer for feedback
- Explore online scheduling apps and experiment with storing personal information
- Communicate with teachers and peers via email, discussion board, or another technological forum
- Create a Prezi, PowerPoint, or Keynote presentation demonstrating the correct steps for completing a personal resume OR writing a business letter

**Learning Activities:**
*(Interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)*
- Additional practice time and modeling
- Guided presentation
- Directed pair work
- One-to-one tutoring

**List of Instructional Materials:**
- Formats and samples of personal resumes https://www.monster.com/career-advice/cover-letter-resume/resume-samples, or resume templates in Microsoft Word
- Examples of effective and ineffective business letters http://www.writinghelp-central.com/sample-letters-business.html


**List of Technology Resources:**
- http://www.writinghelp-central.com/sample-letters-business.html
- https://www.monster.com/career-advice/cover-letter-resume/resume-samples
- www.prezi.com
- PowerPoint
- Keynote

# NRS Level 5 Speaking & Listening
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

### COMPREHENSION AND COLLABORATION (CC)
5.S.CC.1 / 5.S.CC.2 / 5.S.CC.3 / 5.S.CC.4 / 5.S.CC.5

**Essential Understandings:**
- Collaborative discussions consist of building on the ideas of others and expressing one's own ideas clearly and persuasively.
- Oral information should be understood and evaluated, leading to a predicted outcome or solution.

**Essential Questions:**
- What are the essentials for effective oral communication?

**Students will be able to:**
- Initiate and participate effectively in a range of collaborative discussions by employing the ability to build on others' ideas and express one's own opinions clearly and persuasively.
- Initiate and participate effectively in a range of collaborative discussions by arriving to class prepared to use evidence from readings and research to stimulate thoughtful, well-reasoned discussion.
- Initiate and participate effectively in a range of collaborative discussions by working with peers to establish rules, goals and deadlines, and individual roles for discussions (including issues such as informal consensus, taking votes, and presenting opposing views).
- Initiate and participate effectively in a range of collaborative discussions by asking and responding to questions relating to the discussion and its broader themes, incorporating peers in the discussion, and clarifying, verifying, and challenging ideas.
- Initiate and participate effectively in a range of collaborative discussions by responding to diverse perspectives, summarizing areas of agreement and disagreement, and adjusting one's own views or make new connections in light of new evidence or others' reasoning.
- Initiate and participate effectively in a range of collaborative discussions by incorporating information presented in diverse media formats, determining the accuracy and credibility of each source.
- Initiate and participate effectively in a range of collaborative discussions by identifying false reasoning or exaggerated evidence and evaluating a speaker's point of view and use of rhetoric.
- Use active listening strategies and notice non-verbal cues and behavior that make communication more effective.
- Demonstrate comprehension of oral information for cause/effect, comparison/contrast, conclusion, context, purpose, charts/tables/graphs, evaluation/critiques, mood, persuasive text, sequence, summaries, and technical matters.

- Identify and evaluate presentations for conclusions/solutions, fact/opinion, assumptions, propaganda, relevance, accuracy/sufficiency, appropriateness/clarity, validity, and relationships of ideas.
- Predict possible outcomes and solutions based on trends presented by a speaker.

**Evidence for Assessing Learning**

**Performance Tasks***:*
**Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments.  Including but not limited to:**
- Accurate comprehension of scenario as measured by worksheet or checklist
- Discussion with a partner and with the class will include an explanation of the rationale behind the changes made, and the ability to formulate and communicate own and others' opinions

**Other Evidence:**
- Student engagement
- Self-evaluation
- Peer evaluation

**Building the Learning Plan**

**Sample Classroom Activities and/or Lesson Plans:**
- Teacher reads aloud a scenario concerning a vague law
- Students, through a combination of partner and small group discussions, will interpret the law and its consequences, then discuss and identify changes and/or additions to make the law clearer

**Learning Activities:**
*(Interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)*
- One–to-one assistance
- Appropriate grouping

**List of Instructional Materials:**
- Scenario worksheet

**List of Technology Resources:**
- Projector to display scenario and record group discussions
- Possible online resources for vague law scenario: https://www.cato.org/publications/commentary/get-rid-vague-laws, section "Legal Vagueness"  on http://perspicuity.net/paradox/vagueness.html, http://www.post-

# NRS Level 5 Speaking & Listening
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

gazette.com/local/city/2007/06/13/Home-alone-neglect-laws-vague/stories/200706130334

## PRESENTATION OF KNOWLEDGE AND IDEAS (PK)
### 5.S.PK.1 / 5.S.PK.2 / 5.S.PK.3 / 5.S.PK.4 / 5.S.PK.5

**Essential Understandings:**
- Information and ideas must be presented clearly, concisely, and logically.
- Using digital media in presentations enhances understanding and adds interest.
- Presentations should be adapted to a variety of contexts and tasks.

**Essential Questions:**
- What can be used to enhance a presentation?
- What determines if a presentation has been effective?

**Students will be able to:**
- Present information and findings by using supporting evidence with clarity, concision, and logic, and by using organization, development, and style appropriate to purpose, audience, and task.
- Present information and findings by strategically using digital media (textual, graphical, audio, visual, and interactive elements) to strengthen understanding and generate interest.
- Troubleshoot hardware and applications by locating and using print and online resources to solve problems, using correct terminology to describe the problems, and proposing a plan of action for unexpected problems.
- Demonstrate a command of formal English as appropriate by adapting language to a variety of contexts and tasks.
- Adapt levels of formality in speeches such as discussion, information requests, interpretation, and persuasion.

**Evidence for Assessing Learning**

**Performance Tasks***:*
**Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:**
- Students will design and offer an informal presentation that includes technological and visual elements. Presentation will be clear, concise, logically organized, well reasoned, and appropriate to purpose, audience, and task, as evaluated against a rubric.

**Other Evidence:**
- Student engagement,

- Appropriate following of direction
- Self-evaluation
- Peer evaluation

**Building the Learning Plan**

**Sample Classroom Activities and/or Lesson Plans:**
- Students brainstorm possible topics for discussion and presentation
- After selecting a topic, students gather facts, relevant details and examples from online search tools
- Students organize and record information, making note of appropriate level of language for each section
- Students rehearse in small groups by using story strips, a provided outline and or note cards, and rehearse for fluency
- Students view model presentations on PowerPoint, Keynote, or Prezi, and evaluate types of visuals for effectiveness with instructor guidance
- Students present to their peers an interactive, engaging presentation

**Learning Activities:**
*(Interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)*
- Additional practice time and modeling
- Guided presentation
- Directed pair work
- One-to-one tutoring

**List of Instructional Materials:**
- Checklists and rubrics
- Notecards
- Rubric for presentations (sample at https://www2.uwstout.edu/content/profdev/rubrics/pptrubric.html)

**List of Technology Resources:**
- www.prezi.com
- PowerPoint
- Keynote
- Google and other online search tools
- Posted online models for presentations on YouTube
- I-pad for recording self and peers

# NRS Level 5 Writing & Language
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

### TEXT TYPES AND STANDARDS (TT)
5.W.TT.1 / 5.W.TT.2 / 5.W.TT.3

**Essential Understandings:**
- An argument contains a claim(s) supported by valid reasoning and relevant and sufficient evidence.
- An informative/explanatory text conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- A narrative text develops real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

**Essential Questions:**
- How is supporting evidence identified?
- What is the difference between informative/explanatory and narrative text?

**Students will be able to:**
*(What does mastery look like)*
- Write effective arguments by using drafting, editing, and rewriting techniques in order to support claims in an analysis, using reasoning and relevant, sufficient evidence.
- Write effective arguments by introducing claim(s), distinguishing the claim(s) from opposing claims, and developing an organization of clear relationships among claim(s), counterclaims, reasons, and evidence.
- Write effective arguments by developing claim(s) and counterclaims, providing evidence for each (including tables, graphs, and other visuals) while indicating strengths and limitations of both so that the audience's knowledge level and concerns are considered.
- Write effective arguments by linking sections of the text, creating cohesion, and clarifying relationships (between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims) through the use of words, phrases, and clauses.
- Write effective arguments in a formal style and objective tone, adhering to the norms and conventions of the discipline.
- Write effective arguments by developing a conclusion that follows from and supports the argument.
- Write effective informative/explanatory texts by considering and presenting complex ideas, concepts, and information in a clear and accurate manner through selection, organization, and analysis of content.
- Write effective informative/explanatory texts by introducing a topic, making connections and distinctions through clear organization of complex ideas and information, and include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful.

# NRS Level 5 Writing & Language
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

- Write effective informative/explanatory texts by considering the audience's knowledge of the topic when using relevant and sufficient facts, definitions, concrete details, quotations, and other information.
- Write effective informative/explanatory texts by using a variety of transitions to link sections of the text, develop cohesion, and clarify relationships among complex ideas and concepts.
- Write effective informative/explanatory texts by using accurate language and domain-specific vocabulary to convey the complexity of the topic.
- Write effective informative/explanatory texts in a formal style and objective tone, adhering to the norms and conventions of the discipline.
- Write effective informative/explanatory texts by developing a conclusion that follows from and supports the information or explanation (e.g., explain implications or significance of the topic).
- Write effective narratives detailing real or imagined experiences or events using effective technique, details, and well-structured sequences of events.
- Write effective narratives by establishing a problem, situation or observation, establishing one or more point(s) of view, introducing a narrator or characters, and creating a clear progression of experiences or events.
- Write effective narratives by using dialogue, pacing, description, reflection and multiple plot lines to develop experiences, events, and characters.
- Write effective narratives by sequencing events to build on one another and create a coherent text.
- Write effective narratives by using accurate words and phrases, key details, and sensory language that conveys a clear picture of the experiences, events, setting, and characters.
- Write effective narratives by developing a conclusion that follows from and reflects on the experience, observation, or resolution.

## Evidence for Assessing Learning

**Performance Tasks:**
**Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments.  Including but not limited to:**
- Completed textbook activities
- Completed Venn diagram
- Completed argumentative text and narrative text as evaluated against teacher rubric

## Other Evidence:
- Prewriting materials

## Building the Learning Plan

## Sample Classroom Activities and/or Lesson Plans:

# NRS Level 5 Writing & Language
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

- Conduct whole class discussion of author's purpose including informing, describing, narrative, and persuading. Using *Reasoning Through Language Arts* Student Book, pp. 60-61, "Getting a Flu Shot," teacher models analysis of text to determine the author's purpose and identify the audience. Students demonstrate understanding of the process by identifying audience and purpose, citing text format as evidence to support their reasoning from text in *Reasoning Through Language Arts* Workbook, pp. 98-99, "Answers to Common Questions About the Flu Shot"
- Students will read *Common Core Achieve Reading and Writing* chapter 5 and complete activities
- 45 minute timed argumentative response to "I Have a Dream" (King) as compared to "Gettysburg Address" (Lincoln). Instructor hands out text of each speech and students follow along as YouTube.com audio of each speech is played
- Students use a Venn Diagram (i-Pathways.org, resources) to organize key points of each speech and detail what they have in common.
- Students write an argumentative paper including an introduction with attention getter and thesis, body paragraphs with supporting evidence from the documents, and a conclusion that leaves a lasting impression
- Students write an untimed narrative essay responding to the prompt: "It isn't always easy to do what is right and it can sometimes even be dangerous. Describe a time when you put yourself at risk (physically, socially, emotionally, or professionally) to do what you thought was right." Remind students that dialogue may be needed to emphasize content or point of view

**Learning Activities:**
*(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)*
- Additional composition time
- Peer assistance
- Teacher assistance
- One-to-one tutoring

**List of Instructional Materials:**
- Text of "I Have a Dream" (King) and "Gettysburg Address" (Lincoln)
- *Common Core Achieve: Reading and Writing.* (2014). McGraw Hill
- *Reasoning Through Language Arts: Test Preparation For the 2014 GED Test, Workbook.* (2014). Steck Vaughn
- *Reasoning Through Language Arts: Test Preparation for the 2014 GED Test, Student Book.* (2014). Steck Vaughn.

# NRS Level 5 Writing & Language
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

**List of Technology Resources:**
- http://teachingamericanhistory.org/
- i-Pathways resource section

## PRODUCTION AND DISTRIBUTION OF WRITING (PD)
### 5.W.PD.1 / 5.W.PD.2 / 5.W.PD.3 / 5.W.PD.4

**Essential Understandings:**
- Clear, varied, and coherent writing includes an introduction, body, and conclusion, in which the development process, organization, and style are appropriate to task, purpose, and audience.
- Writing is developed and strengthened using a variety of sources and strategies.
- Effective workplace correspondence conveys information clearly and positively.
- Technology can be used to research, evaluate, write, produce, publish, and update individual or shared writing products.

**Essential Questions:**
- How does the intended audience influence the choice of writing style and format?
- What are effective strategies for prewriting and revision?
- What technology tools are available to enhance writing tasks?

**Students will be able to:**
*(What does mastery look like)*
- Write clearly, coherently, and within an organization of introduction, body and conclusion, using a style appropriate to the task, purpose, and audience.
- Develop and strengthen writing by planning, brainstorming, evaluating, revising, editing, and rewriting, and organizing key ideas and supporting them through revising, rewriting and editing, using feedback from multiple sources.
- Strengthen writing by focusing on presenting what is most significant for a specific topic, purpose, or audience, using tables, graphs, and other visuals as appropriate.
- Produce internal and external business correspondence that conveys or requests information effectively and communicates with other employees and customers to clarify objectives and foster positive relationships.
- Produce and publish writing products, both individual and collaborative, by using the Internet to research, evaluate, and update texts, capitalizing on technology's ability to link to and display information.

**Evidence for Assessing Learning**

**Performance Tasks:**
**Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments.**

- Completed rough draft of extended response
- Results from Paper Rater review and completed checklist from peer evaluation
- Revised draft of extended response with appropriate edits and revisions submitted to teacher

**Other Evidence:**
- Teacher generated rubric
- Guided peer observation

**Building the Learning Plan**

**Sample Classroom Activities and/or Lesson Plans:**
- Students have 45 minutes to write an extended response to a prompt. Texts are to be word processed and printed for peer evaluation
- In groups of 2-3, students share their responses. Group members note strengths and weaknesses on a checklist
- Students revise and edit their work to produce a second draft, and then copy and paste the document to an online paper evaluator – http://www.paperrater.com/ Students will learn there are numerous avenues for help when revising writing
- Completed papers are emailed to the instructor as an attachment

**Learning Activities:**
*(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)*
- Additional composition time
- Alternative grouping
- Teacher assistance
- One-to-one tutoring

**List of Instructional Materials:**
- List of extended response topics (examples at http://www.gedtestingservice.com/uploads/files/ddd59448b9f95046eb43f60019cacd9e.pdf)
- Peer evaluation checklists
- Extended response rubric http://www.gedtestingservice.com/uploads/files/219d8206deb202d6c32b35aa264ed2ad.pdf

**List of Technology Resources:**
- www.paperrater.com

# NRS Level 5 Writing & Language
# Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

## RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB)
5.W.RB.1

**Essential Understanding:**
- Research projects are used to answer a question or solve a problem.

**Essential Question:**
- What are the steps to writing a research project?

**Students will be able to:**
*(What does mastery look like)*
- Answer a question or solve a problem by conducting short and/or sustained research projects, narrowing or broadening the inquiry as appropriate based on exploration with computer search tools.
- Demonstrate understanding of the research topic through the synthesis of multiple sources.
- Use a variety of relevant sources effectively, accessing multiple print and digital resources including advanced searches, and assessing the value of each source.
- Maintain a standard citation format throughout a written text.
- Support analysis, reflection and research by drawing evidence from texts.

**Evidence for Assessing Learning**

**Performance Tasks:**
**Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:**
- Completed notetaking graphic for web resources
- Completed prewriting materials and outline
- Completed draft of essay as evaluated against teacher rubric

**Building the Learning Plan**

**Sample Classroom Activities and/or Lesson Plans:**
- Teacher provides whole-class lesson on internet research and appropriate use of sources
- Students brainstorm a problem to solve by listing organizations they belong to and their problems (things that irritate or can be done better).  Students choose one problem, note solutions that have been tried, and identify a new solution.
- Students conduct internet research on their topic and complete a notetaking graphic, evaluating each source for reliability
- Students will compose an essay with introduction, body paragraphs with developed details and support, and a conclusion that will be submitted for peer and teacher evaluation. Essays must describe the problem, convince the reader the problem exists, explain the solution proposal, and argue the solution is best

# NRS Level 5 Writing & Language
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

**Learning Activities:**
*(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)*
- Additional composition time
- Peer assistance
- Teacher assistance
- One-to-one tutoring

**List of Instructional Materials:**
- Overview for teaching students online research techniques – useful graphic "Strategies of a Savvy Researcher"
  http://www.edweek.org/ew/articles/2013/05/22/32el-studentresearch.h32.html

**List of Technology Resources:**
- Outline for teaching online research: https://www.lifewire.com/how-real-online-research-works-2483456
- Sample notetaking graphic for web resources: https://llc.wrdsb.ca/wp-content/uploads/2014/06/MLA-Page-from-Website-pdf.pdf

## RANGE OF WRITING (RW)
5.W.RW.1

**Essential Understanding:**
- Writing for specific tasks, purposes, and audiences is done over both extended and brief time frames.

**Essential Question:**
- What is the relationship between the writing process and the writing task?

**Students will be able to:**
*(What does mastery look like)*
- Write for a variety of discipline specific tasks, purposes and audiences, over both an extended time (for research, reflection, and editing) and a shorter time (a single sitting).

**Evidence for Assessing Learning**

**Performance Tasks:**
**Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:**
- Draft of an expository paragraph in response to a prompt, completed in 30 minutes as evaluated against teacher rubric
- Draft of a persuasive paragraph in response to a prompt, completed in 30 minutes as evaluated against teacher rubric

**Other Evidence:**
- Teacher observation
- Student brainstorming notes and prewriting material

**Building the Learning Plan**

**Sample Classroom Activities and/or Lesson Plans:**
- Class reviews key components for expository and persuasive writing, including prewriting strategies, appropriate structure, development of evidence, and language and purpose
- Students are given an expository prompt such as: "Describe a useful piece of current technology and how it impacts your daily life"
- Students are allowed 30 minutes to plan and write a paragraph
- Students receive a persuasive prompt such as: "Should parenting classes be mandated for all new parents? Why or why not?"
- Students are allowed 30 minutes to plan and write a paragraph

**Learning Activities:**
*(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)*
- Additional composition time
- Peer assistance
- Teacher assistance
- One-to-one tutoring

**List of Instructional Materials:**
- Expository and persuasive writing rubrics
- Writing manuals

**List of Technology Resources:**
- https://owl.english.purdue.edu/owl/ for guidelines for a variety of writing purposes
- http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf (persuasion rubric)
- http://www.readwritethink.org/files/resources/printouts/Essay%20Rubric.pdf (general rubric)
- www.writetodone.com

**CONVENTIONS OF STANDARD ENGLISH (CS)**
5.W.CS.1 / 5.W.CS.2

**Essential Understanding:**
- Conventions of Standard English must be applied.

# NRS Level 5 Writing & Language
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

**Essential Question:**
- What are the conventions of Standard English?

**Students will be able to:**
*(What does mastery look like)*
- Demonstrate command of English grammar conventions when writing through use of parallel structure and through use of phrases and clauses conveying specific meaning to add variety and interest.
- Demonstrate command of English grammar conventions when writing by linking closely related clauses with a semicolon or a comma and coordinating conjunction.
- Demonstrate command of English grammar conventions when writing through correct spelling and proper use of colons to introduce lists or quotations.

**Evidence for Assessing Learning**

**Performance Tasks:**
**Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:**
- Completed grammar and usage quizzes done in groups

**Other Evidence:**
- Teacher observation
- Guided peer observation

**Building the Learning Plan**

**Sample Classroom Activities and/or Lesson Plans:**
- Whole class discussion on language convention issues: parallel structure, punctuating with clauses, and use of colons
- Students will be given a guided group assignment with numerous examples of grammar, usage, and punctuation errors for correction and explanation

**Learning Activities:**
*(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)*
- Peer assistance
- One-to-one tutoring

**List of Instructional Materials:**
- Teacher-generated quizzes (source material: grammar.ccc.commnet.edu/grammar/quiz_list.htm)
- Writing manuals

# NRS Level 5 Writing & Language
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

**List of Technology Resources:**
- Suggested quizzes: http://grammar.ccc.commnet.edu/grammar/quiz_list.htm
- Materials for group lesson (see parallel structure, coordination & subordination, punctuation presentations)  http://www.chompchomp.com/

## KNOWLEDGE OF LANGUAGE (KL)
5.W.KL.1  /  5.W.KL.2

**Essential Understandings:**
- Language choices affect meaning, style, and comprehension.
- Writing should conform to the guidelines required for the discipline and writing type.

**Essential Question:**
- How do guidelines assist effective writing?

**Students will be able to:**
*(What does mastery look like)*
- Demonstrate knowledge of language by applying it in a variety of contexts, making effective style choices, and understanding more completely when reading or listening.
- Demonstrate knowledge of language by conforming to a discipline-appropriate style manual, using brainstorming, clustering, and free writing during planning stages in order to produce, edit, and rewrite an effective text.

**Evidence for Assessing Learning**

**Performance Tasks:**
**Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments.  Including but not limited to:**
- Sample document with quotes in MLA format, including a bibliography page.
- Sample document with quotes in APA format, including a works cited page.

**Building the Learning Plan**

**Sample Classroom Activities and/or Lesson Plans:**
- Whole class presentation on how writing formats vary based on discipline, using the Purdue OWL online site. Review the guidelines for crediting sources and formatting papers in APA and MLA. Use a textbook, a magazine article, and a newspaper article as sample documents

- Students create two documents: one with quoted citations and a bibliography in MLA format and the other with quoted citation and a works cited page in APA format
- Peer groups review each document and edit errors according to OWL resource

**Learning Activities:**
*(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)*
- Additional composition time
- Peer assistance
- One-to-one tutoring

**List of Instructional Materials:**
- https://owl.english.purdue.edu/owl/resource/585/2/ - Online writing guide
- Hard copy writing manuals

**List of Technology Resources:**
- Purdue OWL

**VOCABULARY USAGE (VU)**
5.W.VU.1  /  5.W.VU.2

**Essential Understandings:**
- Figurative language and word relationships affect meaning.
- Acquisition and use of Tier Two and Tier Three words is necessary for writing at the college and career readiness level.

**Essential Questions:**
- What are Tier Two and Tier Three words?
- What strategies can be applied to identify and interpret figurative language?

**Students will be able to:**
*(What does mastery look like)*
- Demonstrate an understanding of vocabulary and figurative language by using and interpreting figures of speech (satire, sarcasm) in context, and by analyzing nuances in word meanings.
- Demonstrate an understanding of vocabulary by independently acquiring and using academic and domain-specific words and phrases at the college and career-ready level.

**Evidence for Assessing Learning**

**Performance Tasks:**

# NRS Level 5 Writing & Language
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

**Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments.  Including but not limited to:**
- Students are able to define and demonstrate examples of figurative language, including sarcasm and satire
- Groups compile list of new vocabulary words during "Taboo" activity

**Other Evidence:**
- Teacher observation
- Class discussion
- Guided peer observation

**Building the Learning Plan**

**Sample Classroom Activities and/or Lesson Plans:**
- Whole class discussion on figurative language, simile, metaphor, hyperbole, personification, word relationship, synonym, antonym, multiple meaning words, homonym, compound words, and nuances.
- Discuss satire and sarcasm, using YouTube clips of cartoons or movie clips to demonstrate the difference
- "Taboo" game - in groups, students have a list of ideas or meanings they must express, but certain words are restricted. Students work together to find alternate vocabulary to express the meaning and record these new words

**Learning Activities:**
*(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)*
- Peer assistance
- One-to-one tutoring

**List of Instructional Materials:**
- Class discussion material to project: https://quizlet.com/27891576/11-12l5-figurative-language-and-nuance-flash-cards/
- Video clips from YouTube
- List of ideas or meanings for groups to express
- Dictionaries, both print and digital

**List of Technology Resources:**
- Games for vocabulary building (antonyms, root words, prefixes, SAT review) www.vocabulary.co.il
- Figurative language review material and quiz: https://quizlet.com/27891576/11-12l5-figurative-language-and-nuance-flash-cards/

# NRS Level 5 Writing & Language
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

**WRITING STANDARDS FOR LITERACY IN HISTORY, SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (WL)**
5.W.WL.1 / 5.W.WL.2 / 5.W.WL.3 / 5.W.WL.4 / 5.W.WL.5 / 5.W.WL.6 / 5.W.WL.7 / 5.W.WL.8

**Essential Understandings:**
- Effective arguments focusing, on discipline-specific content, use domain-specific words and phrases at the college and career readiness levels.
- Informative/explanatory writing conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- The methods of production and distribution should be appropriate to task, purpose, and audience.
- Research projects answer a question or solve a problem, demonstrate an understanding of the subject under investigation, and use information drawn from a variety of print and digital resources.

**Essential Questions:**
- How is the most effective method chosen for production and distribution of content-specific projects?
- What are the domain-specific words and phrases that make arguments more effective?

**Students will be able to:**
*(What does mastery look like)*
Text Types and Purposes: History, Social Studies, Science, and Technical Subjects
- Write arguments in discipline-specific content areas, including informative/explanatory texts, narration of historical events, scientific procedures/experiments, or technical processes.
- Write arguments in discipline-specific content areas by introducing claim(s), distinguishing the claim(s) from opposing claims, and developing an organization of clear relationships among claim(s), counterclaims, reasons, and evidence.
- Write arguments by developing claim(s) and counterclaims, providing evidence for each (including tables, graphs, and other visuals) while indicating strengths and limitations of both so that the audience's knowledge level and concerns are considered.
- Write arguments in discipline-specific content areas by linking sections of the text, creating cohesion, and clarifying relationships (between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims) through the use of words, phrases, and clauses.
- Write arguments in discipline-specific content areas in a formal style and objective tone, adhering to the norms and conventions of the discipline.
- Write arguments in discipline-specific content areas by developing a conclusion that follows from and supports the argument.
- Write informative/explanatory texts, including narration of historical events, scientific procedures, experiments, or technical processes.

# NRS Level 5 Writing & Language
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

- Write informative/explanatory texts by introducing a topic, making connections and distinctions through clear organization of complex ideas and information, and include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful.
- Write informative/explanatory texts by considering the audience's knowledge of the topic when using relevant and sufficient facts, definitions, concrete details, quotations, and other information.
- Write informative/explanatory texts by using a variety of transitions to link sections of the text, develop cohesion, and clarify relationships among complex ideas and concepts.
- Write informative/explanatory texts by using accurate language and domain-specific vocabulary to convey the complexity and style appropriate for the discipline and the expertise of readers.
- Write informative/explanatory texts in a formal style and objective tone, adhering to the norms and conventions of the discipline.
- Write informative/explanatory texts by developing a conclusion that follows from and supports the information or explanation.
- Write informative/explanatory texts by planning, revising, editing, and rewriting.
- Write informative/explanatory texts by focusing on presenting what is most significant for a specific topic, purpose, or audience, using tables, graphs, and other visuals as appropriate.
- Demonstrate an understanding of vocabulary by independently acquiring and using academic and domain-specific words and phrases at the college and career-ready level.

## Production and Distribution of Writing: History, Social Studies, and Technical Subjects
- Write clearly, coherently, and with well-developed organization, using a style appropriate to task, purpose, and audience.
- Demonstrate improved writing by planning, revising, editing, and rewriting, with a focus on purpose and audience.
- Produce and publish clear and effective writing by using technology such as the Internet.

## Research to Build and Present Knowledge: History, Social Studies, and Technical Subjects
- Answer a question or solve a problem by conducting short and/or sustained research projects, narrowing or broadening the inquiry as appropriate and synthesizing information from multiple sources.
- Use a variety of relevant sources effectively, accessing multiple print and digital resources, and assessing the value and credibility of each source.
- Use data and conclusions from sources by quoting and/or paraphrasing accurately, avoiding plagiarism.
- Sustain the flow of ideas through the text by integrating information selectively.
- Maintain a standard citation format throughout a written text.

# NRS Level 5 Writing & Language
## Low Adult Secondary Education (Grade Levels 9.0 – 10.9)

- Support analysis, reflection and research by drawing evidence from informational texts.

Range of Writing: History, Social Studies, Science, and Technical Subjects
- Demonstrate the ability to write routinely over longer and shorter time frames for a variety of discipline-specific assignments, purposes, and audiences.

**Evidence for Assessing Learning**

**Performance Tasks:**
**Demonstrate mastery of objectives through the assessment of graded: homework, worksheets, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:**
- Completed article for submission to newsletter
- Peer evaluation checklist for other groups' articles

**Other Evidence:**
- Teacher observation
- Guided peer observation
- Active participation in group work

**Building the Learning Plan**

**Sample Classroom Activities and/or Lesson Plans:**
- Students will create a classroom newsletter incorporating articles about history, social studies, science, and technology issues. The newsletter will be a compilation of texts from all students
- Group students in content teams and have each choose a topic for their article. Each group will research the topic, draft the article, and incorporate at least one graphic component such as a map, chart or picture
- All groups submit a finished article, appropriately cited, for submission to the class newsletter
- Groups serve as peer evaluators for other groups' articles

**Learning Activities:**
*(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)*
- Additional composition time
- Peer assistance
- Teacher assistance
- Sample articles for review and modeling

**List of Instructional Materials:**
- Current events ideas from various newspapers, magazines, or podcasts

- Classroom-generated discussion topics
- Peer evaluation checklist

**List of Technology Resources:**
- News in Levels https://www.newsinlevels.com/
- Peer evaluation checklist (sample https://manleylibrary.wikispaces.com/file/view/Research+Paper+Peer+Review.pdf)