Illinois Community College Board
Adult Education & Literacy

Illinois ABE/ASE Language Arts Model Curriculum
NRS Level 6

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
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NRS Level 6 Reading
High Adult Secondary Education (Grade Levels 11.0 – 12.9)

VOCABULARY ACQUISITION AND USAGE (VA)
6.R.VA.1 / 6.R.VA.2 / 6.R.VA.3 / 6.R.VA.4 / 6.R.VA.5

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.
- There is an identified list of vocabulary students need to have to be prepared for reading, writing, speaking, and listening at the college and career readiness level.
- Analyzing information and following directions is dependent upon the use of content, technical concepts, and vocabulary.

Essential Questions:
- How can unknown words and phrases be understood?
- How does the reader determine which reading strategies to use with a particular text?

Students will be able to:
- 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.)
- Demonstrate comprehension by identifying and using patterns of words indicating different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- Demonstrate comprehension of words by using print and digital reference materials such as dictionaries, glossaries and thesauruses to determine the pronunciation, part of speech precise meaning, etymology, and standard usage of unknown words.
- Verify initial determination of word meanings through context clues or a dictionary.
- Demonstrate comprehension of figurative language and word relationships by interpreting and analyzing figures of speech in context, recognizing nuances in word meanings.
- Choose appropriate reading strategies for identifying the purpose of a text (e.g., skimming, reading for detail, reading for meaning, critical analysis).
- Demonstrate comprehension by acquiring and correctly employing college and career-level general academic and domain specific words and phrases, gathering this vocabulary knowledge independently.
- Use content, technical concepts, and vocabulary appropriately when analyzing information or following directions.

Evidence for Assessing Learning

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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 vocabulary activities
- Tests
- i-Pathways Unit 2 "Vocabulary and Word Skills" Lessons 1-2 completed with 70% correct

Other Evidence:
- Student engagement
- Class discussion
- Self-evaluation
- Peer evaluation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Students will be given a list of level appropriate vocabulary words
- Students will review antonyms/synonyms, roots, and nuances of those words
- Matching or fill in blank games/activities to practice word relationships, definitions, and nuances
- Read short passages from high school equivalency tests and discuss which reading strategies would best be applied
- Students should be encouraged to use the new vocabulary words during class discussion

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

List of Instructional Materials:
- Vocabulary Worksheet
- Dictionaries and thesaurus
- Dolainski, Stephen and Griffin, S. Elizabeth. (2011). *Words to Learn By: Advancing Academic Vocabulary.* McGraw Hill.
- *Common Core Achieve Reading and Writing.* (2014). McGraw-Hill.
- *Common Core Achieve Social Studies.* (2014). McGraw-Hill.

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- *Common Core Achieve Science.* (2014). McGraw-Hill.

List of Technology Resources:
- Projector to display instructions
- i-Pathways Unit 2 "Vocabulary and Word Skills" Lessons 1-2

COMPREHENSION: LITERATURE (CL)
6.R.CL.1 / 6.R.CL.2 / 6.R.CL.3 / 6.R.CL.4 / 6.R.CL.5 / 6.R.CL.6
6.R.CL.7 / 6.R.CL.8

Essential Understandings:
- The reader's 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.
- A text may have two or more themes that interact and build on one another.

Essential Questions:
- How can textual evidence for supporting an analysis be identified?
- How does structure of the text contribute to its meaning and aesthetic impact?

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, particularly addressing inferences or areas where the text is leaves an issue uncertain.
- Demonstrate comprehension by identifying central themes or ideas, interpreting the development of ideas over the course of the text, considering how those elements interact and build on each other, and presenting an objective summary of the text.
- Demonstrate comprehension by analyzing the author's choices and how they impact the text, including issues of setting, plot sequence, and character introduction and development.

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, particularly words with multiple meanings or unique, beautiful usage (including Shakespeare).
- Demonstrate comprehension by analyzing how text structure, meaning, and aesthetic effect is impacted by author choices such as the story's beginning and end and the selection of a comic or tragic tone.

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- Demonstrate comprehension by interpreting a text wherein correct understanding of point of view relies on clearly distinguishing what is meant from what is directly stated (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas: Literature
- Demonstrate comprehension by analyzing multiple versions of a story, drama, or poem and consider how each interprets the source text (including at least one Shakespearean play and one American play).
- Demonstrate comprehension by integrating knowledge of a variety of foundational American texts from the eighteenth-, nineteenth-, and earl-twentieth-century, emphasizing how two or more texts from a similar period treat similar themes.

Range of Reading and Level of Text Complexity: Literature
- 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.
- Quizzes on theme, structure, point of view, symbolism, and word choice in the text
- Completed T-chart comparing and contrasting the text and visual presentation
- Students will produce an essay analyzing the differences between text and visual presentation, as evaluated against teacher rubric

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

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Students read a short story or novella
- In groups record observations about theme, structure, point of view, symbolism, and word choice
- As a class discuss the choices the author made and how those choices affect the meaning of the text
- Show students the video/movie version of the story or novella
- Work in groups and use a T-chart to record similarities and differences between the text and visual presentation

- Students write an essay, using the T-chart as their resource, comparing and contrasting the text and visual 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:
- Short story or novella (Suggested story: Jackson, Shirley. (1948). "The Lottery.")
- T-chart
- Dictionaries and thesaurus

List of Technology Resources:
- YouTube (Video of Shirley Jackson's "The Lottery" by Aura Pictures)
- Full text of "The Lottery https://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf

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

Essential Understandings:
- The reader's 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 ideas and how they interact and build on one another.
- The author's choices with regard to craft and structure impact the reader's understanding of the text.
- Sources of information should be evaluated for accuracy, validity, bias, relevance, and/or significance.
- Understanding and evaluating the reasoning behind seminal U.S. texts of historical and literary significance is critical to its comprehension.

Essential Questions:
- How can textual evidence for supporting an analysis be identified?
- How does the reader differentiate between fact and opinion in order to make decisions?
- What techniques are used to help the reader understand and evaluate the reasoning in seminal U.S. texts of historical and literary significance?

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Students will be able to:

Key Ideas and Details: Information
- Demonstrate comprehension by citing strong, thorough textual evidence to support analysis of the text, including both explicit and inferential ideas, and by identifying direct statements, implied ideas, and areas of uncertainty.
- Demonstrate comprehension by determining a text's central ideas, identifying how it emerges and develops throughout the text, analyzing how ideas interact and build on each other, and providing an objective summary of the text.
- Demonstrate comprehension by analyzing complex sets of ideas and sequences of events and explaining how they interact and develop throughout the text.

Craft and Structure: Information
- Demonstrate comprehension by determining the meaning of words and phrases in a text, including figurative, connotative and technical meanings; analyze the author's use of a key term throughout the text (e.g., Madison's definition of *faction* in *Federalist No. 10*).
- Demonstrate comprehension by analyzing the effectiveness of a text's structure, how it is used to develop a theme or argument, and whether it makes points clearly and convincingly.
- Demonstrate comprehension by determining an author's point of view or purpose in a text, particularly in terms of how rhetoric, style, and content contributes to the effectiveness or beauty of the text.

Integration of Knowledge and Ideas: Information
- Demonstrate comprehension by integrating multiple sources of information from a variety of media and formats to address an issue or solve a problem.
- Demonstrate comprehension by evaluating the reasoning in key U.S. texts in regard to constitutional principles, use of legal reasoning, and premises, purposes, and arguments (including U.S. Supreme Court opinions and dissents, *The Federalist*, and presidential addresses).
- Demonstrate comprehension by making decisions that compare and contrast facts, as distinct from opinions.
- Demonstrate comprehension by analyzing themes, purposes, and rhetoric from key seventeenth-, eighteenth-, and nineteenth-century U.S. documents of historical and literary significance.

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 by identifying assumptions, purposes, outcomes/solutions, and propaganda in a diversity of formats and media.

Evidence for Assessing Learning

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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:
- Successfully complete Unit 3 Practice (at least 7 correct of 10 questions) in *Scoreboost for the 2014 GED Test: Thinking Skills: Critical Thinking for the Reading, Science, and Social Studies*
- Discussion with a partner and with the class that demonstrates comprehension and analysis of *The Declaration of Independence*
- Written analysis of the structure and purpose of the document as evaluated against teacher rubric

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

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Students will work independently to complete exercises in Unit 3 of *Scoreboost for the 2014 GED Test: Thinking Skills: Critical Thinking for the Reading, Science, and Social Studies*
- Students will read (either as whole group, pairs, or independently) *The Declaration of Independence*
- Students will work in pairs to analyze the text for structure, purpose, and to diagram the reasoning in the text

Learning Activities:
(Interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Appropriate grouping
- Alternative reading, such as *The Gettysburg Address*
- One-to-one tutoring

List of Instructional Materials:
- *The Declaration of Independence* www.teachingamericanhistory.org
- Dictionaries
- Essay rubric

List of Technology Resources:
- Projector to display instructions and discussion results and feedback

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

Essential Understandings:
- Analyzing primary and secondary resources indicates the relationships among the key details and ideas of the text.
- Information in primary and secondary sources can be analyzed in regard to factors including 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 research information.
- Information for research should be integrated from diverse sources to form a coherent understanding of an idea or event.

Essential Questions:
- What strategies can be used to reconcile discrepancies among sources?
- How can digital resources be evaluated for appropriateness and accuracy?

Students will be able to:
Key Ideas and Details: History and Social Studies
- Demonstrate comprehension by citing specific textual evidence to support analysis of primary and secondary sources, explaining how insights from specific details leads to an understanding of the whole text.
- Demonstrate comprehension by making decisions that compare and contrast facts, as distinct from opinions.
- Demonstrate comprehension by identifying the central ideas or information of a primary or secondary source and providing an accurate summary that clarifies how key details or ideas relate to each other and develop throughout the text.
- Demonstrate comprehension by evaluating and determining which explanations best fits with evidence from the text, particularly noting areas of uncertainty.

Craft and Structure: History and Social Studies
- Demonstrate comprehension by determining the meaning of words and phrases in a text, including figurative, connotative and technical meanings; analyze the author's use of a key term throughout the text (e.g., Madison's definition of *faction* in *Federalist No. 10*).
- Demonstrate comprehension by analyzing the structure of a complex primary source, noting how sentences, paragraphs, and larger portions are combined to create the whole text.
- Demonstrate comprehension by comparing two or more authors' points of view on an historical event or issue and evaluating their claims, reasoning, and evidence.

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Integration of Knowledge and Ideas: History and Social Studies
- Obtain information through appropriate use of computer research tools and resources such as search engines.
- Apply information gained from reading into practice through the transcription and interpretation of information, data, and observations.
- Demonstrate integration of ideas by incorporating and evaluating multiple sources of information from a variety of media and formats to address an issue or solve a problem.
- Support or challenge an author's premise, claim, or evidence with information from other sources.
- Demonstrate a coherent understanding of an idea or event by integrating information from primary and secondary sources, noting discrepancies among them.

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.
- i-Pathways Language Arts Unit 4 Lesson Lessons 1-2 with 70% correct
- Complete list of notes indicating facts, opinions, structure, and relevant details from the document
- Organized presentation of findings as evaluated against teacher rubric

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

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Students read a primary source document (suggested: "What to the Slave is the 4th of July?" by Frederick Douglass)
- Students identify facts, opinions, structure, language, and relevant details from the text (using a teacher-generated checklist)
- Students highlight the most important of these items from the text and organize them in a logical order
- Students present findings to their peers and invite discussion

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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

List of Technology Resources:
- i-Pathways
- www.teachingamericanhistory.org or www.newsela.com for primary source texts
- https://www.democracynow.org/2015/7/3/what_to_the_slave_is_4th (audio recording of James Earl Jones' interpretation of Douglass' text)

READING IN THE CONTENT AREAS: SCIENCE AND TECHNICAL SUBJECTS (RS)
6.R.RS.1 / 6.R.RS.2 / 6.R.RS.3 / 6.R.RS.4 / 6.R.RS.5 / 6.R.RS.6
6.R.RS.7 / 6.R.RS.8 / 6.R.RS.9 / 6.R.RS.10 / 6.R.RS.11 / 6.R.RS.12 / 6.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.
- 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 in science and technical reading
- Understanding the relationships among concepts in a text increases comprehension.
- The scientific method consists of evaluating the hypotheses, the data, the analyses, and the conclusions.
- Digital research tools and resources can be used to obtain information.
- Information used in research should be synthesized from a range of diverse sources.
- 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.

- Validating conclusions/solutions requires identifying unresolved issues, verifying data when possible, and corroborating or challenging conclusions with other sources.

Essential Questions:
- How can digital resources be evaluated for appropriateness and accuracy?
- 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 criteria are used to assess the researcher'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 by citing specific textual evidence to support analysis of science and technical materials, paying attention to distinctions the author makes or inconsistencies in the text.
- Demonstrate comprehension by identifying main ideas or conclusions, summarizing concepts, processes, or information through understandable, accurate paraphrasing.
- Demonstrate comprehension by accurately following directions in multi-step procedures used in experiments, measuring, or performing technical tasks, analyzing the results based on information from the text.

Craft and Structure: Science and Technical Subjects
- Demonstrate comprehension by determining the meaning of symbols, key terms and other domain-specific vocabulary as used in level appropriate scientific and technical texts.
- Demonstrate comprehension by analyzing the categorical and hierarchical structure of information in a text.
- Demonstrate comprehension by identifying and evaluating the author's purpose in providing an explanation, elaborating on a procedure, or recalling an experiment, noting any issues that remain unresolved.

Integration of Knowledge and Ideas: Science and Technical Subjects
- Integrate knowledge and ideas by incorporating and evaluating multiple sources of information from a variety of media and formats to address an issue or solve a problem.
- Demonstrate comprehension of a scientific or technical text by evaluating the hypotheses, data, analysis, and conclusions by verifying data and/or corroborating conclusions with other sources to clarify a conclusion or solution.
- Demonstrate comprehension of a process, phenomenon, or concept by integrating information from a variety of sources such as texts, experiments, and simulations, resolving conflicting information as possible.

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- Obtain information through appropriate use of computer research tools and resources such as search engines.
- Use scientific methods in qualitative and quantitative analysis, data collection, direct and indirect observation, predictions, and the identification of problems.
- 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.
- Describe accurately the structure of matter, how elements are organized in the periodic table, and how atoms form molecules
- Record definitions of unknown vocabulary words
- Read assigned lesson in textbook and complete all activities within the lesson, check answers, and carefully study answers/sample answers in back of book for additional explanatory information included
- Complete i-Pathways Science Unit 1 Lesson 1 with 70% correct

Other Evidence:
- Active participation in group discussion
- Self-evaluation
- Peer evaluation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Via direct instruction explain that matter, anything that has mass and takes up space, is made of atoms and can neither be created nor destroyed
- Students skim *Common Core Achieve – Science* pages 250-253 to locate vocabulary words. They add these words and their definitions to vocabulary journals
- Teacher facilitates group's reading about the structure of matter (pages 250-253), discussing the text and "Think about Science" questions at end of each section
- Teacher introduces students to the Periodic Table of the Elements and to the chemical formulas for common substances (i.e., salt, sugar)

- Students complete and discuss Core Practice, Core Skill, and Workplace Skill activities throughout the lesson
- Individually, students complete the review and practice questions pages 254-255
- Teacher monitors student outcomes, discusses commonly-missed items, and refers students for re-teaching or enrichment

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:
- *Common Core Science*. (2014). McGraw Hill.

List of Technology Resources:
- i-Pathways Science

FUNCTIONAL AND WORKPLACE SKILLS (FW)
6.R.FW.1 / 6.R.FW.2 / 6.R.FW.3

Essential Understandings:
- Knowledge of technology systems and resources is an essential skill.
- Information technology tools help 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 use to manage and perform work responsibilities?

Students will be able to:
- Demonstrate ability to use information technology tools by applying various technology systems to subject-matter learning (e.g., electronic microscopes, calculators, robotics, MIDI, databases).
- Demonstrate ability to use information technology tools through active use and configuration of hardware, software, and network systems for a specific task.
- Demonstrate ability to use information technology tools by applying algorithmic thinking strategies (e.g., conditional branching, modularization, recursion).
- 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 interest inventory
- Paragraph indicating job selected and why it is the best job for them
- Rough draft of resume completed
- Edited resume

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

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Explore job websites to identify interests and abilities
- Locate and record details of a job description suited to interests and abilities
- Students write a paragraph explaining why the job they chose would be a good job for them
- Write a rough draft of a resume and with a partner, compare the job description with the resume
- Edit the resume to match the job

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Learning Activities:
(Interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Directed pair work
- One-to-one tutoring

List of Instructional Materials:
- Skill and interest inventories
- Resume templates in Microsoft Word or other application

List of Technology Resources:
- www.illinoisworknet.com
- Skills and Interest Surveys at
  https://www2.illinoisworknet.com/explore/Pages/SkillandInterestSurveys.aspx

NRS Level 6 Speaking & Listening
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COMPREHENSION AND COLLABORATION (CC)
6.S.CC.1 / 6.S.CC.2 / 6.S.CC.3 / 6.S.CC.4 / 6.S.CC.5

Essential Understandings:
- Collaborative discussions consist of building on the ideas of others and expressing one's own ideas clearly and persuasively.
- Evaluation of a speaker's point of view, reasoning, and use of evidence or rhetoric is necessary for understanding.
- Oral information should be understood and evaluated, leading to a predicted outcome or solution.

Essential Questions:
- What are the essentials for effective oral communication?
- What has gone wrong if the predicted outcome or solution is not reached?

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 set clear goals, deadlines, and individual roles to produce a democratic and civil environment.
- Initiate and participate effectively in a range of collaborative discussions by asking and responding to questions that probe reasoning and evidence; clarify, verify, and challenge ideas; and promote divergent, creative views.
- Initiate and participate effectively in a range of collaborative discussions by synthesizing comments, claims, and evidence from various perspectives, resolving contradictions and determining if any additional information or research is necessary to complete a task.
- Incorporate information presented in diverse media formats, determining the accuracy and credibility of each source, noting discrepancies, and making informed decisions.
- Evaluate a speaker's point of view, reasoning, and use of evidence or rhetoric by considering tone, emphasis, word choice, premises, and stance.
- 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.

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- Identify and evaluate presentations for conclusions/solutions, fact/opinion, assumptions, propaganda, relevance, accuracy/sufficiency, appropriateness/clarity, validity, and relationships of ideas.
- Predict potential outcomes and/or solutions based on oral information regarding trends.

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:
- Discussion is complete and covers all components of checklist

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

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Students read Sherman Alexie's essay "I Hated Tonto (Still Do)"
- Students use a checklist to guide discussion about the essay's reasoning, examples, structure, and language
- Students will explore and discuss the negative impact that stereotypes can have on individuals, using the article as a point of discussion
- Students will view a short video montage of clips from Western films
- In small groups, students will evaluate those video primary sources for bias and bigotry

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

List of Instructional Materials:
- Copy of "I Hated Tonto (Still Do)" for each student
- Appropriate movie clips

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List of Technology Resources:
- Projector to display movie clips and accompanying instructions
- YouTube video clips
- Sherman Alexie's article http://articles.latimes.com/1998/jun/28/entertainment/ca-64216/2

PRESENTATION OF KNOWLEDGE AND IDEAS (PK)
6.S.PK.1 / 6.S.PK.2 / 6.S.PK.3 / 6.S.PK.4 / 6.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 that convey a distinct perspective 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:
- Completed PowerPoint presentation explaining audience and purpose of a magazine
- Adapt speech to a variety of contexts and tasks

Other Evidence:
- Student engagement

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

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Small groups of students choose a magazine and analyze the cover, advertisements, and types of articles
- Students listen to others' opinions, evaluate information, and work together to resolve disagreements, while being respectful of different opinions.
- Students will determine types of words used (specialized language or vocabulary difficulty), length of sentences, type of sentence structure, and audience appeal
- The group will reach a consensus of who the intended audience is and what the purpose is and will support the findings using specific article information, images, advertisements, writing style, language, and tone information
- Students create a PowerPoint with at least 10 slides in PowerPoint as a visual aid for clarification of ideas and explaining how it determined the intended audience and purpose of the magazine. All members of the group must speak during the presentation
- As a secondary activity, students interview one class member, obtaining the following information: name, city, job, hobbies, favorite book, film, or song, achievements, hopes for results from taking the class, a local issue and what the student thinks about it. The interviewer creates a logical order to present this information and then introduces this person to the group
- After the introductions, class discusses differing levels of language and formality used and appropriate for both class activities

Learning Activities:
(Interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Guided presentation
- Directed pair work

List of Instructional Materials:
- Variety of magazines

List of Technology Resources:
- PowerPoint

NRS Level 6 Writing & Language
High Adult Secondary Education (Grade Levels 11.0 – 12.9)

TEXT TYPES AND STANDARDS (TT)
6.W.TT.1 / 6.W.TT.2 / 6.W.TT.3

Essential Understandings:
- An argument written in response to a prompt, follows an effective format, and contains a claim(s) supported by valid reasoning and relevant and sufficient evidence.
- Informative/explanatory text conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- 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?
- How does the prompt influence the choice of format?

Students will be able to:
(What does mastery look like)
- Write effectively-formatted arguments from a prompt by supporting claims in an analysis, using reasoning and relevant, sufficient evidence.
- Write effective arguments by introducing claim(s), showing the importance of the 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 relevant evidence for each, while indicating strengths and limitations of both, so that the audience's knowledge level, concerns, values, and biases 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, clauses, and varied syntax.
- 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 effectively-formatted informative/explanatory texts from a prompt 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 or thesis, making connections and distinctions through clear organization of complex ideas and information so that each piece builds on the preceding piece to create a

unified text, and include formatting (e.g., headings), graphics (e.g., figures, tables), resumes, and multimedia when useful.

- Write effective informative/explanatory texts by considering the audience's knowledge of the topic when choosing the most relevant and important facts, definitions, concrete details, quotations, and other information.
- Write effective informative/explanatory texts by using a variety of transitions and syntax 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, domain-specific vocabulary, and figurative language techniques 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 effectively-formatted narratives from a prompt 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 and its importance, 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 specific tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) to establish 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 argument, narrative, and expository texts as evaluated against teacher rubric
- i-Pathways Language Arts Unit 7 Lesson 2 completed at 70% correct

Other Evidence:

- Teacher observation
- Guided peer observation and review

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Argumentative writing prompt – Students choose from a list of towns and cities and determine the best place to live and why. Persuade others why they should live there too. Once the paragraph has been written using argumentative components, students self-identify the following components in their argument -- claim, supporting evidence, details, opposing viewpoints. Students highlight each and label it
- Narrative writing prompt – Describe a time when you had difficulty learning a new technology. Students organize materials using graphic organizers in i-Pathways and produce the document with a word processing program. The completed product will be peer reviewed before printing and submitting to the instructor
- Informative/explanatory writing prompt – Our world produces hundreds of millions of plastic bags, which are intended to be used only once. If plastic bags were banned, what would be the positive and negative consequences of that ban? The class will identify the prompt's purpose and intended audience and determine what format of writing will best convey the information. Students will research the topic using the Internet, identify resources they can quote, summarize, or paraphrase, and produce a short essay responding to the prompt. Appropriate citations must be included

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:
- Checklists/Rubrics
- Graphic organizers
- Provided prompts for students

List of Technology Resources:
- www.time4writing.com and www.writetodone.com for alternative prompts
- i-Pathways.org

PRODUCTION AND DISTRIBUTION OF WRITING (PD)
6.W.PD.1 / 6.W.PD.2 / 6.W.PD.3

NRS Level 6 Writing & Language
High Adult Secondary Education (Grade Levels 11.0 – 12.9)

Essential Understandings:
- Clear, varied, and coherent writing in response to a given prompt includes development, organization, style, tone, and voice appropriate to task, purpose, and audience.
- Effective workplace correspondence conveys information clearly and positively.
- Technology can be used to research, evaluate, produce, publish, and update individual or shared writing products and then respond to ongoing feedback.

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

Students will be able to:
(What does mastery look like)
- Write clearly, coherently, consistently, and engagingly, using an organization, style, tone and voice appropriate to the task, purpose, and audience.
- Respond to a writing prompt by producing an analysis that differentiates example from reason.
- Respond to a writing prompt by developing and strengthening writing as needed by planning, revising, editing, rewriting, evaluating, or trying a new approach, focusing on what is most important for a specific topic, purpose and audience.
- 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, responding to ongoing feedback such as new arguments or 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. Including but not limited to:
- Completed rough draft of business memo
- Completed peer evaluation checklist
- Revised draft of memo evaluated against teacher rubric

Other Evidence:
- Teacher observation
- Student engagement during peer evaluation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

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- Students will be presented with a scenario in which they need to write a company-wide memo to address a problem
- Given the topic students brainstorm approaches, relevant details and examples, appropriate tone and language
- Students draft the memo and work with a partner to evaluate each other's work in terms of structure, reasoning, tone, and purpose, using a peer evaluation checklist
- Students revise and edit the draft and produce a final version of the memo

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

List of Instructional Materials:
- Checklists/Rubrics (sample at http://timesaversforteachers.com/freeforms/peereditingform.pdf)
- Examples of a company-wide memo that follow the rubric guidelines (samples at http://www.csun.edu/sites/default/files/samplememo.pdf and https://owl.english.purdue.edu/owl/resource/590/02/)

List of Technology Resources:
- Local Writing Center

RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB)
6.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.
- 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 strengths and limitations of each source pertaining to task, purpose, and audience.

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- Select information to cite that maintains the flow of ideas, avoids plagiarism, and relies on a balance of varied sources, maintaining a standard citation format throughout the 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 research paper with accurately cited sources as evaluated against teacher rubric
- Completed peer evaluation checklist(s)

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

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Students will be given a teacher-guided lesson on designing a research project, using "6 Simple Steps for Writing A Research Paper" as a guide
- Students will conduct online research, maintain notecards of source information, and create an outline for their paper
- Students will weigh the strengths and limitations of a variety of sources to assess validity
- Students will compose a paper with introduction, body, and conclusion
- Students will evaluate other papers by their peers with a peer evaluation checklist

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

List of Instructional Materials:
- Suggested topics for research project (lists of topics by subject area https://custom-writing.org/blog/writing-tips/free-research-paper-writing-tips/15133.html)

- Samples of a completed research project for students to review
- Peer evaluation checklist (sample
  https://manleylibrary.wikispaces.com/file/view/Research+Paper+Peer+Review.pdf)

List of Technology Resources:
- Outline of basic steps for writing a research paper
  https://www.potsdam.edu/sites/default/files/documents/support/tutoring/cwc/6-Simple-Steps-for-Writing-a-Research-Paper.pdf
- Resources for appropriately evaluating and citing sources
  http://www.library.illinois.edu/ugl/howdoi/how.html

RANGE OF WRITING (RW)
6.W.RW.1

Essential Understanding:
- Writing for specific tasks, purposes, and audiences is practiced 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 text in response to a prompt, completed in 60 minutes as evaluated against teacher rubric
- Draft of a persuasive text in response to a prompt, completed in 60 minutes as evaluated against teacher rubric

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

Building the Learning Plan

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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 to address such as: "Choose your dream job, discussing the credentials or qualifications that are needed and demonstrate that you possess characteristics qualifying you for the profession"
- Students are allowed 60 minutes to plan and write their text
- Students receive a persuasive prompt to address such as: "Concealed/carry is now legal in many states. Should business owners have a right to disallow concealed carry near or on the premises of their place of business?"
- Students are allowed 60 minutes to plan and write their text

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:
- Writing manuals, as necessary
- Expository and persuasive writing rubrics

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)
6.W.CS.1 / 6.W.CS.2

Essential Understanding:
- Conventions of Standard English must be applied

Essential Questions:
- What are the conventions of Standard English?

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- How are issues of complex or contested usage resolved?

Students will be able to:
(What does mastery look like)
- Demonstrate command of English grammar conventions when writing by considering usage as a matter of convention that can be contested and alter over time, and by settling issues of contested usage by consulting reference manuals.
- Demonstrate command of English grammar conventions when writing through appropriate hyphen usage and correct spelling.

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
- Corrected song lyrics

Other Evidence:
- Teacher observation
- Active engagement in group activity

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Students will be given guided group quizzes where they find numerous examples of common grammar, usage, capitalization, punctuation, and spelling errors for correction and explanation
- Students examine provided song lyrics from popular music and proofread them to identify grammatical and usage errors. Consider having students recite the lyrics with their corrections as an exit ticket

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Peer assistance
- Teacher assistance

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

- Writing manuals
- Printouts of various song lyrics from http://www.amiright.com/names/bad-grammar/ and http://www.11points.com/Music/11_Painful_Grammatical_Errors_In_Song_Lyrics

List of Technology Resources:
- http://grammar.ccc.commnet.edu/grammar/quiz_list.htm
- www.grammarly.com
- www.englishgrammar.org

KNOWLEDGE OF LANGUAGE (KL)
6.W.KL.1

Essential Understanding:
- Language choices affect meaning, style, and comprehension.

Essential Question:
- What is syntax and how can it be varied for effect?

Students will be able to:
- Demonstrate knowledge of language by applying it in a variety of contexts, making effective style and meaning choices, and varying syntax, with use of references as needed.

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:
- Four complete paragraph drafts written for four different audiences and purposes

Other Evidence:
- Teacher observation
- Teacher generated rubric
- Guided peer evaluation (whether each paragraph meets qualifications for writing type)

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Students are assigned a particular topic
- Students will write a series of paragraphs on that topic suited for and following the guidelines for a variety of audiences and purposes

- Students draft quick paragraph versions for an internet blog, a letter to a grandparent, a letter to the editor, a submission to a college publication
- With a partner, students share each unlabeled paragraph and the partner must identify the correct audience/purpose

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:
- Writing manuals

List of Technology Resources
- Examples of a variety of audiences: https://writingcommons.org/open-text/writing-processes/think-rhetorically/712-consider-your-audience

VOCABULARY USAGE (VU)
6.W.VU.1

Essential Understanding:
- Figurative language and word relationships affect meaning.

Essential Question:
- What strategies can be applied to identify and interpret figurative language?

Students will be able to:
(What does mastery look like)
- Demonstrate proficiency with vocabulary through the understanding of figurative language, word relationships, and nuanced word meanings.

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:
- Complete and accurate three-column table of figurative language terms, definitions, and examples
- Completed answers to "Figurative Language in Movies and Commercials" quiz or exit ticket

Other Evidence:
- Teacher observation
- Guided peer observation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Students will review figurative language terminology as a whole class (by viewing video "Word Strategies: Identifying and Analyzing Figurative Language"
- Using a word processing program, students will make a three-column table, listing the figurative language terms covered during class instruction, their definitions, and an example sentence demonstrating that term
- Class will watch the YouTube video "Figurative Language in Movies and Commercials" as an exit ticket or quiz

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Peer assistance
- Teacher assistance

List of Instructional Materials:
- Dictionaries, both print and digital

List of Technology Resources:
- Video to review figurative language terms: "Word Strategies: Identifying and Analyzing Figurative Language" https://www.sophia.org/tutorials/word-learning-strategies-understanding-figurative
- Video for review or quiz: "Figurative Language in Movies and Commercials" https://www.youtube.com/watch?v=2JzR96TeIiE

WRITING STANDARDS FOR LITERACY IN HISTORY, SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (WL)
6.W.WL.1 / 6.W.WL.2 / 6.W.WL.3 / 6.W.WL.4 / 6.W.WL.5 / 6.W.WL.6 / 6.W.WL.7 / 6.W.WL.8 / 6.W.WL.9 / 6.W.WL.10 / 6.W.WL.11

Essential Understandings:
- Effective arguments and/or a thesis, focusing on discipline-specific content, use domain-specific words and phrases at the college and career readiness levels, formatted in a way that is consistent with the discipline.
- Informative/explanatory writing conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of its content.

- The methods of production and distribution of writings should be appropriate to task, purpose, and audience.
- Research projects, drawn from a variety of print and digital resources, answer a question or solve a problem and demonstrate an understanding of the subject under investigation.

Essential Question:
- How is the correct method chosen for the production and distribution of content-specific writing projects?

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, formatted as informative/explanatory texts, narration of historical events, scientific procedures/experiments, or technical processes.
- Write arguments in discipline-specific content areas by introducing and showing the importance of precise claim(s), distinguishing the claim(s) from opposing claims, and developing an organization which logically sequences claim(s), counterclaims, reasons, and evidence.
- Write effective arguments in a discipline-appropriate form by developing claim(s) and counterclaims fairly and thoroughly, providing relevant evidence for each while indicating strengths and limitations of both so that the audience's knowledge level, concern, values, and biases 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, clauses, and varied syntax.
- Write arguments in discipline-specific content areas in a formal style and objective tone, adhering to the norms and conventions of the discipline.
- Write informative/explanatory texts, formatted as narration of historical events, scientific procedures/experiments, or technical processes.
- Write effective informative/explanatory texts by introducing a topic, making connections and distinctions through clear organization of complex ideas and information so that each piece builds on the preceding piece to create a unified text, and include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful.
- Write effective informative/explanatory texts by considering the audience's knowledge of the topic when choosing the most relevant and important facts, definitions, concrete details, quotations, and other information.
- Write effective informative/explanatory texts by using a variety of transitions and sentence structures 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, domain-specific vocabulary, and figurative language techniques to convey the

complexity of the topic and a knowledge perspective that considers the discipline, context, and audience expertise.

- 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).
- 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.
- 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.

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.
- 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 as evaluated against teacher rubric

Other Evidence:
- Teacher observation
- Teacher generated rubric
- 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 published as a class webpage, containing a compilation of texts from all students
- Group students in content teams and have each choose a topic for their first article. Each group will select a lead researcher, a lead writer, an editor, and a production designer for their project
- Students produce articles (including graphic components such as maps, charts, data, pictures, audio and video) and share them with other groups for peer evaluation
- All groups submit a finished article, appropriately cited, for submission to the class newsletter
- This activity could be done periodically throughout a term to build the newsletter

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

List of Technology Resources:
- https://www.newsinlevels.com/
- http://www.wikihow.com/Write-a-School-Newsletter
- http://www.doctemplates.net/school-newsletter-templates/