Illinois Community College Board
Adult Education & Literacy

Illinois ABE/ASE Language Arts Model Curriculum
NRS Levels 1-6

April 2017

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Illinois Community College Board
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Illinois ABE/ASE Language Arts Model Curriculum
NRS Level 1

April 2017

NRS Level 1 Reading
Beginning Basic Education (Grade Levels 0 – 1.9)

FOUNDATIONAL SKILLS / ALPHABETICS (FS)
1.R.FS.1 / 1.R.FS.2 / 1.R.FS.3 / 1.R.FS.4

Essential Understandings:
- Organization and basic features of print have meaning (e.g., periods, capital letters at the beginning of words).
- Unfamiliar words can be decoded.
- Skills and strategies include phonics and syllabication.
- Sounds are represented by phonemes in written text.

Essential Questions:
- Where does a sentence begin and end?
- Where do words break into syllables?
- How are words decoded?
- Why can some words be sounded out and others cannot?

Students will be able to:
(What does mastery look like)
Print Concepts
- Recognize and apply organization patterns and basic features of print by following words from left to right, top to bottom, and page by page.
- Identify and apply basic features of print by recognizing that spoken words are represented in written language by specific sequences of letters.
- Identify and demonstrate organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation).
- Recognize basic features of print by naming all uppercase and lowercase letters.
- Identify and demonstrate organization and basic features of print by recognizing that words are separated by spaces in print.

Phonological Awareness
- Demonstrate phonological awareness of spoken words, syllables, and sound (phonemes) by recognizing and producing rhyming words.
- Demonstrate phonological awareness of spoken words, syllables and sound (phonemes) by counting, pronouncing, blending and segmenting syllables in spoken words.
- Demonstrate phonological awareness of spoken words, syllables and sound (phonemes) by blending and segmenting onsets and rimes of single-syllable spoken words.
- Demonstrate phonological awareness of spoken words, syllables and sound (phonemes) by isolating and pronouncing the initial, medial vowel, and final sounds in three-phoneme (CVC) words (not including CVCs ending with /l/, /r/, or /x/.

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- Demonstrate phonological awareness of spoken words, syllables and sound (phonemes) by adding or substituting individual sounds in simple, one-syllable words to make new words.
- Demonstrate phonological awareness of spoken words, syllables and sound (phonemes) by distinguishing long from short vowel sounds in spoken single-syllable words.
- Demonstrate phonological awareness of spoken words, syllables and sound (phonemes) by orally producing single-syllable words by blending sounds including consonant blends.
- Demonstrate phonological awareness of spoken words, syllables and sound (phonemes) by isolating and pronouncing initial, medial vowel, and final sounds in spoken single-syllable words.
- Demonstrate phonological awareness of spoken words, syllables and sound (phonemes) by segmenting spoken single-syllable words into their complete sequence of individual sounds.

Phonics and Word Recognition
- Apply phonics skills through demonstrating knowledge of one-to-one letter-sound correspondences and by producing the primary sound for each consonant.
- Know and apply level appropriate phonics skills through associating long and short sounds with common spellings (graphemes) for the five major vowels.
- Know and apply level appropriate word analysis skills in reading common high-frequency sight words such as *the, of, to, you, she, my, is, are, do, does*.
- Know and apply level appropriate phonics and word analysis by distinguishing between similarly spelled words by identifying the sounds of differing letters.
- Know and apply phonics skills by recognizing spelling-sound correspondences for common consonant digraphs.
- Know and apply level appropriate phonics and word analysis skills in decoding regularly spelled one-syllable words.
- Use level appropriate phonics skills to recognize final -e and common vowel team conventions for representing long vowel sounds.
- Use level appropriate phonics and word analysis skills to know that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking words into syllables according to their root and inflectional endings.
- Recognize and read level appropriate irregularly spelled two-syllable words.

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, quantitative (numerically graded) rubrics, quizzes, texts, and other formal assessments. Including but not limited to:
- teacher-created quizzes/tests
- teacher-created worksheets

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- TPR/"Point to" sight words
- Flash card naming of sight words for formal assessment
- Picture and/or word cards story arrangement in top-down, left-right format with rubric
- With rubric, observe student use of manipulative, audio, and visual language materials to demonstrate ability to decode/encode letter/sounds, CVC, digraphs, and two-syllable syllabification patterns (utilizing Universal Design for Learning principles as needed.) Examples include:
  o card matching for common roots/affixes
  o rime/onset matching
  o scrambled words/putting letters in correct order
  o audio of phonetic word and students encode with moveable alphabet cards or in writing
  o match CVC words to matching pictures
  o pictures of known items whose initial or final sound matches particular letters
- Formal teacher observation of small group discussion with rubric
- Edit sentences for capitalization and final punctuation

Other Evidence:
- Informal teacher observation
- Exit tickets
- Monitoring group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective/interactive journal
- Student demonstrations or presentations
- Project-based learning

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Read alphabet or word cards/booklets/charts for phonetic/phonogram practice, matching graphemes to produced sounds (by initial/final or medial sounds and by word family/rime-onset)
- Find and correct capitals and punctuation in texts
- Syllable and affix card sort/matching (lists available in *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction* by Donald Bear et. al.)
- Games and activities from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 1)
- Bingo, picture/word matching activities, semantic card sorts and other devised "gameboards," student planners, etc., for practice in identifying or naming letter/sound relationships, phonetic word families, and sight words. (Examples in *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*)
- Read and find phonetic elements in poetry such as:

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- o *More! Phonics Through Poetry: Teaching Phonemic Awareness Using Poetry*—Good Year Books
- o http://www.readworks.org/rw/poems-questions-national-poetry-month?utm_source=Email&utm_medium=Email&utm_campaign=4.1.15%20Poetry%20Month
- o *Mother Goose Jazz Chants* by Carolyn Graham
- Cloze/copy work using authentic, meaningful texts (e.g., personal information forms, song lyrics, student-generated language experience approach texts)
- Textbooks (Contemporary/McGraw Hill)
  - o *Essentials of Reading Book 1*
  - o *Essentials of Reading Book 2*
  - o *Phonics and Whole Words Activity Book 1*

Learning Activities:
(Interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction
  - o Flashcards
  - o Games
  - o Echo Reading
- Response to Intervention Model (Tier 2 or 3) such as flashcards and games, including activities from Book 1 of http://www.fcrr.org/for-educators/sca_k-1_rev.asp and from *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction* (ex: Sort picture cards or word cards into categories of short or long vowels)
- Universal Design for Learning protocols such as: additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: Studystack app, Quizlet app, www.starfall.com, www.learningchocolate.com
- Peer teaching
- Change the frame of reference for learning concept/procedures with different objects/contexts
- Flashcards/index cards (start with smaller set and expand as material is mastered) for review, self or tutor test, matching games, sorting, etc.

List of Instructional Materials:
- Manipulative/moveable alphabet (multi-colored, three-dimensional or cards)
- Card sorts and teacher-made word booklets/charts for phonetic/phonogram/syllable/word affix matching
- Sight word cards/charts
- Sandpaper letters/sand tray (kinesthetic reinforcement of letters and sounds)
- Leveled readers, prose, poetry, and song lyrics appropriate for NRS Level 1 such as:
  - o *Sam and Pat* books 1 and 2—NGL/Cengage Publishers
  - o *What's Next?* books 1-4—New Readers Press

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- o *More! Phonics Through Poetry: Teaching Phonemic Awareness Using Poetry*—Good Year Books
  - o *Good Books, Good Times* by Lee Bennett Hopkins
- Spelling rule cards/worksheets/charts
- Picture dictionaries/NRS Level 1 appropriate dictionaries
- *Mother Goose Jazz Chants* by Carolyn Graham
- Word level/sentence level nomenclature/definition cards (picture, word or definition label, control of error card/booklet with both picture and word/sentence together.)
- Labels/pencils
- Illustrations/photos/authentic materials for story-generating prompts and reading strategies practice
- Language Experience Approach student-generated sentences/stories/texts
- Graphic organizers such as Venn diagrams, narrative structures, cause/effect, etc.
- *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction* by Donald Bear et. al.
- Total Physical Response reading slips (commands/sentence level)
- Textbooks (Contemporary/McGraw Hill)
  - o *Essentials of Reading Book 1*
  - o *Essentials of Reading Book 2*
  - o *Phonics and Whole Words Activity Book 1*

List of Technology Resources:
- www.learnamericanenglish.com (pages for consonants/vowel sounds)
- www.teacherannbhc.blogspot.com (links to phonics activities)
- www.quizlet.com (teacher-generated flash cards with sound)
- www.studystack.com
- Montessorium apps for iPad (intro to letters and alpha writer)
- www.starfall.com and Starfall app
- http://www.readworks.org/rw/poems-questions-national-poetry-month?utm_source=Email&utm_medium=Email&utm_campaign=4.1.15%20Poetry%20Month
- http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 1)
- http://www.mcedservices.com/phonics/phonics.html (simple, phonics-based stories)
- http://www.schools.utah.gov/CURR/langartelem/Core-Standards/Resources.aspx (lists of words that follow phonics rules, grouped by category)
- www.learningchocolate.com

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

Essential Understandings:
- Words are grouped into various categories.
- Some words have more than one meaning.
- New words can be acquired from and used in conversations and text.
- Affixes and roots can give clues to meanings of words.
- Basic technology has its own vocabulary and operations.

Essential Questions:
- How is text used to determine word meaning?
- What is the relationship between word categories and word meanings?
- How are new words and phrases appropriately used in daily conversations?
- How are basic computer operations performed?

Students will be able to:
(What does mastery look like)
- Determine or clarify the meaning of multiple-meaning words based on appropriately leveled content by identifying new meanings for familiar words and applying them accurately (e.g., knowing *duck* is a bird and then learning the verb *to duck*.)
- Determine or clarify the meaning of unknown words and phrases based on appropriately leveled content using sentence-level context as a clue to their meaning.
- Determine the meaning of unknown words based on appropriately leveled content by using the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, -un, pre-, -ful, -less*) as a clue to the meaning of those words.
- Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*)
- With guidance and support, identify word relationships and nuances in word meanings by sorting common objects and by sorting words into categories (e.g., shapes, foods) to gain concepts for the categories represented.
- With guidance and support, identify word relationships and nuances in word meanings by defining words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes.)
- With guidance and support, demonstrate word relationships and nuances in word meanings by identifying real-life connections between words and their use (e.g., note a situation that is *pleasant*.)
- With guidance and support, identify nuances in word meanings by distinguishing various meanings of verbs describing the same general action (e.g., *walk, march, strut, prance.*)
- With guidance and support, identify nuances in word meanings by distinguishing among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*)

and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the nuances in meanings.

- With guidance and support, demonstrate knowledge of word relationships between frequently occurring verbs and adjectives by relating them to their opposites (antonyms.)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions, to signal simple relationships (e.g., *because*) through print and oral work, giving in-depth meaning of level appropriate words (e.g., words that are basic and concrete and are used in daily conversation.)
- Demonstrate knowledge of technology systems by communicating about tech using developmentally appropriate and accurate terminology (e.g., be able to identify and refer to parts of the computer with proper terms.)
- Use technology systems by performing basic hardware and software operations (e.g., copy and paste, navigate among open windows, undo/redo.)

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, quantitative (numerically graded) rubrics, quizzes, texts, and other formal assessments. Including but not limited to:

- teacher-created quizzes/tests
- teacher-created worksheets
- Using rubrics, observe students using manipulative, audio, and visual language materials (utilizing Universal Design for Learning principles as needed). Tasks include:
  - o Cloze sentence level activities filling in logical conjunctions to connect phrases and clauses
  - o Teacher observation with rubric of student pairs performing task list of basic hardware/software operations
  - o Word review card stack conversation: students draw a word card from a stack compiled from previous conversations, listenings or readings, identify the word on the card and integrate that word into a new group conversation based around a theme or language function
  - o Antonym/synonym card matching or substitution drill
  - o Perform/demonstrate nuances in vocabulary based on related concepts or degrees, with teacher rubric used
  - o Root/affix combining and definition matching based on etymology and particular affix semantic concept
- Formal teacher observation with rubric
- Do assessment at completion of www.gcflearnfree.com/computers tutorial

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Other Evidence:
- Informal teacher observation
- Exit tickets
- Monitoring group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Project-based learning
- Simulations

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Card classifications according to semantic groups (pictures and/or words) such as from *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*
- Card classifications according to semantic groups (pictures and/or words) such as from *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction* by
- Card matching (picture card/word card/control of error card with both picture and word) such as from Activities section of http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 1)
- Use moveable alphabet in two to three colors to highlight concept and identification of roots and affixes from given text
- Word Part Cards Match (for matching root/affix)
- Grammar boxes and grammar symbols (by parts of speech) labeling activities for emerging readers: practice in sentence level reading, words sorted into correct syntax/word order, and learning concept of nouns, adjectives, verbs and for practice identifying these parts of speech.
- Total Physical Response reading slips to demonstrate nuances in verb meanings (e.g., *smile* vs. *grin* vs. *smirk*)
- Theater techniques/kinesthetic games to demonstrate synonymic/antonymic relationships/words with multiple meanings & grammar functions (e.g., "*duck*" noun vs. "*duck*" verb)
- Sentence analysis manipulatives (symbols, adding paper roll, pencil, scissors) joining two simple phrases/clauses with frequently used conjunctions to make compound or complex sentences (e.g., *because*, *before*, *after*, *and*, *but*, *or*.)
- Word study worksheets (word/picture/definition/example in sentence—activities include matching, cloze, fill in blank, information gap, etc.)
- Basic computer literacy tutorials
- Activities from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2) such as placing the correct word written on a manipulative to complete the story)
- Textbooks (Contemporary/McGraw Hill)

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- *Essentials of Reading Book 1*
- *Essentials of Reading Book 2*
- *Phonics and Whole Words Activity Book 1*

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

- One-on-one tutors with individualized instruction
  - Flashcards
  - Games such as Hangman from www.playhangman.com
  - Unscrambling sentences with assistance
- Response to Intervention Model (Tier 2 or 3) such as keeping a personal picture dictionary of new vocabulary
- Additional practice with games and activities such as board games from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- Peer teaching
- Response to Intervention Model (Tier 2 or 3) such as flashcards and games, including activities from Book 1 of http://www.fcrr.org/for-educators/sca_k-1_rev.asp (ex: Sort picture cards or word cards into categories of short or long vowels)
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: www.poenglishcake.com, www.learningchocolate.com, studystack app, quizlet app, www.readingcompanion.org, www.starfall.com
- Change the frame of reference for learning concept/procedures with different objects/contexts
- Flashcards/index cards (start with smaller set and expand as material is mastered) for review, self or tutor test, matching games, sorting, etc.

List of Instructional Materials:
- Authentic materials familiar to students' daily lives
- Objects in classroom environment
- Picture dictionaries/NRS Level 1 appropriate dictionaries
- Picture cards, word cards, & control of error cards
- Language Experience Approach generated texts and student conversation transcripts
- Bear, Donald et. al. (2015). *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*. Pearson.
- Manipulative/moveable alphabet box in multiple colors
- Sentence strips with duplicate strips cut word by word to analyze syntax, vocabulary, word meanings, parts of speech, and for reading practice at the sentence level
- Total Physical Response "command" cards

- *Oxford Picture Dictionary* (2ⁿᵈ ed.) by Jame Adelson-Goldstein and Norma Shapiro
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*
  - *Phonics and Whole Words Activity Book 1*

List of Technology Resources:
- www.oddcast.com
- www.voicethread.com
- www.poenglishcake.com
- www.sense-lang.org
- www.gcflearnfree.org/computers
- computer, monitor, mouse, mouse pad
- internet connection
- word processor application such as Microsoft Word
- http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Books 1 and 2)
- Read Write Gold software
- www.poenglishcake.com
- www.learningchocolate.com

FLUENCY (FL)
1.R.FL.1

Essential Understandings:
- There is a rhythm and flow to the written language.
- Rereading and using context to self-correct will increase fluency and comprehension.

Essential Questions:
- What is fluent reading?
- How do word recognition and comprehension affect fluency?

Students will be able to:
(What does mastery look like)
- Read on-level text in successive readings with purpose and understanding by listening to and following along as teacher models fluency.
- Read on-level text in successive readings with sufficient accuracy and fluency to support comprehension by using context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, quantitative (numerically graded) rubrics, quizzes, texts, and other formal assessments. Including but not limited to:
- quizzes/tests
- worksheets to mark phrases/pauses/chunks
- homework
- timed-readings aloud
- reader's theater with rubric (available at http://www.readwritethink.org/files/resources/printouts/30698_rubric.pdf
- Teacher observation with fluency rubric (fluency rubrics available at http://avoca37.org/hannuss/files/2011/08/Student-Friendly-fluency-rubric1.pdf and http://www.ohioliteracyalliance.org/adultfluency/adult_fluency.htm
- Successive student oral recorded readings using MP3 or Screencast or Webcam with rubric to measure improvement over time

Other Evidence:
- Informal teacher observation
- Exit tickets
- Monitoring group work and student discussions/reader's theater rehearsals
- Student audio or oral reading for fluency portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Simulations and role plays/Reader's Theater

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Timed reading with familiar texts such as http://www.ohioliteracyalliance.org/adultfluency/adult_fluency.htm
- Choral reading
- Reader's theater such as https://www.readinga-z.com/fluency/readers-theater-scripts/
- Poetry reading such as
  - *Good Books, Good Times* by Lee Bennett Hopkins
  - *Joyful Noise: Poems for Two Voices* by P. Fleishman
    Winter Poems by B. Rogasky
  - http://www.readworks.org/rw/poems-questions-national-poetry-month
- Podcast recordings for fluency
- Rap/song performance such as *Jazz Chants* by Carolyn Graham
- Screencast-o-matic recordings for fluency
- Activities from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)

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- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*

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

- One-on-one tutors with individualized instruction
  - Paired Reading
  - Echo Reading (see p. 241 in *Interventions for Reading Success*)
  - Listening to reading
  - Timed readings such as from
    http://resources.marshalladulteducation.org/reading_skills_home.htm
- Response to Intervention Model (Tier 2 or 3) such as repeated readings, Reader's Theaters, and activities lessons from Activities section in
  http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- Peer teaching
  - Paired reading
  - Repeated reading with various partners
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: studystack app, Screencast-o-matic, www.readingcompanion.org, and timed repeated online reading such as
  http://www.ohioliteracyalliance.org/adultfluency/adult_fluency.htm,

List of Instructional Materials:

- Level appropriate texts (published, LEA generated)
  - *Sam and Pat* Books 1 and 2—NGL/Cengage Publishers
  - *What's Next?* Books 1-4—New Readers Press
  - Hajdusiewicz, Babs. (1999). *More Phonics Through Poetry: Teaching Phonemic Awareness Using Poetry*. Good Year Books.
  - Hopkins, Lee Bennett. (2000).*Good Books, Good Times*. Harper Collins.
  - Fleishman, Paul. (2004). *Joyful Noise: Poems for Two Voices* Harper Collins.
  - *Winter Poems* by B. Rogasky
- Songs such as from YouTube with lyrics
- Readers Theater texts (published or LEA generated or combination)
- Graham, Carolyn. (2000). *Jazz Chants Old and New* by Carolyn Graham. Oxford University Press.
- Graham, Carolyn*. (1986). Small Talk*: *More Jazz Chants*. Oxford University Press.
- Haager, Diane et. al. (2007). *Interventions for Reading Success*: Brookes Publishing.
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*

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List of Technology Resources:
- Podcast recordings
- Audiobooks
- Screencast-o-matic
- www.flocabulary.com
- www.readingcompanion.org
- Read Write Gold software
- https://dibels.uoregon.edu
- www.myfreemp3.en/music/carolyn+graham#3
- teacher-created jazz chant recordings
- http://www.readworks.org/rw/poems-questions-national-poetry-month?utm_source=Email&utm_medium=Email&utm_campaign=4.1.15%20Poetry%20Month
- YouTube
- www.newsinlevels.com
- www.voxy.com
- https://www.readinga-z.com/fluency/readers-theater-scripts/
- http://www.fcrr.org/for-educators/sca_k-1_rev.asp
- http://www.ohioliteracyalliance.org/adultfluency/adult_fluency.htm (fluency rubric)
- http://avoca37.org/hannuss/files/2011/08/student-friendsly-fluency-rubric1.pdf (fluency rubric)
- http://www.readwritethink.org/files/resources/printouts/30698_rubric.pdf (reader's theater rubric)
- https://www.readinga-z.com/fluency/readers-theater-scripts/

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

Essential Understandings:
- Specific strategies can be used to increase comprehension.
- Common types of text and point of view can be identified by examining the text.
- Characters in a story can be better understood by examining the illustrations and details.
- Illustrations and various text features can provide information.
- Literature includes a variety of text types.

Essential Questions:
- How can specific strategies be used to increase comprehension?
- Who is telling the story?
- How does reading in a group help improve reading comprehension?
- How do illustrations help to better understand characters and scenes?

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Students will be able to:
(What does mastery look like)
- With and without prompting and support, demonstrate comprehension strategies of questioning by asking questions about key details in text.
- With prompting and support, demonstrate comprehension strategies of summarizing by retelling familiar stories, including key details, and identify their central message or lesson.
- With prompting and support, demonstrate comprehension strategies of predicting and clarifying by identifying and describing characters, settings, and major events in a story.
- Use effective strategies to determine unknown words in a text by asking and answering questions about unknown words in that text.
- Use effective strategies to determine unknown words in a text by identifying words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Recognize common types of texts (e.g., storybooks, poems) by explaining major differences between books that tell stories and books that give information, drawing on a wide range of text types.
- With prompting and support, identify point of view in stories by naming the author and illustrator of a story and defining the role of each in telling the story.
- Identify point of view in stories by recognizing who is telling the story at various points in the text.
- With prompting and support, use illustrations and details to aid in the understanding of characters in a story by describing the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- Use illustrations and details in a story to describe its characters, setting, or events.
- Use illustrations and details to aid in the understanding of characters in a story by comparing and contrasting the adventures and experiences of characters in familiar stories.
- Participate actively and purposefully in group reading activities
- With prompting and support, read level appropriate prose and poetry.

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, quantitative (numerically graded) rubrics, quizzes, texts, and other formal assessments. Including but not limited to:
- Quizzes/tests
- Reading comprehension assessment at www.readtheory.org and www.englishforeveryone.org
- Retelling a familiar story - rubric available at https://www.readinga-z.com/assessments/retelling-rubrics/

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- Worksheets
- Leveled comprehension tests from www.readinga-z.com
- Oral Q & A to large group with rubric 20 WH- questions game
- Act like a character day
- Teacher observations of group work/reading circles and monitoring discussions with a rubric
- Storyboard drawings or character/setting sketches with rubric

Other Evidence:
- Informal teacher observation
- Exit tickets
- Monitoring group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Project-based learning

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Create storyboard with illustrations and/or student-generated text
- KWL card sort/cloze
- Model answering multiple-choice and short-answer comprehension questions using *That's Life! Reading Comprehension* by Linguisystems
- Leveled reading and activities from https://www.readinga-z.com including graphic organizers that go along with the story
- Classify words/phrase cards that indicate feelings from other words/phrase cards
- Match character to character traits or quotations using
  - *Sam and Pat* books 1 and 2—NGL/Cengage Publishers
  - *What's Next?* books 1-4—New Readers Press
  - www.learningchocolate.com (Character Traits Links)
- Manipulate cards that paraphrase plot points of story, putting cards in order
- Games and activities from comprehension section http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- Read various versions of the same simple fairy tale or fable, including those in *Jazz Chant Fairy Tales* by Carolyn Graham
- Reading and comprehension activities at www.Englishforeveryone.org to use as think-alouds
- Retell a familiar story with gradual release of responsibility from teacher to student using retelling rubric available at https://www.readinga-z.com/assessments/retelling-rubrics/

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- Use graphic organizer manipulatives/worksheets (e.g., Venn diagram activity to compare/contrast characters, flowchart/timelines for narrative structure) from www.readinga-z.com
- Leveled reading passages and comprehension exercises from *That's Life! Reading Comprehension* by Linguisystems
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*

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

- Audiobook support
- One-on-one tutors with individualized instruction such as retelling with support and gradual release of responsibility from teacher/tutor to student
- Response to Intervention Model (Tier 2 or 3) such as additional practice with games and activities from comprehension section http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games, audiobooks)
- Peer teaching such as working together to complete a simple story chart
- Change the frame of reference for learning concept/procedures with different objects/contexts
- Tutor-led Reading Circles practicing comprehension strategies such as think-alouds
- Interactive technology: quizlet app, www.readingcompanion.org, www.learningchocolate.com

List of Instructional Materials:

- Literature texts (e.g. fables, poems, short stories)
  - Hopkins, Lee Bennett. (2000).*Good Books, Good Times*. Harper Collins.
  - Graham, Carolyn. (1994). *Mother Goose Jazz Chants*. Oxford University Press.
  - Graham, Carolyn. (1988). *Jazz Chant Fairy Tales*. Oxford University Press.
  - *Sam and Pat* Books 1 and 2—NGL/Cengage Publishers
  - *What's Next?* Books 1-4—New Readers Press
- Teacher-generated manipulatives such as word/phrase/picture cards/graphic organizers
- Photos/illustrations/art
- Whiskeyman, Lauri, et. al. (1998).*That's Life! Reading Comprehension*. Lingui Systems.
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*

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List of Technology Resources:
- Storymaker app
- Story creator app
- Wordle
- Haiku deck
- www.readingcompanion.org
- Read Write Gold software
- www.readworks.org
- www.readwritethink.org
- http://www.readworks.org/rw/poems-questions-national-poetry-month?utm_source=Email&utm_medium=Email&utm_campaign=4.1.15%20Poetry%20Month
- Reading comprehension assessment at www.readtheory.org
- www.englishforeveryone.org
- https://www.readinga-z.com
- www.learningchocolate.com (Character Traits Links)
- https://www.readinga-z.com/assessments/retelling-rubrics/ (retelling rubric)

COMPREHENSION: INFORMATIONAL TEXT (CI)
1.R.CI.1 / 1.R.CI.2 / 1.R.CI.3 / 1.R.CI.4 / 1.R.CI.5 / 1.R.CI.6 / 1.R.CI.7 / 1.R.CI.8

Essential Understandings:
- Specific strategies can be used to increase comprehension.
- An author's purpose and point of view can be identified by examining the text.
- Illustrations and various text features can provide information.
- A reader must identify evidence to support conclusions.

Essential Questions:
- What clues does a text provide about the author's purpose and point of view?
- How can illustrations help increase understanding of the text?

Students will be able to:
(What does mastery look like)
- With prompting and support, demonstrate comprehension strategies such as questioning and clarifying by locating, asking, and answering questions about key details in a text (e.g., want ads, job listings, schedules, signs and food packages).
- With prompting and support, demonstrate comprehension strategies such as summarizing by identifying the main topic and retelling key details of a text.
- With prompting and support, demonstrate comprehension strategies such as clarifying and predicting by describing the connection between two individuals, events, ideas, or pieces of information in a text.

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- With prompting and support, ask and answer questions about key details in a text, and with help determine or clarify the meaning of unknown words and phrases in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts such as the front cover, back cover, and title page of a book.
- Know and use various text features to locate key facts and information such as the name of the author and illustrator of a text and to define the role of each in presenting the ideas and information in a text.
  Know and use various text features to distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- With prompting and support, use illustrations to aid comprehension of text by describing the relationship between illustrations and the text in which they appear (e.g., what person, place, things, or idea in the text an illustration depicts.)
- Use the illustrations to aid comprehension of text by using them along with details in the text to describe its key ideas.
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.)
- Participate actively and purposefully in group reading activities.
- With prompting and support, read level appropriate informational texts.

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, quantitative (numerically graded) rubrics, quizzes, texts, and other formal assessments. Including but not limited to:
- quizzes/tests
- worksheets
- Formal teacher observation of group work/reading circles with rubric
- Q & A with whole class using rubric
- Nonfiction reading with comprehension checks from www.readinga-z.com

Other Evidence:
- Informal teacher observation
- Exit tickets
- Monitoring group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Project-based learning

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Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- KWL
- Question web
- Thinking stems
- Direct instruction, guided practice, and teacher modeling of comprehension strategies
  - *Sharks* by C. J. Naden for finding main idea
  - http://www.ereadingworksheets.com/text-structure/text-structure-worksheets/ for identifying text structure
  - *That's Life! Reading Comprehension* by Linguisystems
- Complete appropriate graphic organizer as a class after reading nonfiction text; graphic organizers for nonfiction texts available at:
  - www.eduplace.com/graphicorganizers/
  - www.thinkingmaps.com
  - https://www.readinga-z.com/comprehension/reading-graphic-organizers/
- Collage images/text
- Leveled nonfiction reading, discussion, and activities from:
  - www.englishforeveryone.org
  - https://www.readinga-z.com
  - http://resources.marshalladulteducation.org/reading_skills_home.htm
  - http://www.ereadingworksheets.com/text-structure/text-structure-worksheets/
- Match images/graphics to captions pertaining to text
- Create podcasts
- Speak/Read/Listen to student-generated LEA stories with student transcriptions/audio recordings
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Audiobook support
- One-on-one tutors with individualized instruction
- Response to Intervention Model (Tier 2 or 3) such as modeled comprehension strategies and think-alouds
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: quizlet app, www.readingcompanion.org
- Peer teaching
- Leveled nonfiction reading, discussion, and activities from www.readinga-z.com

NRS Level 1 Reading
Beginning Basic Education (Grade Levels 0 – 1.9)

- Change the frame of reference for learning concept/procedures with different objects/contexts

List of Instructional Materials:
- Text (newspaper, magazines, online resources)
- Photos/images
- Graphic organizers
- Worksheets
- Whiskeyman, Lauri, et. al. (1998).*That's Life! Reading Comprehension*. Lingui Systems.
- Audiobook/recording
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*

List of Technology Resources:
- News In Levels
- Audiobooks
- Podcasts
- Read Write Gold software
- http://resources.marshalladulteducation.org/reading_skills_home.htm
- www.readworks.com
- www.englishforeveryone.org
- https://www.readinga-z.com
- www.voxy.com
- Graphic organizers from
  - www.eduplace.com/graphicorganizers/
  - www.thinkingmaps.com
  - https://www.readinga-z.com/comprehension/reading-graphic-organizers/

NRS Level 1 Speaking & Listening
Beginning ABE Literacy (Grade Levels 0 – 1.9)

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

Essential Understandings:
- Group discussions provide opportunities for practicing effective speaking and active listening skills
- Questioning during discussions clarifies understanding.
- Discussions allow for predictions to be made and solutions to be found.

Essential Questions:
- What does active listening look like?
- What guides a successful discussion?

Students will be able to:
(What does mastery look like)
- Participate in collaborative conversations with diverse partners about topics and texts appropriate to skill level, with peers in small and larger groups, by following agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Participate in collaborative conversations through multiple exchanges, building on others' talk by responding to the comments of others.
- Demonstrate active listening skills by interpreting verbal and non-verbal cues and behaviors.
- Use questioning strategies to clarify key details about a text read aloud or information given orally.
- Use questioning strategies to seek help, get information, clear up confusion, or gather additional information about topics and texts.
- Make predictions based on oral information regarding trends.

Evidence for Assessing Learning

Performance Tasks:
Demonstrate mastery of objectives through the assessment of graded homework, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:
- Class or small group discussions formally observed by teacher using rubric at http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf
- Teacher provided rubric completed by students for formal self-assessment or peer-assessment
- Debates
- LMS online discussion board with students required to post and respond to other students' posts following particular quality guidelines and rubric

NRS Level 1 Speaking & Listening
Beginning ABE Literacy (Grade Levels 0 – 1.9)

Other Evidence:
- Exit tickets
- Informal teacher observations of small group/pair/class discussions
- Monitoring group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Project-based learning
- Simulations

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Telephone/gossip game
- Introducing partners to class
- Discuss favorite activities/objects/holidays/foods, etc. with oral reporting to group/class using http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf
- Story retells using rubric from https://www.readinga-z.com/assessments/retelling-rubrics/
- Describing pictures and realia and silent/mute movies
- Activities such as teaching appropriate expressions for discussion including "We could…" and "Why don't we…" from p. 79-83 "Making a Group Decision" in *Conversation Strategies: Pair and Group Activities for Developing Communicative Competence* by Kehe & Kehe

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction such as Why/Because Questioning (example: "Why do people go to the park?")
- Response to Intervention Model (Tier 2 or 3) such as guided conversations and additional practice with appropriate responses including using *Conversation Strategies: Pair and Group Activities for Developing Communicative Competence* by David Kehe & Peggy Dustin Kehe
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: quizlet app, story maker app, story creator app,
- Peer teaching
- Change the frame of reference for learning concept/procedures with different objects/contexts

NRS Level 1 Speaking & Listening
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List of Instructional Materials:
- Teacher-generated topics for discussion
- Student-generated topics for discussion
- Kehe, David & Peggy Dustin Kehe. (2014).*Conversation Strategies: Pair and Group Activities for Developing Communicative Competence*. Pro Lingua.
- Pictures
- Political cartoons
- Authentic materials
- Silent/mute movies

List of Technology Resources:
- Film
- YouTube
- Podcasts
- StoryMaker app
- StoryCreator app
- https://www.readinga-z.com/assessments/retelling-rubrics/
- http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf

PRESENTATION OF KNOWLEDGE AND IDEAS (PK)
1.S.PK.1

Essential Understanding:
- Presentations can express ideas and feelings about familiar topics.

Essential Questions:
- How are emotions and feelings presented clearly?
- What can enhance a presentation?

Students will be able to:
(What does mastery look like)
- Describe familiar people, places, things, and events and, with prompting and support, provide additional details and clarify ideas, thoughts, and feelings by adding drawings or other visual displays.
- Describe familiar subjects by speaking audibly and by expressing thoughts, feelings, and ideas clearly.
- Describe familiar subjects by producing complete sentences as appropriate to the task or situation.

Evidence for Assessing Learning

Performance Tasks:

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Beginning ABE Literacy (Grade Levels 0 – 1.9)

Demonstrate mastery of objectives through the assessment of graded homework, quantitative (numerically graded) rubrics, quizzes, tests, and other formal assessments. Including but not limited to:

- Formal presentations and oral reports using rubrics found at http://www.sites4teachers.com/links/redirect.php?url=http://www.ncsu.edu/midlink/rub.pres.html, http://www.ohioliteracyalliance.org/adultfluency/adult_fluency.htm, and http://avoca37.org/hannuss/files/2011/08/Student-Friendly-fluency-rubric1.pdf
- Teacher provided rubric completed by students for formal self-assessment or peer-assessment (modified version of rubric at www.bie.org/object/document/k_2_presentation_rubric)
- Debates
- Poetry/literary readings/performance
- Lyric writing/performance
- Multimedia presentation (e.g., podcasts, YouTube)

Other Evidence:

- Informal teacher observation
- Exit tickets
- Monitoring group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Project-based learning
- Simulations
- Student checklist of presentation components

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- How to give presentations (expectations, process—including each part of presentation directly taught and structured focus and practice on discrete parts of process such as research, visual design, presentation rehearsal, etc.) using simple rubric from www.bie.org/object/document/k_2_presentation_rubric
- Student observation of presentations
- Project writing, recording and design of presentations through media such as YouTube or podcast and embedding of these in websites, blogs, etc.
- Debates
- Poetry/literary readings/performance such as from www.readinga-z.com
- Lyric writing/performance

Learning Activities:

NRS Level 1 Speaking & Listening
Beginning ABE Literacy (Grade Levels 0 – 1.9)

(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Additional practice time
- Presentation with guided support
- One-on-one tutors with individualized instruction/support such as echo reading (p.241) in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as assisting presenter during presentation and decreasing assistance as competency is reached such as choral reading (p. 243) and poetry theater (p. 246) in *Interventions for Reading Success*
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: quizlet app, story maker app, story creator app, YouTube videos

List of Instructional Materials:
- Graphic organizers
- Checklists
- Note cards
- Timer
- Artifacts used in previous presentations used as model
- Haager, Diane et. al. (2007). *Interventions for Reading Success*: Brookes Publishing.

List of Technology Resources:
- Camcorder/tablet/webcam for recording self/peers
- Posted online models for presentations (YouTube, news media)
- Storymaker app
- StoryCreator app
- Youtube
- www.readinga-z.com
- LMS systems such as Canvas or Edmodo (if class or school uses LMS)
- Screencast-o-matic
- film creating app such as iMovie
- audio creating app such as Garageband
- http://www.sites4teachers.com/links/redirect.php?url=http://www.ncsu.edu/midlink/rub.pres.html (for oral presentations)
- http://www.ohioliteracyalliance.org/adultfluency/adult_fluency.htm (for oral performances)
- http://avoca37.org/hannuss/files/2011/08/Student-Friendly-fluency-rubric1.pdf (for oral performances)
- www.bie.org/object/document/k_2_presentation_rubric (simple presentation rubric for student use)

NRS Level 1 Writing & Language
Beginning ABE Literacy (Grade Levels 0 – 1.9)

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

Essential Understandings:
- There are different purposes for writing.
- Writing can be communicated in a variety of ways.
- Writing consists of a topic, details, and closure.

Essential Questions:
- How are thoughts expressed in written form?
- What is the purpose for writing?

Students will be able to:
(What does mastery look like)
- Create opinion pieces through drawing, writing, or dictating that introduce a topic, state an opinion, give a reason for the opinion, and provide some sense of closure.
- Create informative/explanatory texts through drawing, writing, or dictating that name a topic, supply some facts about the topic, and provide some sense of closure.
- Create narratives through drawing, writing, or dictating that recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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:
- Genre sorts worksheet (ID opinion vs. informative vs. narrative texts)
- Parts of written discourse scramble (e.g., opinion text cut in strips according to topic introduction, reasons, or closure sections.)
- Match or generate original titles to untitled texts
- Fill in blanks with appropriate temporal words to cloze text
- Fill in appropriate details, events, or reasons for the "body" of scaffolded opinion, informative, or narrative text such as from *Writing Frames: 40 Activities for Learning the Writing Process* by Jean L Pottle.
- Transcribe previously student-dictated oral "text" recordings
- Group or individual process writing with teacher observation using rubric such as from www.ware.k12.ga.us (simple rubric on writing an opinion) and http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf (simple rubric on writing a narrative)

Other Evidence:
- Informal teacher observation
- Exit tickets
- Informal monitoring of group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Project-based learning

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Classify text types (opinion/informative/narrative texts)
- Fill in forms/text types
- Genre sorts worksheet (ID opinion vs. informative vs. narrative texts)
- Parts of written discourse scramble (e.g., opinion text cut in strips according to topic introduction, reasons, or closure sections.)
- Model completing a graphic organizer, then have students fill out one in pairs, then independently; graphic organizers for prewriting available at www.eduplace.com/graphicorganizer/
- Match or generate original titles to untitled texts
- Fill in blanks with appropriate temporal words to cloze text
- Fill in appropriate details, events, or reasons for the "body" of scaffolded opinion, informative, or narrative text such as using a writing frame in *Writing Frames: 40 Activities for Learning the Writing Process*
- Transcribe previously student-dictated oral "texts" recordings.
- Guided/scaffolded paragraphs by genre following rubric www.ware.k12.ga.us (simple rubric on writing an opinion) http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf (simple narrative-writing rubric)
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support and gradually releasing responsibility from teacher to student
- Response to Intervention Model (Tier 2 or 3) such as focusing on smaller sections of the lesson until mastered
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)

- Interactive technology: quizlet app, study stack app
- Change the frame of reference for learning concept/procedures with different objects/contexts

List of Instructional Materials:
- pencil/paper
- moveable alphabets cards in multiple colors
- interpretive reading cards,
- punctuation and capitalization charts
- leveled readers and poetry
- dictionaries/encyclopedias
- information resources for research (readings or audio resources leading to writing tasks)
- punctuation charts
- writing samples/paragraphs in appropriate genres and levels
- Pottle, Jean. (1998).*Writing Frames: 40 Activities for Learning the Writing Process.* Walch Publishing.
- Manipulative grammar cards and symbols for parts of speech (e.g., adverbs for sequences in narratives and verb tenses for narratives using past simple or past continuous tenses)
- Textbooks (Contemporary/McGraw Hill)
    o *Essentials of Reading Book 1*
    o *Essentials of Reading Book 2*

List of Technology Resources:
- Word processing
- Smartroom technology for viewing/interacting with various written forms with whole class or small groups
- Keyboard tutorial support
- Internet (for research)
- www.ware.k12.ga.us (simple rubric on writing an opinion)
- http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf (simple narrative-writing rubric)
- www.eduplace.com/graphicorganizer/

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

Essential Understandings:
- Using technology and instructor/peer editing strengthen writing.
- Various technologies can be used to convey information.

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Beginning ABE Literacy (Grade Levels 0 – 1.9)

Essential Questions:
- How can technology be used to convey and improve written information?
- Why is editing important?

Students will be able to:
(What does mastery look like)
- With guidance and support, produce written texts by focusing on a topic, responding to questions and suggestions from peers, and adding details to strengthen writing as needed.
- Use digital tools (e.g., computers, cell phones, cameras, and other devices) for conveying messages, writings, and pictures.
- Use technology at a developmentally appropriate level by identifying and referring to parts of the computer and performing basic hardware and software operations such as copy/paste, navigating among open windows, and undo/redo.

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:
- Process writing tasks with formal rubric
  - www.ware.k12.ga.us (simple rubric on writing an opinion)
  - http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf (simple rubric on writing a narrative)
- Writing circles using features of peer review and editing with formal teacher observation/rubric
- Team-based writing project using collaboration, publishing, and distribution (rubric-based assessment by teacher) (participation rubric available at http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf)

Other Evidence:
- Informal student/peer evaluation
- Exit tickets
- Informal monitoring of group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Project-based learning

Building the Learning Plan

NRS Level 1 Writing & Language
Beginning ABE Literacy (Grade Levels 0 – 1.9)

Sample Classroom Activities and/or Lesson Plans:
- Interactive writing notebooks focusing on fluency or accuracy according to student need
- Prewriting graphic organizers completed with decreasing support such as from www.eduplace.com/graphicorganizer/
- Research card sort/sequencing
- Word-processing instruction using www.sense-lang.org
- Process writing tasks with modeled lesson, interactive lesson, pair writing, then individual writing following rubric from www.ware.k12.ga.us (simple rubric on writing an opinion) and http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf (simple rubric on writing a narrative)
- Direct teaching of following a rubric, including a participation rubric, such as at http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf
- Team-based writing project using collaboration, publishing, and distribution
- Direct instruction on how to keep a log from http://www.mindtools.com/pages/article/newHTE_03.htm and the downloadable log template available at that link
- Shared journals (responding in writing)
- Color coding sections of writing by function
- Sentence frames
- Use technology tools such as PowerPoint, online graphic organizers, spell check, and smart phones to text message socio-pragmatic language functions such as apologizing, requesting, etc.

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support, gradually releasing responsibility from tutor to student
- Response to Intervention Model (Tier 2 or 3) such as sentence frames with minimal elements to complete
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: story maker app, puppet pals app, story creator app, www.sense-lang.org
- Peer-editing with answer key
- Teacher observation
- Self-editing with answer key
- One-on-one tutors with individualized instruction
- Peer teaching
- Change the frame of reference for learning concept/procedures with different objects/contexts

NRS Level 1 Writing & Language
Beginning ABE Literacy (Grade Levels 0 – 1.9)

List of Instructional Materials:
- Paper
- Pencils/pens
- Notebooks
- Multi-colored highlighters
- Notecards
- Resources for research (texts, images, etc.)

List of Technology Resources:
- Word processing
- www.sense-lang.org (keyboard tutorial)
- Smartroom technology for viewing/interacting with various written forms
- Haiku deck app
- http://www.mindtools.com/pages/article/newHTE_03.htm (keeping a log)
- Educreations app
- Internet connection for doing research
- www.readwritethink.org
- www.eduplace.com/graphicorganizer/
- www.glogster.edu
- puppet pals 1 & 2 (upload photos)
- www.ware.k12.ga.us (simple rubric on writing an opinion)
- http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf (simple rubric on writing a narrative)
- http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf (participation rubric)

RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB)
1.W.RB.1 / 1.W.RB.2

Essential Understanding:
- Information can be gathered from experiences and resources both independently and collaboratively.

Essential Question:
- How is reliable information found?

Students will be able to:
(What does mastery look like)
- Produce a shared research or writing project by exploring "how-to" books on a topic and using them to write or dictate instructions.
- Answer questions by recalling information from experience or gathering information from a provided source.

NRS Level 1 Writing & Language
Beginning ABE Literacy (Grade Levels 0 – 1.9)

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:
- Using teacher-provided resources, locate information to answer questions
- Research to complete a graphic organizer with assistance - graphic organizer available at http://www.eduplace.com/graphicorganizer/pdf/spider.pdf
- Prepare information with assistance to give expository report

Other Evidence:
- Informal teacher observation
- Exit tickets
- Informal monitoring of group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Project-based learning

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Work in groups of 2-4 to research a given topic using teacher-provided resources such as web-based links to relevant information
- Complete a graphic organizer and use information to complete a simple written, digital, or oral report.
- Activate prior knowledge on common interest or teacher-generated topic
- Samples of reliable and unreliable research to sort/classify
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support such as giving individual assistance with filling out graphic organizers
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: quizlet app, story maker app, story creator app, YouTube videos
- Research material of various reading levels such as from www.readinga-z.com
- Simplified or partially completed graphic organizers such as from www.eduplace.com/graphicorganizer/

NRS Level 1 Writing & Language
Beginning ABE Literacy (Grade Levels 0 – 1.9)

- Writing frames to complete for report *Writing Frames: 40 Activities for Learning the Writing Process* by Jean L Pottle
- Sort/classify tasks
- Peer-editing with answer key
- Teacher observation
- Self-editing with answer key
- One-on-one tutors with individualized instruction
- Response to Intervention Model (Tier 2 or 3) such as using partially completed mind maps for note-taking
- Peer teaching
- Change the frame of reference for learning concept/procedures with different objects/contexts

List of Instructional Materials:
- Research materials
- Graphic organizers (web, cause/effect map, problem/solution chart, sequence map, cycle map, Venn diagram, etc.)
- Samples of reliable and unreliable research
- Pottle, Jean. (1998).*Writing Frames: 40 Activities for Learning the Writing Process.* Walch Publishing.
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*

List of Technology Resources:
- www.readwritethink.org
- www.eduplace.com/graphicorganizer/
- http://www.eduplace.com/graphicorganizer/pdf/spider.pdf
- www.youtube.com (to build background interest and knowledge)
- www.readinga-z.com

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

Essential Understandings:
- Standard English conventions guide grammar and usage when writing.
- Questions can be asked using various interrogatives (e.g., who, what, where, why, when).
- There are different purposes for sentences (e.g., asking a question, making a statement, giving a command, etc.).
- Phonemic awareness applies to words that are spelled conventionally.

Essential Questions:

NRS Level 1 Writing & Language
Beginning ABE Literacy (Grade Levels 0 – 1.9)

- What are the conventions of Standard English and how are they applied to writing?
- How are phonics rules used to assist spelling?

Students will be able to:
(What does mastery look like)
- Use the conventions of Standard English by appropriately recognizing and printing all upper case and lower case letters of the alphabet.
- Use Standard English writing conventions by copying and appropriately spacing letters to form words and sentences.
- Demonstrate Standard English grammar by appropriately using frequently occurring nouns, verbs, and adjectives.
- Demonstrate Standard English grammar by using singular and plural nouns with matching verbs in basic sentences correctly (e.g., *He hops*; *We hop*).
- Demonstrate Standard English grammar by appropriately using personal, possessive, and indefinite pronouns (e.g., *I, me, my*; *they, them, their*; *anyone, everything*).
- Demonstrate Standard English grammar by appropriately using verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*).
- Demonstrate Standard English grammar by appropriately recognizing and using question words (interrogatives such as *who, what, where, when, why, how*).
- Demonstrate Standard English grammar by correctly using frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with, during, beyond, toward*).
- Demonstrate Standard English grammar by using frequently occurring conjunctions (e.g., *and, but, or, so, because*) and determiners (e.g., articles, demonstratives).
- Demonstrate Standard English grammar by producing and expanding complete simple and compound sentences (declarative, interrogative, imperative, and exclamatory).
- Demonstrate command of the conventions of Standard English capitalization by correctly capitalizing the first word in a sentence, the pronoun *I*, dates, and names of people.
- Demonstrate Standard English conventions for punctuation by identifying and using end punctuation for sentences.
- Demonstrate Standard English conventions for punctuation by using commas in dates and to separate single words in a series.
- Demonstrate Standard English conventions for punctuation by appropriately abbreviating common titles (e.g., Mr., Mrs., Ms.)
- Demonstrate Standard English spelling conventions by identifying and writing a letter or letters for most consonant and short-vowel sounds (phonemes).
- Demonstrate Standard English by spelling simple words phonetically, drawing on knowledge of sound-letter relationships, and using conventional spelling for

words with common spelling patterns and for frequently occurring irregular words.
- Identify and demonstrate application of Standard English by spelling untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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:
- Manipulatives such as alphabet cards (caps/non-caps), grammar boxes with word card sort and labeling according to part of speech function, verb tense and conjugation, and sentence analysis labels
- Diagram sentences
- Cloze/fill in blank from word box/letter box or student generated word(s) or letter(s) to fill in the blank
- Sentence scramble
- Process writing with/without scaffolding
- Self or peer edit/revision for Standard English usage and grammar

Other Evidence:
- Informal teacher observation
- Exit tickets
- Informal monitoring of group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal
- Student demonstrations or presentations
- Project-based learning

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- List questions to ask a visitor or character from a book
- Locate sentences in a given text and categorize by type such as from
  - *Sharks* by C. J. Naden
  - *Sam and Pat* Books 1 and 2—NGL/Cengage Publishers
  - *What's Next?* Books 1-4—New Readers Press
- Sentence scramble available from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 1) and http://www.primaryresources.co.uk/english/english.htm
- Given an image prompt, generate relevant WH- questions ("Who is he?" "Where is he?" etc.)
- Journal
- Read and respond in writing samples from www.englishforeveryone.org

NRS Level 1 Writing & Language
Beginning ABE Literacy (Grade Levels 0 – 1.9)

- Manipulative grammar boxes for study of parts of speech functions with grammar symbols, color coding and TPR/command cards to acquire concept and function for parts of speech
- Manipulative sentence analysis materials for writing, dictating, and analyzing simple and compound sentences that are declarative, interrogative, imperative, and exclamatory (using materials such as adding paper, labels, pencil, and charts designed for purpose of sentence analysis)
- Manipulative verb packet materials to acquire concept of simple past, present, and future tenses as well as concept of subject/verb agreement in 3rd person singular simple present tense
- Manipulative sandpaper letters and sand trays to kinesthetically, visually, and aurally reinforce sound/letter correspondence
- Manipulate moveable alphabet cards to spell words according to appropriate lower or upper case conventions, spacing words appropriately as well as using phonetic patterns and irregular spellings
- Cloze exercises by letter/word/phase/clause omission
- Sentence stems
- WH- word cube (sensorial and kinesthetic prompt)
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*
  - *Phonics and Whole Words Activity Book 1*

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

- One-on-one tutors with individualized instruction/support such as doing sorts with assistance/fewer choices initially or ideas from *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as completing simple cloze sentences with minimal word choice
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: quizlet app, Study Stack app, www.englishforeverone.org, www.learningchocolate.org, http://www.primaryresources.co.uk/english/english.htm
- Simplified or partially completed graphic organizers for sentence diagrams
- Sentence frames to complete with additional support
- Sort/classify tasks for parts of speech, parts of sentence, phonetics, and punctuation
- Peer teaching
- Change the frame of reference for learning concept/procedures with different objects/contexts

NRS Level 1 Writing & Language
Beginning ABE Literacy (Grade Levels 0 – 1.9)

List of Instructional Materials:
- Texts to locate sentence types
- Journals
- Manipulative language materials (see **Sample Classroom Activities** for materials by name)
- *Sam and Pat* Books 1 and 2—NGL/Cengage Publishers
- *What's Next?* Books 1-4—New Readers Press
- *Sharks* by C. J. Naden
- Haager, Diane et. al. (2007). *Interventions for Reading Success*: Brookes Publishing.
- Textbooks (Contemporary/McGraw Hill)
    - *Essentials of Reading Book 1*
    - *Essentials of Reading Book 2*
    - *Phonics and Whole Words Activity Book 1*

List of Technology Resources:
- www.slideshare.net/schmeggo/four-types-of-sentences
- www.readwritethink.org
- www.englishforeveryone.org
- http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 1)
- www.learningchocolate.org
- http://www.primaryresources.co.uk/english/english.htm

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

Essential Understandings:
- Words are grouped into various categories.
- Some words have more than one meaning.
- Different words can have similar meanings.
- New words can be acquired from and used in written text.

Essential Questions:
- How can words be categorized?
- How can one word replace another to enhance or change the meaning?
- How are newly acquired words and phrases used in writing?

Students will be able to:
(What does mastery look like)
- With guidance and support, demonstrate word relationships by sorting common objects and words into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent and nuances in word meanings.

NRS Level 1 Writing & Language
Beginning ABE Literacy (Grade Levels 0 – 1.9)

- With guidance and support, identify and demonstrate word relationships for frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- With guidance and support, identify and demonstrate word relationships and nuances in meaning by defining words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- With guidance and support, identify and demonstrate real-life connections between words and their use (e.g., note places at school that are colorful).
- With guidance and support, distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- With guidance and support, distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.
- With guidance and support, identify and demonstrate nuances of word meanings by producing a personal dictionary that includes words and their multiple meanings (both personal and accepted/denotation as well as connotation).
- Apply words and phrases acquired through conversation, reading and listening, and responding to texts, including the use of frequently occurring conjunctions to signal relationships (e.g., *because*).

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:
- Manipulatives for categorizing words by semantic concepts or parts of speech and for matching
- Group work
- TPR/command cards
- cloze/fill in blank
- Collage or other graphic representations (such as continuum line chart to show intensity)

Other Evidence:
- Informal teacher observation of word choices in journals/other writing
- Informal teacher observation of student use of learned vocabulary in writing or speech
- Exit tickets
- Informal monitoring of group work and student discussions
- Student self-assessment
- Student portfolio
- Student L.A. work/reflective journal

NRS Level 1 Writing & Language
Beginning ABE Literacy (Grade Levels 0 – 1.9)

- Student demonstrations or presentations
- Project-based learning

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Classification card sorting, either teacher-created or from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 1)
- Writing activities including completing a simple poem with parts of speech labeled from www.readwritethink.org
- Matching cards (picture to picture or picture to word cards with control of error cards), either teacher-made or from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 1)
- TPR/Command cards to kinesthetically show shades of meaning for verbs/adjectives
- Rate words on a continuum for intensity as a group and compare ratings with other groups
- Make an attribute chart/graphic using sentences, words or phrases, and/or illustrations
- Keep personal dictionaries
- Activities at www.vocabularya-z.com and www.learningchocolate.com
- Total Physical Response/Command cards for performing or illustrating verbs or adjectives to show nuances of meaning (*walk*/*march*; *small*/*big*; *big*/*enormous*)
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1 and 2*
  - *Phonics and Whole Words Activity Book 1*

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support such as additional support with responsibility gradually being released to the student and other ideas in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as decreasing number of choices to complete a fill-in-the-gap where choices are given
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: quizlet app, study stack app, www.starfall.com, www.spellingcity.com, www.readwritethink.org,
- Simplified or partially completed graphic organizers for vocabulary sorts and concept maps
- Sentence frames to complete with appropriate vocabulary choice
- Sort/classify tasks for semantic sets

NRS Level 1 Writing & Language
Beginning ABE Literacy (Grade Levels 0 – 1.9)

- Peer teaching such as completing activity where students match picture to sentence for multiple meaning-words from www.freelanguagestuff.files.wordpress.com
- Change the frame of reference for learning concept/procedures with different objects/contexts

List of Instructional Materials:
- Authentic materials (real world objects and images of objects/concepts)
- Picture cards/word cards/control of error controls
- Language Experience Approach student generated texts
- Manipulative moveable alphabet cards in several sets of two to three colors
- Charts and semantic organizers
- TPR/command cards for performing/illustrating nuances of meaning
- Card sorting materials for showing continuum of meanings
- Haager, Diane et. al. (2007). *Interventions for Reading Success*: Brookes Publishing.
- Textbooks (Contemporary/McGraw Hill)
  - *Essentials of Reading Book 1*
  - *Essentials of Reading Book 2*
  - *Phonics and Whole Words Activity Book 1*

List of Technology Resources:
- www.eduplace.com/tales   (similar to mad libs)
- http://grammar.yourdictionary.com/for-students-and-partents/words-with-multiple-meanings.html
- www.manythings.org (writing section to generate sentences and stories)
- www.starfall.com
- www.spellingcity.com
- www.readwritethink.org
- http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 1)
- www.vocabularya-z.com
- www.learningchocolate.com
- www.freelanguagestuff.files.wordpress.com
- http://itunes.apple.com/us/app/mad-libs/id326885152?mt=8 (mad libs)

Illinois Community College Board
Adult Education & Literacy

Illinois ABE/ASE Language Arts Model Curriculum
NRS Level 2

April 2017

NRS Level 2 Reading
Beginning Basic Education (Grade Levels 2.0 – 3.9)

FOUNDATIONAL SKILLS / ALPHABETICS (FS)
2.R.FS.1 / 2.R.FS.2 / 2.R.FS.3

Essential Understandings:
- Word analysis and phonics are used to decode and identify words.
- Not all words can be decoded.

Essential Questions:
- What is word analysis?
- What are the basic phonics rules?
- What are commonly used affixes?

Students will be able to:
(What does mastery look like)
- Apply level appropriate phonics and word analysis skills by distinguishing between short and long vowels when reading regularly spelled one-syllable words.
- Apply level appropriate phonics and word analysis skills by recognizing spelling-sound correspondence for common vowel teams when reading.
- Demonstrate appropriate phonics and word analysis skills by decoding regularly spelled two-syllable words with long vowels.
- Demonstrate appropriate phonics and word analysis skills by recognizing and reading level appropriate irregularly spelled words.
- Apply level appropriate phonics and word analysis skills by decoding multi-syllable words.
- Decode words by recognizing and identifying the meaning of the most common prefixes and suffixes.
- Decode words by recognizing and identifying the meaning of common Latin suffixes.
- Identify and read words by recognizing common but inconsistent spelling-sound correspondences.

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:
- Decode level-appropriate text from www.readinga-z.com
- Read list of common words from www.schools.utah.gov/CURR/langartelem/Core-Standards/Resources.aspx
- Identify roots and affixes in a given list from www.ixl.com lesson OO.1

NRS Level 2 Reading
Beginning Basic Education (Grade Levels 2.0 – 3.9)

Other Evidence:
- Observation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Categorize words with similar affixes such as from www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- Separate the affix(es) and base word
- Highlight negative prefixes using story from www.readinga-z.com
- Match words with possible affixes www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- Highlight vowel teams in a controlled reading from www.mcedservices.com/phonics/phonics.html
- Match vowel teams that have similar sounds from lists in *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*
- Recognize and read irregularly-spelled words from www.schools.utah.gov/CURR/langartelem/Core-Standards/Resources.aspx

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support with flashcards and games from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- Response to Intervention Model (Tier 2 or 3) such as interactive games from *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Flashcards/index cards (start with smaller set and expand as material is mastered) for review, self or tutor test, matching games, sorting etc.
- Interactive technology: study stack or quizlet, http://englishforeveryone.org/, http://www.poenglishcake.com/, www.starfall.com, https://www.funbrain.com/, www.ogforall.com

List of Instructional Materials:
- Flashcards
- Word charts
- Root and Affix charts
- Worksheets
- Etymology dictionary
- Highlighters
- Bear, Donald et. al. (2015). *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction* 6th edition. Pearson.

- Blevins, Wiley. (2001).*Teaching Phonics and Word Study for the Intermediate Grades*. Scholastic.

List of Technology Resources:
- www.starfall.com
- www.funbrain.com
- https://ogforall.com/
- http://quizlet.com/13070784/flashcards
- http://quizlet.com/13070832/frys-fluency-phrases-set-2-flash-cards/
- https://www.studystack.com/
- http://englishforeveryone.org/
- http://fcrr.org/for-educators/sca_k-1_rev.asp (Book 2) (for games, flashcards, and word lists)
- https://www.readinga-z.com/
- http://www.poenglishcake.com
- https://www.ixl.com/ela/
- http://www.mcedservices.com/phonics/phonics.html (simple phonics stories)
- http://www.schools.utah.gov/CURR/langartelem/Core/StandardsC.aspx (list of words for phonics rules and sight-word lists)

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

Essential Understandings:
- Context clues reveal the meaning and nuance of words, i.e., literal and nonliteral.
- Word meaning can be gained by identifying known parts, i.e., affixes, roots, and compounds.
- Print and digital glossaries and dictionaries can be used to gain understanding of unknown words.
- Various new words and phrases, including level appropriate academic and domain specific language, are acquired through conversation and reading text.

Essential Questions:
- How does a word's meaning vary in context?
- What are the different ways to discover the meaning of a word or phrase?

Students will be able to:
(What does mastery look like)
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on level appropriate content by using sentence level context as a clue.
- Determine the meaning of a new word by recognizing when it is formed by a known word with a known affix.

NRS Level 2 Reading
Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Determine the meaning of an unknown word by identifying a known root word as a component and using it as a clue.
- Determine the meaning of an unknown compound word by recognizing and using the meaning of individual words as clues.
- Determine the meaning of unknown words and phrases by using dictionaries and glossaries in either text or digital form.
- Demonstrate comprehension of word relationships and nuances in word meanings by distinguishing literal and non-literal meanings of words and phrases in context (e.g., *take steps*).
- Demonstrate comprehension of word relationships and nuances in word meanings by identifying real-life connections between words and their use (e.g., describing foods that are juicy or spicy)
- Demonstrate comprehension of word relationships and nuances in word meanings by distinguishing between shades of meaning of related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*).
- Demonstrate comprehension of new vocabulary by using words and phrases acquired in conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., things that make someone happy).
- Demonstrate vocabulary acquisition by accurately using level appropriate conversational, general academic and domain-specific words and phrases including those that signal spatial and temporal relationships (e.g., *After dinner*, *In the morning,* etc.).

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:
- Match word with definition
- Given a root word, student will be able to use a correct affix for meaning to complete a sentence or phrase
- Cloze exercises from class reading or class-generated sentences using provided word bank

Other Evidence:
- Observation of use of new vocabulary words in conversations/writing

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Generate list of unknown words from classroom readings (text or web)
- Highlight contextual clues in stories from www.readinga-z.com

NRS Level 2 Reading
Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Formulate definitions of new words and cross-reference to dictionary or glossary entries
- Create new sentences using new vocabulary (teacher generated and student generated)
- Match words with definitions such as at www.freelanguagestuff.com
- Illustrate vocabulary words
- Make personal dictionaries/flashcards
- Place words on a continuum to show nuances (*cold*, *freezing*, *frigid*)

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

- One-on-one tutors with individualized instruction/support such as additional support with responsibility gradually being released to the student and other ideas in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) including flashcards/index cards (start with smaller set and expand as material is mastered) for review, self or tutor test, matching games, sorting etc.
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: http://quizlet.com/6166362/word-roots-beginning-vocab-words-lessons-1-11-flash-cards/, http://www.starfall.com/, http://www.spellingcity.com/, http://www.readwritethink.org/, www.englishforeveryone.org, http://grammar.about.com/od/words/a/wordroots.htm

List of Instructional Materials:
- Teacher-made matching cards
- List of common affixes/roots and their meanings
- *Oxford Picture Dictionary* (2nd ed.) by Jamie Adelson-Goldstein and Norma Shapiro

List of Technology Resources:
- www.quizlet.com
- www.studystack.com
- http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdfenglishforeveryone.org
- http://fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- www.readinga-z.com
- http://grammar.about.com/od/words/a/wordroots.htm
- http://quizlet.com/6166362/word-roots-beginning-vocab-words-lessons-1-11-flash-cards/
- https://www.funbrain.com/roots/
- https://freelanguagestuff.com/

NRS Level 2 Reading
Beginning Basic Education (Grade Levels 2.0 – 3.9)

- https://www.ixl.com/ela/ Lesson BB.1 (matching synonyms)
- http://www.playhangman.com/

FLUENCY (FL)
2.R.FL.1

Essential Understanding:
- Rereading and using context to self-correct will increase fluency and comprehension.

Essential Question:
- What are the qualities of a fluent reader?

Students will be able to:
(What does mastery look like)
- Read on-level text orally with sufficient accuracy and fluency to support comprehension by using text to confirm word recognition and by self-correcting and rereading as necessary.

Evidence for Assessing Learning

Performance Tasks:
- Students will read aloud a rehearsed passage or poem that conforms to an appropriate rubric.
- Vocabulary words pronounced correctly
- Pauses when indicated by punctuation

Other Evidence:
- Teacher observation
- Self-evaluation
- Rubrics from http://www.ohioliteracyalliance.org/adultfluency/adult_fluency.htm or http://avoca37.org/hannuss/files/2011/08/Student-Friendly-fluency-rubric1.pdf

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Pair and small group reading for fluency with teacher or tutor guidance
- Choral reading
- Echo reading
- Rereading assigned passages aloud
- Readers' Theater
- Jazz Chants
- Poetry
- Timed reading with familiar texts
- Rap performance

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- Podcast recordings for fluency
- Screencast-o-matic recordings for fluency

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

- One-on-one tutors with individualized instruction/support such as echo reading from *Interventions for Reading Success* (p. 241)
- Response to Intervention Model (Tier 2 or 3) such as decreasing number of choices to complete a fill-in-the-gap where choices are given
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: quizlet app, study stack app
- books on tape (listening for fluency)

List of Instructional Materials:

- Graham, Carolyn*. (2000). Jazz Chants: Old and New.* Oxford University Press.
- Siebert and Roach. (2000). *Celebrating American Heroes.* ProLingua
- Poetry such as *Good Books, Good Times* by Lee Bennett Hopkins (poetry)
- *The True Story of the Three Little Pigs* by John Scieszka
- Haager, Diane et. al. (2007). *Interventions for Reading Success.* Brooks Publishing.

List of Technology Resources:

- www.VoiceThread.com
- www.NewsinLevels.com
- www.CDLPOnline.com
- http://www.teachingheart.net/readerstheater.htm
- http://www.aaronshep.com/rt/RTE.html
- https://www.readinga-z.com/fluency/readers-theater-scripts/
- http://www.readwritethink.org/files/resources/lesson_images/lesson22/performcrit.pdf
- http://www.readwritethink.org/files/resources/printouts/30698_rubric.pdf (rubric for Reader's Theater)
- http://englishforeveryone.org/
- http://avoca37.org/hannuss/files/2011/08/Student-Friendly-fluency-rubric1.pdf
- http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf
- http://www.ohioliteracyalliance.org/adultfluency/adult_fluency.htm (timed reading and fluency/prosody rubric)
- http://www.schools.utah.gov/CURR/langartelem/Core-Standards/Resources.aspx (high frequency word lists)
- http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)

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COMPREHENSION: LITERATURE (CL)
2.R.CL.1 / 2.R.CL.2 / 2.R.CL.3 / 2.R.CL.4 / 2.R.CL.5 / 2.R.CL.6 / 2.R.CL.7 / 2.R.CL.8 / 2.R.CL.9

Essential Understandings:
- Application of specific reading strategies can be used to increase comprehension.
- Knowledge of literary genre can increase comprehension of the text.
- Point of view can be identified in a variety of ways.
- Illustrations and various text features can provide information.
- Comparing and contrasting two or more versions of the same story aids understanding.

Essential Questions:
- How can specific strategies be used to increase comprehension?
- What clues from the text will inform us of the author's purpose and point of view?
- How can illustrations help increase understanding of the text?

Students will be able to:
(What does mastery look like)
Key Ideas and Details: Literature
- Demonstrate comprehension strategies for questioning by asking who, what, when, where, why and how to find key details in a text.
- Demonstrate comprehension of text by asking and answering questions, citing explicit references to the text to support answers, draw conclusions, or make inferences.
- Demonstrate comprehension of text by summarizing and recounting stories, including fables, folktales, and myths from diverse cultures, and determining the central message, lesson, or moral and how it is conveyed through key details in text.
- Demonstrate comprehension strategies of questioning, predicting, clarifying, and summarizing by identifying and describing the reactions of characters in a story as they respond to major events and challenges.
- Demonstrate comprehension strategies of questioning, predicting, clarifying, and summarizing by identifying and describing character traits and motivations in a story and explaining how their actions contribute to sequence of events.

Craft and Structure: Literature
- Identify and describe how words and phrases can be used to supply rhythm and meaning in a story, poem, or song.
- Identify and indicate in the structure of a story how the beginning introduces action and how the ending concludes action.
- Demonstrate comprehension of words and phrases as they are used in a text by distinguishing between literal and non-literal language.

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- Indicate and refer to parts of stories, dramas, and poems when speaking or writing, using appropriate terms such as chapter, scene, and stanza to describe how each successive part builds on earlier sections.
- Identify point of view in stories by recognizing and explaining their own point of view and distinguishing it from that of the narrator or the characters in the story.
- Identify points of view of characters in stories and show how differences affect oral reading of dialogue.

Integration of Knowledge and Ideas: Literature
- Refer to and use illustrations and details in a story to find information that applies to characters, setting, or plot.
- Identify and explain how illustrations in a text contribute to what is being conveyed by words to create mood and emphasize certain aspects of characters or situations in a story.
- Use compare and contrast techniques to demonstrate comprehension of two or more versions of the same story by different authors or from different cultures.
- Use compare and contrast techniques to demonstrate comprehension of themes, settings, and plots of stories written by the same author about the same or similar characters.

Range of Reading and Level of Text Complexity: Literature
- Read and demonstrate comprehension of a range of texts including level appropriate stories, drama, and poetry with varying levels of increased difficulty.

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 read a given text to
- answer comprehension questions
- identify and use appropriate literary terms
- analyze themes, setting, plots, and characters using techniques such as compare and contrast
- complete timed reading test with comprehension questions such as from http://resources.marshalladulteducation.org/reading_skills_home.htm

Other Evidence:
- Teacher observations
- Journal story responses
- Completion of graphic organizers such as story maps

Building the Learning Plan

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Sample Classroom Activities and/or Lesson Plans:
- Given an illustration from a story, student will identify mood
- Given a common idiom, students will identify both the literal and figurative meaning.
- Students will change a given simile into a metaphor.
- Color code or sort parts of a story (story strips, pictures, etc.)
- Venn diagrams
- Compare and contrast two or more versions of the same story such as *The True Story of the Three Little Pigs* by John Scieszka, *Jazz Chant Fairy Tales* by Carolyn Graham, and a traditional version.
- Read and answer comprehension questions at http://resources.marshalladulteducation.org/reading_skills_home.htm
- Complete graphic organizers such as story maps such as from https://www.readinga-z.com/comprehension/reading-graphic-organizers/
- Sort book titles by likely genre (activity from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- Read, complete accompanying organizers, and answer comprehension questions for stories from https://www.readinga-z.com/
- Identify character traits such as using character trait link at http://www.learningchocolate.com/

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support such as additional support completing story maps with responsibility gradually being released to the student and other ideas in *Interventions for Reading Success*.
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Response to Intervention Model (Tier 2 or 3) such as smaller sets for matching questions and answers to comprehension questions
- Interactive technology: quizlet app, study stack app, www.readwritethink.org, www.readingforeveryone.org, character traits link at www.learningchocolate.com
- Smaller discussion circles with modeling to read/review stories-story elements

List of Instructional Materials:
- Story strips
- Pictures
- Graphic organizers such as story maps
- *The True Story of the Three Little Pigs* by John Scieszka
- Graham, Carolyn. (1988). *Jazz Chant Fairy Tales*. Oxford University Press.
- Haager, Diane et. al. (2007). *Interventions for Reading Success.* Brooks Publishing.

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- *A+ Reading Comprehension: Let's Grow Smart Grade 2* (2013). Dalmation Press
- *A+ Reading Comprehension: Let's Grow Smart Grade 3* (2013). Dalmation Press
- *Mufaro's Beautiful Daughters* by John Steptoe (3rd grade)
- Whiskeyman, Lauri. (1998). *That's Life! Reading Comprehension* by Lingui Systems. (leveled reading 1st -4th grade passages with comprehension questions)

List of Technology Resources:
- http://www.voanews.com/ Voice of America
- http://www.readworks.org/ (leveled readings/stories with comprehension questions)
- http://englishforeveryone.org/
- Character trait links at http://www.learningchocolate.com/
- https://www.readinga-z.com/assessments/retelling-rubrics/?context=readinga-z-levels (retelling rubric)
- quizlet app
- study stack app
- http://fcrr.org/for-educators/sca_k-1_rev.asp   (Book 2)
- http://www.readwritethink.org/
- http://resources.marshalladulteducation.org/reading_skills_home.htm

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

Essential Understandings:
- Application of specific reading strategies can be used to increase comprehension.
- Purpose and point of view can be identified by examining the text.
- Illustrations and various text features can provide information.
- Text can assist in determining the meaning of words and phrases.
- Text features and search tools can be used to locate information.
- Comparing and contrasting two texts on the same topic deepens knowledge.
- There are logical connections between sentences or paragraphs in a text.

Essential Questions:
- What clues from the text will inform us of the purpose and point of view?
- How can illustrations help increase understanding of the text?
- What are the benefits of looking at two perspectives on the same topic?

Students will be able to:
(What does mastery look like)

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Beginning Basic Education (Grade Levels 2.0 – 3.9)

Key Ideas and Details: Information
- Demonstrate comprehension strategies for questioning by asking who, what, when, where, why and how to find key details in a text.
- Demonstrate comprehension of text by asking and answering questions, citing explicit references to the text to support answers, draw conclusions, or make inferences.
- Demonstrate comprehension of text by identifying the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text, and by identifying and explaining how key details support the main idea.
- Demonstrate comprehension strategies to identify and describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect.

Craft and Structure: Information
- Identify words and phrases in a text relevant to a level-appropriate topic or subject area and determine their meaning.
- Identify and locate key facts or information in a text efficiently by using various text features such as captions, bold print, subheadings, glossaries, indexes, and electronic menus and icons.
- Identify the main purpose of a text by using questioning strategies to find what the author wants to answer, explain, or describe.
- Identify the point of view of the author and distinguish it from the student's own point of view.
- Demonstrate comprehension of general academic and domain-specific words and phrases in a level appropriate text relevant to topic or subject area.
- Locate information relevant to a given topic by using text features and search tools efficiently (e.g., key words, sidebars, hyperlinks).

Integration of Knowledge and Ideas: Information
- Interpret or explain how specific images contribute to and clarify a text.
- Identify specific points the author of a text is making and explain how reasons support them.
- Identify, compare, and contrast the most important points and key details presented in two texts on the same topic.
- Using questioning strategies, find and use information gained from illustrations and the words in a text to demonstrate comprehension of key events.
- Identify and describe the logical connection between particular sentences and paragraphs in a text as comparison, cause/effect, events or steps in a sequence.

Range of Reading and Level of Text Complexity: Information
- Using various comprehension strategies, read from a range of level appropriate informational texts, including history/social studies, science, and technical texts.

Evidence for Assessing Learning

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Beginning Basic Education (Grade Levels 2.0 – 3.9)

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:
- Tests/quizzes
- Language journal
- Retell/explain
- Ask/answer comprehension questions
- Classify text types (i.e. descriptive, sequence, cause/effect)
- Relate text features such as illustrations to main text
- Locate key facts/information using text features
- Collage/visual representations of key ideas/details
- Completion of graphic organizers such as story maps

Other Evidence:
- Teacher observations

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- KWL
- Question web
- Word web
- Thinking Stems
- Given just a title or illustration, students predict main ideas/key concepts
- Match headings/subheading to text bodies
- Color code or sort parts of informational text features to identify key concepts (titles, subheadings, topic sentences, pictures, etc.)
- Venn diagrams
- Fill in graphic organizers such as sequence or cause/effect maps
- Read two or more texts on same topic from differing points of view
- Extensive reading/research opportunities in content areas through teacher supplied resources, school library, public library, etc.
- "What's the text about?" game (in 50 words to 25 words to 14 words to 7 words to summarize essential idea of text)
- Scrambled sentences/paragraphs—student re-sort text cut apart at either the sentence or paragraph level into correct order and discuss rationale for their ordering (looking for and discuss logical connections by text type, i.e. cause/effect or sequence, and also by cohesion, coherence and anaphoric/cataphoric reference markers)
- Read text with underlined vocabulary and circle multiple choice for best-meaning equivalent.

Learning Activities:

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Beginning Basic Education (Grade Levels 2.0 – 3.9)

(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support such as Think-Pair-Share (p. 259-260) and other ideas in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as decreasing number of choices to complete a matching or fill-in-the-blank exercise
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: YouTube, http://englishforeveryone.org/, http://resources.marshalladulteducation.org/reading_skills_home.htm

List of Instructional Materials:
- Texts, text strips for sorting
- Highlighters
- Graphic organizers
- Illustrations
- Whiskeyman, Lauri. (1998). *That's Life! Reading Comprehension* by Lingui Systems. (leveled reading 1st -4th grade passages with comprehension questions)
- *A Look at Spiders* by Jerald Halpern (2nd -3rd grade nonfiction reading)
- Siebert and Roach. *(2000). Celebrating American Heroes*. Pro Lingua.
- *Oxford Picture Dictionary (2nd ed.)* by Jamie Adelson-Goldstein and Norma Shapiro
- Haager, Diane et. al. (2007). *Interventions for Reading Success*. Brooks.

List of Technology Resources:
- http://www.voanews.com/ Voice of America
- https://www.newsinlevels.com/ News in Levels
- http://www.newreaderspress.com/news-for-you-online News for You
- http://englishforeveryone.org/
- http://resources.marshalladulteducation.org/reading_skills_home.htm (read and answer comprehension questions_
- http://www.ereadingworksheets.com/text-structure/text-structure-worksheets/ (identifying text structure)
- https://www.readinga-z.com/
- https://www.youtube.com/
- https://www.readinga-z.com/comprehension/reading-graphic-organizers/
- https://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf (sequence)
- https://www.eduplace.com/graphicorganizer/pdf/spider.pdf (main idea, details, subdetails)
- Google Images
- http://www.primaryresources.co.uk/english/english.htm

NRS Level 2 Reading
Beginning Basic Education (Grade Levels 2.0 – 3.9)

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

Essential Understandings:
- Information learned from reading has practical application.
- Gaining digital literacy is necessary for success in the workplace.

Essential Questions:
- How is reading applied in the workplace?
- How are basic technology skills used in the workplace?

Students will be able to:
(What does mastery look like)
- Communicate information, data, and observations from readings in order to apply them to actual practice.
- Demonstrate ability to use technology systems by using developmentally appropriate and accurate terminology to identify and refer to parts of the computer.
- Demonstrate ability to use technology systems by performing basic hardware and software operations such as controlling sound and brightness and using input devices.
- Demonstrate ability to use technology systems by navigating electronic environments such as e-books, educational games, digital presentation software, mobile devices, and websites, with assistance 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:
- Demonstrate ability to apply specific information given on sample work related documents such as e-mails, memos, schedules.
- Demonstrate ability to use mouse, cursor, arrows, page up/down, and enter key to navigate in electronic environments.

Other Evidence:
- Instructor observation
- Check lists

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Sense-lang activities for computer literacy: mouse, arrows, cursor, drag-drop exercises, keyboarding exercises

- Guided questions – Where, what, when information from college website and career sites
- Fill in the blank exercises utilizing information from sample memos, want ads, schedules, applications, and e-mails

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

- One-on-one tutors with individualized instruction/support such as additional support with responsibility gradually being released to the student and other ideas in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as giving choices to complete a spider-map after reading a text
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills and games)
- Interactive technology: www.sense-lang.org, quizlet app, study stack app, http://www.readwritethink.org/

List of Instructional Materials:
- Newspaper want ads
- College catalogs
- Sample memos
- E-mails
- Schedules
- Applications

List of Technology Resources:
- Variety of college websites
- https://public.careercruising.com/en (career website)
- http://www.sense-lang.org/ (keyboarding tutor)

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

Essential Understandings:
- Collaborative, structured discussions among diverse partners provide opportunities for practicing effective speaking and listening skills.
- Discussion aids comprehension.
- There are identified strategies that make communication in a group more effective
- Potential outcomes and solutions can be predicted from discussions.

Essential Questions:
- What strategies contribute to the interpretation and use of oral information?
- How is the validity of persuasive oral information evaluated?

Students will be able to:
(What does mastery look like)
- Participate in a range of collaborative conversations about level appropriate topics and texts, with diverse partners and groups of various sizes, by coming to discussions prepared, having studied or read the necessary material, and using this foundation to explore and expand the topic.
- Participate in a range of collaborative conversations about level appropriate topics and texts, with diverse partners and groups of various sizes, by following agreed-upon rules for discussion such as gaining the floor respectfully, listening carefully, taking turns when speaking, and staying on-topic.
- Participate in collaborative conversations through multiple exchanges by adding to and building on others' talk and responding to the comments of others.
- Participate in collaborative conversations about level appropriate topics and texts, with diverse partners and groups of various sizes, by asking respectfully for further explanation or clarification about the discussion.
- Participate in collaborative conversations about level appropriate topics and texts, with diverse partners and groups of various sizes, by explaining their own thoughts about the topic and the discussion.
- Participate in collaborative conversations about level appropriate topics and texts, with diverse partners and groups of various sizes, by identifying and restating main ideas and supporting details of information presented in a variety of mediums including texts, discussions, and visuals.
- Ask and answer questions to clarify, gather additional information, or check or enhance comprehension while staying on topic and linking the questions to others' remarks.
- Demonstrate active-listening skills by responding to verbal and non-verbal communication to enhance discussion.
- Demonstrate comprehension of key points of orally presented information for cause and effect, compare and contrast, conclusions, context, purpose, charts/tables/graphs, evaluation/critiques, and mood.

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- Identify, analyze, and evaluate oral presentation of a persuasive text for sequence, summary, technical/subject matter, accuracy, appropriateness, clarity, conclusions, solutions, facts, opinions, propaganda, assumptions, relevancy, validity, and relationship of ideas.
- Apply prediction strategies based on oral information regarding trends to posit possible outcomes and solutions.

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:
- Given possible solutions, the group will work collaboratively to choose and support with facts and/or details a final outcome and present it to the class.

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

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Problem-posing activities from real-life situations
- Role-play appropriate and inappropriate group pragmatics
- Form and use appropriate questions to find message and supporting details.
- Paired work completing information Gap exercises.
- Paired oral interviews with follow up oral reports
- Retell message/story from answers.
- Learn to use KWL and prediction in discussions on assigned topics or problem solving exercises.
- Retell simple news stories
- Answer comprehension questions from listening activities.

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support such as additional support being given to pairs/small groups about appropriate collaborative interaction
- Response to Intervention Model (Tier 2 or 3) such as pairing struggling student with a more successful student

NRS Level 2 Speaking & Listening
Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: http://voicethread.com/, http://edu.glogster.com/?ref=com, Screencast-o-matic, http://www.cdlponline.org/, Haiku app, Puppet Pals app, storycreator app, YouTube
- Teacher-directed pair work

List of Instructional Materials:
- Teacher-generated materials
- Books of discussion starters/topics
- Current events
- https://www.newsinlevels.com/ News in Levels
- Discussion topics (Which is more important: love or money)
- Zelman, N. E. (1996). *Conversation Inspirations*. Brattleboro, VT: Pro Lingua Associates.
- Kehe, D. & Kehe P. D. (1994). *Conversation Strategies: Pair and Group Activities for Developing Communicative Competence*. East Moline, IL: Pro Lingua Associates.

List of Technology Resources:

- http://www.voanews.com/
- http://voicethread.com/
- http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf (oral presentation rubric)
- http://edu.glogster.com/?ref=com
- Screencast-o-matic recordings for fluency
- PowerPoint
- https://www.newsinlevels.com/
- http://www.cdlponline.org/
- Haiku app
- Puppet Pals app
- Storycreator app
- Posted online models for presentations (YouTube)
- Tablet/camcorders for recording self and peers
- http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf

PRESENTATION OF KNOWLEDGE AND IDEAS (PK)

NRS Level 2 Speaking & Listening
Beginning Basic Education (Grade Levels 2.0 – 3.9)

2.S.PK.1 / 2.S.PK.2 / 2.S.PK.3

Essential Understandings:
- Facts and details are used when reporting on a topic, text, or story.
- Audio recordings and visual displays can be used to convey a story or poem.

Essential Questions:
- What audio visuals can be used to enhance a presentation?
- What things determine if a presentation has been effective?

Students will be able to:
(What does mastery look like)
- Present an oral report on a topic or text, tell a story, or recount an experience using appropriate facts and relevant, descriptive details while speaking clearly, at an appropriate pace and volume, and in coherent sentences.
- Create audio recordings of stories or poems on various technological sources to demonstrate reading fluency and/or enhance a presentation with visuals that emphasize details or facts.
- Speak in complete sentences to provide requested details or clarification.

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 develop and deliver an oral presentation utilizing technology and/or appropriate visuals.
- Students will use facts and supporting details in a report on a selected topic.
- Students will include an introduction and a conclusion in their presentation
- Students will respond to follow up questions in complete sentences.

Other Evidence:
- Teacher observation
- Teacher generated check list
- Guided peer observation using check list/rubric

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Students brainstorm possible introductions/conclusions to a topic
- Given a topic students brainstorm facts and relevant details.
- Students organize information and record on note cards.
- Students rehearse introductions/conclusions, and story retells.

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- Students retell stories (using story strips, provided outline and/or note cards) and rehearse for fluency.
- Students view model presentations on power point, Glogster and other media apps and evaluate types of visuals for effectiveness with instructor guidance.
- Students record a reading of text input on Voicethread by instructor.
- Students (create), rehearse, record haiku/poem etc.

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support such as Poetry Theater (p. 246) other ideas in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as modeling and repeating presentation step-by-step
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: Screencast-o-matic recordings, haiku app, Puppet pals app, storycreator app, technology such as tablet or smartphone for recording self/peers
- Additional rehearsal time with support

List of Instructional Materials:
- Checklists/rubrics
- Level appropriate stories for retell activities
- Notecards
- Posterboard
- Zelman, N. E. (1996). *Conversation Inspirations*. Brattleboro, VT: Pro Lingua Associates
- Kehe, D. & Kehe P. D. (1994). *Conversation Strategies: Pair and Group Activities for Developing Communicative Competence*. East Moline, IL: Pro Lingua Associates
- Posted online models for presentations (YouTube)
- *Mufaro's Beautiful Daughters* by John Steptoe
- *The True Story of the Three Little Pigs* by John Scieszka

List of Technology Resources:
- http://voicethread.com/
- http://edu.glogster.com/?ref=com
- Screencast-o-matic recordings for fluency
- PowerPoint
- https://www.newsinlevels.com/
- http://www.cdlponline.org/
- Haiku app
- Puppet Pals app
- Storycreator app
- Posted online models for presentations (YouTube)
- Tablet, camcorder, etc. for recording self/peers

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- http://www.voanews.com/
- http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf (presentation rubric)
- https://www.ncsu.edu/midlink/rub.pres.html (presentation rubric)

NRS Level 2 Writing & Language
Beginning Basic Education (Grade Levels 2.0 – 3.9)

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

Essential Understandings:
- Writing can express an opinion, provide information, or tell a story.
- Facts and details can support an idea or develop a story.
- Writing consists of a topic, details, and closure.

Essential Questions:
- What is the purpose for writing?
- How does a writer know if the intended writing goals were achieved?

Students will be able to:
(What does mastery look like)
- Write opinion pieces on topics or texts, supporting a point of view by creating an organizational structure that lists reasons, introduces the topic or text, and states an opinion.
- Write opinion pieces on topics or texts which provide reasons that support the opinion.
- Write opinion pieces on topics or texts using linking words and phrases such as *because*, *therefore*, *since,* and *for example* to connect opinion and reasons.
- Write opinion pieces on topics or texts providing a concluding statement or section.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly by introducing a topic, grouping related information together, and selecting and including illustrations when helpful to aiding comprehension.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly by developing the topic with facts, definitions, and details.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly by using linking words and phrases such as *also*, *another*, *and*, *more*, *but* to connect ideas within categories of information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly by providing a concluding statement or section.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by creating a situation, introducing a narrator and/or characters, and organizing naturally progressing event sequences.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by utilizing dialogue and describing actions, thoughts, and feelings to develop experiences and events or indicate the response of characters to situations.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by selecting and using time words and phrases to signal event order.

NRS Level 2 Writing & Language
Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences that give a sense of closure.

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:
- Write a paragraph that includes a topic sentence, details, and a conclusion
- Label writing as expository, narrative, or persuasive
- Write a short narrative including characters, temporal words/phrases, dialogue and a conclusion
- Write an opinion text based on a given topic
- Write an informative/explanatory text and develop the topic with facts and details
- Use technology for writing such as e-mailing the teacher or making a PowerPoint

Other Evidence:
- Teacher observation
- Rubric or checklist

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Model writing a paragraph with topic sentence, details, and closure
- Model writing a short story that includes characters, temporal words/phrases, dialogue, and a conclusion
- Revise a teacher-made model to include a topic sentence, details, and closure
- Complete graphic organizer as a class
- Model using a graphic organizer to write expository, narrative, and persuasive pieces
- Sort sentences or writing samples as expository, narrative, or persuasive
- Correspond with the teacher by email
- Retell familiar stories in writing with introduction, details, and closure
- Arranging sentence strips to recreate a paragraph/essay/story
- Given a topic, brainstorm details, a topic sentence or a conclusion
- Given a picture, create a story (same picture, multiple student groups)
- Members of each group write one sentence, pass to next team member, etc.
- Class stories

NRS Level 2 Writing & Language
Beginning Basic Education (Grade Levels 2.0 – 3.9)

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

- One-on-one tutors where writing is dictated to scribe to focus on the process, then editing with support
- Response to Intervention Model (Tier 2 or 3) such as decreasing number of choices to complete a fill-in-the-gap where choices are given
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: http://www.readwritethink.org/, story creator app, Puppet Pals app
- Story frames giving choices for completion
- Additional practice retelling familiar stories in writing with support introduction, details, and closure
- Dictate a story to the teacher, tutor or peer and then revise and edit transcribed story

List of Instructional Materials:

- Texts and other realia of various types (expository, narrative, or persuasive)
- *Mufaro's Beautiful Daughters* by John Steptoe
- *The True Story of the Three Little Pigs* by John Scieszka
- Rubric/Checklist
- Graphic Organizers
- Computer or tablet
- Word processing
- List of common temporal words
- Information resources for research (readings or audio resources leading to writing tasks)
- Punctuation charts
- Writing samples/paragraphs in appropriate genres and levels
- Pottle, Jean. (1999). *Writing Frames: 40 Activities for Learning the Writing Process*. Walch Publishing.
- Manipulative grammar cards and symbols for parts of speech (e.g., adverbs for sequences in narratives and verb tenses for narratives using past simple or past continuous tenses)
- *Essentials of Reading Book 1 and 2* (Contemporary/McGraw Hill)

List of Technology Resources:

- http://www.readwritethink.org/
- http://www.storyboardthat.com/
- Story Creator app
- Puppet Pals app
- Read and Write Gold
- http://teacher.scholastic.com/tools/rubric.htm

NRS Level 2 Writing & Language
Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Microsoft Word or similar application
- Smartroom technology for viewing/interacting with various written forms with whole class or small groups
- http://www.sense-lang.org/ (keyboard tutorial support)
- http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf (simple narrative-writing rubric)
- https://www.eduplace.com/graphicorganizer/
- https://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf (graphic organizer for sequencing)
- https://www.eduplace.com/graphicorganizer/pdf/spider.pdf (graphic organizer spider chart)
- http://www.eduplace.com/graphicorganizer/pdf/storymap2_eng.pdf
- http://www.pdfsdocuments.com/second-grade-narrative-writing-rubric.pdf (narrative writing rubric for 2nd grade)
- https://freelanguagestuff.com/verbs-and-verb-tense/
- http://fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)

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

Essential Understandings:
- Using technology and instructor/peer editing strengthen writing.
- Various techniques can be used when producing writing.

Essential Questions:
- How can technology be used to convey and improve written information?
- What steps are involved in the writing process?

Students will be able to:
(What does mastery look like)
- With guidance and support from instructor and peers, generate writing in which development and organization are appropriate to task and purpose as in a business memo, personal e-mail, or academic paragraph.
- With guidance and support from instructor and peers, demonstrate growth in writing development and strength by planning, revising, and editing as needed.
- With guidance and support from instructor and peers, utilize technology to generate and publish writing using keyboarding skills as well as to interact and collaborate with others by using e-mail, text, file sharing, or multi-media applications.

Evidence for Assessing Learning

NRS Level 2 Writing & Language
Beginning Basic Education (Grade Levels 2.0 – 3.9)

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:
- E-mail the teacher a note
- Write a rough draft of a paragraph and revise it using editing suggestions from teacher or peer
- Use technology to revise and edit a teacher-created writing sample

Other Evidence:
- Observation of editing
- Peer evaluation
- Self-evaluation with teacher-made rubric

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Practice peer-editing
- Use technology for writing (email, word processing, PowerPoint, writing apps, etc.)
- Utilize technology to revise and edit teacher-created writing samples
- Follow the writing process (brainstorm, rough draft, revise, edit, publish), using technology with support
- Complete graphic organizers with support
- Practice using technology tools such as spell check, PowerPoint, and smart phones

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support with technology as needed
- Response to Intervention Model (Tier 2 or 3) such as breaking steps of writing process into individual assignments
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: http://www.readwritethink.org/, Haiku deck app, Educreations app, http://edu.glogster.com/?ref=com, puppet pals 1 & 2 apps, http://www.storyboardthat.com/, Story Creator app, http://www.sense-lang.org/

List of Instructional Materials:
- Graphic Organizers

NRS Level 2 Writing & Language
Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Computer or tablet
- Word processing
- Story frames
- Teacher-produced writing for editing
- List of steps in the writing process
- Editing checklist
- Wilson, Libby. (2006). *Writing Well: Write, Revise, Succeed.* New Readers Press.

List of Technology Resources:
- https://www.eduplace.com/graphicorganizer/
- http://www.eduplace.com/graphicorganizer/pdf/isp.pdf
- http://teacher.scholastic.com/tools/rubric.htm
- www.thesaurus.com
- Read and Write Gold
- Word processing such as Microsoft Word
- Smartroom technology for viewing/interacting with various written forms
- Haiku deck app
- Educreations app
- http://www.readwritethink.org/
- http://edu.glogster.com/
- puppet pals 1 & 2 (upload photos)
- http://www.storyboardthat.com/
- Story Creator app
- http://www.sense-lang.org/ (keyboarding tutorials and games)

RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB)
2.W.RB.1 / 2.W.RB.2 / 2.W.RB.3

Essential Understandings:
- Experiences and resources can be used to gather information and conduct research both independently and collaboratively.
- There is a process for selecting, recording, and organizing information.

Essential Questions:
- How is reliable information found?
- How is reliable information selected and organized?

Students will be able to:
(What does mastery look like)
- Use print and digital sources to gather information, recall and use information from experiences, and demonstrate the ability to take notes on sources and categorize evidence into select groups.

NRS Level 2 Writing & Language
Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Locate and record information needed to produce a report on a single topic by participating in shared research and writing activities (e.g., reading a number of books on a single topic to create a report, or recording science observations).
- Demonstrate the ability to develop and conduct short independent research projects to build on knowledge of a topic.

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 a "Scavenger Hunt" to find information at the local library
- Complete Information, Source, Page (ISP) Chart
- Match research topic with appropriate source
- Label information and sources as reliable or not

Other Evidence:
- Teacher observation
- Guided research project

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Field trip to public library
- Discover other reliable resources for research
- Examine various reference books and answer teacher-generated worksheets to familiarize students with the purpose of each reference book
- Choose the appropriate resource(s) to answer teacher-generated questions
- Complete a graphic organizer with support (Information, Source, Page (ISP) Chart, Spider Web, etc.)
- Match research topic with appropriate source
- Complete a short, teacher-guided research project using reliable resources

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

- One-on-one tutors with individual help on report and filling out ISP chart note-taking chart from http://www.eduplace.com/graphicorganizer/pdf/isp.pdf
- Response to Intervention Model (Tier 2 or 3) such as using a sentence frame for report from *Writing Frames: 40 Activities for Learning the Writing Process*
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)

- Interactive technology: http://www.readwritethink.org/
- Additional guided practice
- Reteaching in small groups

List of Instructional Materials:
- *Oxford Picture Dictionary* (2nd ed.) by Jame Adelson-Goldstein and Norma Shapiro
- Graphic organizers (Information, Source, ISP Chart, Spider Web, KWL etc.)
- Teacher-generated worksheets
- Pottle, Jean. (1999). *Writing Frames: 40 Activities for Learning the Writing Process.* Walch Publishing.
- *A Look at Spiders* by Jerald Halpern

List of Technology Resources:
- https://www.google.com/
- http://www.ask.com/
- https://www.wikipedia.org/
- https://www.eduplace.com/graphicorganizer/
- http://www.eduplace.com/graphicorganizer/pdf/isp.pdf (note-taking chart)
- https://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf (sequencing graphic organizer)
- https://www.eduplace.com/graphicorganizer/pdf/spider.pdf (spider graphic organizer)

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

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

Essential Question:
- How does the writing purpose affect the process?

Students will be able to:
(What does mastery look like)
- Demonstrate development in writing skills for a range of discipline-specific tasks, purposes and audiences, writing routinely over time in extended time frames by taking time for research, reflection, and revision as well as in shorter time frames over a single sitting or a day or two.

Evidence for Assessing Learning

Performance Tasks:

NRS Level 2 Writing & Language
Beginning Basic Education (Grade Levels 2.0 – 3.9)

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:
- Student-completed journals
- Answer prompt given a teacher-generated rubric specific to task
- Compose letter or email about a real-life problem
- Guided evaluation of various types of writing using a rubric

Other Evidence:
- Teacher observation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Use models to personalize various types of writing
- Write from prompts and guided questions
- Edit and revise with guidance
- Write reports, letters, emails, narratives, poetry, etc.

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support such as assistance matching appropriate writing medium with goal
- Response to Intervention Model (Tier 2 or 3) such as using a story frame from *Writing Frames: 40 Activities for Learning the Writing Process* Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: www.readwritethink.org,
- Reteaching lesson in small groups with immediate guided practice
- Additional practice with support and immediate feedback

List of Instructional Materials:
- Teacher-generated rubrics
- Samples and models of writing
- Graphic organizers
- Notebooks for journals
- Pottle, Jean. (1999). *Writing Frames: 40 Activities for Learning the Writing Process.* Walch Publishing.

List of Technology Resources:
- http://www.readwritethink.org/
- Read and Write Gold
- https://www.eduplace.com/graphicorganizer/

NRS Level 2 Writing & Language
Beginning Basic Education (Grade Levels 2.0 – 3.9)

- https://my.hrw.com/nsmedia/intgos/html/igo.htm
- http://teacher.scholastic.com/tools/rubric.htm
- http://www.pdfsdocuments.com/second-grade-narrative-writing-rubric.pdf (narrative writing rubric for 2nd grade)
- http://www.k12reader.com/subject/composition/prompts/ (various writing prompts)

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

Essential Understanding:
- Standard English conventions guide grammar and usage when writing.

Essential Question:
- What are the conventions of Standard English, and how are they applied to writing?

Students will be able to:
(What does mastery look like)
- Demonstrate command of the conventions of Standard English grammar and usage when writing by recognizing, using, and explaining the function of nouns, verbs, pronouns, adverbs, and adjectives in general and how they work in sentences.
- Demonstrate command of the conventions of Standard English grammar and usage when writing by recognizing and appropriately using collective and abstract nouns.
- Demonstrate command of the conventions of Standard English grammar and usage when writing by forming and using common regular and irregular plural nouns such as *women*, *feet*, *children*, and *mice*.
- Demonstrate command of the conventions of Standard English grammar and usage when writing by forming and using common irregular and regular verbs in all tenses.
- Demonstrate command of the conventions of Standard English grammar and usage when writing by recognizing and appropriately using subject-verb and pronoun-antecedent agreement.
- Demonstrate command of the conventions of Standard English grammar and usage when writing by recognizing and choosing between correct forms of adjectives and adverbs for modification as well as selecting and using comparative and/or superlative forms correctly.
- Demonstrate command of the conventions of Standard English grammar and usage when writing by recognizing and using coordinating and subordinating conjunctions.
- Demonstrate command of the conventions of Standard English grammar and usage when writing by creating, expanding, and rearranging simple, compound

and complex sentences (e.g. *The boy watched the movie*, *The little boy watched the action movie*, *The action movie was watched by the little boy*).
- Demonstrate command of the conventions of Standard English capitalization when writing by capitalizing holidays, product names, geographic names, and appropriate words in titles.
- Demonstrate command of the conventions of Standard English punctuation when writing by using commas in greetings and closings of letters and addresses.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing by correctly using an apostrophe to form contractions and possessives.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing by using conventional spelling for high frequency words and other studied words and by adding suffixes to base words (spelling rules for *-ed*, *-ing*, *-s* endings).
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing by recognizing and using spelling patterns and generalizations as found in word families, position based spellings, syllable patterns, ending rules, and meaningful word parts.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing by recognizing various reference sources such as dictionaries and consulting them as needed to check and correct

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 quizzes/tests at 70% correct or higher
- Write compound and complex sentences with appropriate capitalization and punctuation
- Edit a simple letter for punctuation and spelling
- Categorize simple sentences as interrogative, imperative, declarative, or exclamatory

Other Evidence:
- Teacher observation of student work
- Language journals

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Model writing and paired writing
- Edit guided writing

NRS Level 2 Writing & Language
Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Edit samples of incorrect paragraphs, letters, etc.
- Edit student-generated sentences as a whole class
- Scrambled sentences
- Identify sentences as declarative, interrogative, imperative, or exclamatory
- Identify sentences as simple, compound, or complex
- Online practice spelling irregular nouns and verbs
- Identify functions of a sentence (subject, verb, object)
- Identify antecedent of pronouns
- Compare places or cars using better/best and worse/worst

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support such as simple, guided editing and other ideas in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as additional practice with simplified versions of games and activities from http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: quizlet app, study stack app, https://www.ixl.com/

List of Instructional Materials:
- Folse, K., et. al. (2010). *Great Sentences for Great Paragraphs.* Boston: Heinle.
- Rubin, B. (1990). *Grammar Write Away: Book 1.* Chicago: Contemporary Books.
- Hogue, A. (1996). *First Steps in Academic Writing.* White Plains, NY: Longman.
- Charts/Posters for grammar, punctuation, and capitalization
- Haager, Diane et. al. (2007). *Interventions for Reading Success.* Brooks Publishing.

List of Technology Resources:
- http://www.sense-lang.org/
- http://a4esl.org/
- http://www.manythings.org/
- http://fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- https://freelanguagestuff.com/
- www.ixl.com/ela/grade-2
- www.ixl.com/ela/grade-3

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

Essential Understanding:
- There are observable differences between the conventions of spoken and written Standard English depending on purpose and audience.

NRS Level 2 Writing & Language
Beginning Basic Education (Grade Levels 2.0 – 3.9)

Essential Question:
- How do different situations affect the style of communication?

Students will be able to:
(What does mastery look like)
- Demonstrate and utilize knowledge of language and its conventions when writing, speaking, reading, or listening by recognizing and comparing formal and informal uses of English.
- Demonstrate and utilize knowledge of language and its conventions when writing, speaking, reading, or listening by selecting words and phrases to enhance effect.
- Demonstrate and utilize knowledge of language and its conventions when writing, speaking, reading, or listening by recognizing and observing differences between written and spoken standard English.

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:
- Updated advertisement with formal language
- List of alternative language and vocabulary for cartoons

Other Evidence:
- Teacher observation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Given an advertisement, students will convert it to formal language
- Identify informal language in cartoons and brainstorm alternative language for a variety of settings (academic, workplace, family, etc.)

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

- One-on-one tutors with individualized instruction/support such as additional support with responsibility gradually being released to the student and other ideas in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as giving options when converting an add to formal language

NRS Level 2 Writing & Language
Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: www.readwritethink.org, technology to record self, youtube.com
- Additional practice

List of Instructional Materials:
- Advertisements
- Dialogue from stories
- Rubrics or checklist
- Cartoons
- Haager, Diane et. al. (2007). *Interventions for Reading Success*. Brooks Publishing.

List of Technology Resources:
- Great Sentences For Great Paragraphs: http://ngl.cengage.com/
- http://www.primaryresources.co.uk/english/english.htm
- http://teacher.scholastic.com/tools/rubric.htm
- https://www.youtube.com/
- http://www.readwritethink.org/

VOCABULARY (VU)
2.W.VU.1 / 2.W.VU.2

Essential Understandings:

- Some words and phrases have more than one meaning.
- Different words and phrases can have similar meanings.
- Meanings can be nuanced through usage.
- New words can be acquired from and used in written text.

Essential Questions:

- How can one word replace another to enhance or change the meaning?
- How are newly acquired words and phrases used in writing?

Students will be able to:
(What does mastery look like)
- Demonstrate understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use such as in describing foods that are spicy or juicy, or people who are friendly or helpful.
- Demonstrate comprehension of word relationships and nuances in word meanings by identifying and distinguishing the literal and nonliteral meanings of words and phrases in context such as "*take steps.*"

NRS Level 2 Writing & Language
Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Demonstrate comprehension of word relationships and nuances in word meanings by distinguishing between shades of meaning of closely related verbs such as *toss*/*throw*/*hurl* and adjectives such as *thin*/*slender*/*skinny*/*scrawny*.
- Demonstrate comprehension of word relationships and nuances in word meanings by distinguishing between shades of meaning of related words that describe states of mind or degrees of certainty such as *knew/believed/suspected/heard/wondered*.
- Demonstrate comprehension of words and phrases acquired through conversations, reading, and being read to and responding to texts by correctly using adjectives and adverbs to describe as in, "*When other kids are happy that makes me happy.*"
- Demonstrate comprehension of words and phrases acquired through conversations, reading, and being read to and responding to texts by appropriately using general academic and domain-specific words and phrases including those that signal spatial and temporal relationships. For example, "*After dinner that night we went looking for them.*"

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 retell a short story in writing using signal words to enhance meaning.
- Given a list of words and/or phrases, students will categorize by function (parts of speech)
- Students will employ the most appropriate word or phrase when creating extended responses (ex: The main character *grieved* her father's death.)
- Given a sentence that contains a multiple-meaning word, students will choose the appropriate definition.
- Define academic and domain specific words in a list.

Other Evidence:
- Observation of word choice and use of newly acquired words in journals or other writing

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Perform or sketch illustrations for verbs and adjectives to show nuances in meaning (*walk* vs. *march*; *small*, *big*, *enormous*)

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Beginning Basic Education (Grade Levels 2.0 – 3.9)

- Keep a personal dictionary of new or interesting words and share how they have observed or used them in real-life situations.
- Fill in word-grid including synonyms, antonyms and personal examples
- Brainstorm and categorize real-life situations or ways in which to use the word
- Study stack
- Place given words on a continuum to demonstrate intensity (*happy, overjoyed*, *sad*, *devastated*)
- Quizlet

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

- One-on-one tutors with individualized instruction/support such as *Word Mapping* (p. 251-252) and other ideas in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as decreasing number of choices when placing words in a continuum
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills and games)
- Interactive technology: quizlet app, study stack app, www.learningchocolate.com, https://www.ixl.com/, http://www.playhangman.com/

List of Instructional Materials:

- Journals
- Personal dictionaries
- Word grid template
- Teacher-constructed cards of words of similar meaning to place in order of intensity
- List of verbs which can be performed to demonstrate nuances (*walked* vs. *marched*)
- List of adjectives which can be sketched or performed to demonstrate nuances (*big* vs. *enormous*)
- *Reading Basics.* (2001). Chicago: Contemporary Books.
- Tompkins, G. E. & Blanchfield, C. (2004). *Teaching Vocabulary: Fifty Creative Strategies.* Columbus, OH: Pearson.
- *Word Power: Spelling and Vocabulary in Context: Introductory.* (1997*).* Lincolnwood, IL: Contemporary Books.
- Folse, K.S. (1993). *Beginning Reading Practices: Building Reading and Vocabulary Strategies.* Ann Arbor: University of Michigan Press.
- Fry, Edward. (2000). *How to Teach Reading to Adults.* Contemporary Books, Lincolnwood, IL.
- Bear, Donald et. al. (2015). *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction* 6th *edition*

NRS Level 2 Writing & Language
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- Blevins, Wiley. (2012). *Teaching Phonics and Word Study for the Intermediate Grades*. Scholastic.
- Haager, Diane et. al. (2007). *Interventions for Reading Success*. Brooks Publishing.

List of Technology Resources:
- http://grammar.yourdictionary.com/for-students-and-parents/words-with-multiple-meanings.html?_sm_au_=iVVQMkjrrTfpCn5N
- http://www.learningchocolate.com/
- http://www.manythings.org/
- www.chompchomp.com
- http://freerice.com/#/english-vocabulary/1486
- www.freelanguagestuff.files.wordpress.com
- http://www.fcrr.org/for-educators/sca_k-1_rev.asp (Book 2)
- http://www.primaryresources.co.uk/english/english.htm
- http://www.playhangman.com/
- https://www.youtube.com/
- Quizlet
- Study stack
- https://www.ixl.com/ela/
- Google images

Illinois Community College Board
Adult Education & Literacy

Illinois ABE/ASE Language Arts Model Curriculum
NRS Level 3

April 2017

NRS Level 3 Reading
Beginning Basic Education (Grade Levels 4.0 – 5.9)

FOUNDATIONAL SKILLS / ALPHABETICS (FS)
3.R.FS.1 / 3.R.FS.2

Essential Understanding:
- Phonics and word analysis aid in decoding words.

Essential Questions:
- How can letter sounds and syllable patterns help decode words?
- Why can some words be sounded out and others cannot?

Students will be able to:
(What does mastery look like)
- Apply appropriate phonics rules and word analysis strategies in decoding words.
- Accurately read unfamiliar multisyllabic words in and out of context by applying all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes).

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:
- Decode level-appropriate text from www.readinga-z.com
- Read list of common words from https://www.flocabulary.com/3rd-grade-vocabulary-word-list/
- Identify roots and affixes in a given list from www.ixl.com Lessons OO.1, 2, 3

Other Evidence:
- Teacher observation/checklist

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
Given website, text, or teacher-generated lists:
- Categorize words with similar affixes
- Separate the affix(es) and base word
- Recognize negative prefixes
- Match words with possible affixes
- Highlight vowel teams in a controlled reading
- Match vowel teams that have similar sounds
- Recognize and read level-appropriate irregularly-spelled words
- Syllabicate unfamiliar words with both prefixes and suffixes

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Learning Activities:
(*interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options*)
- One-on-one tutors with individualized instruction/support such as using echo reading (p.241) in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as assisting and decreasing assistance as competency is reached such as choral reading or repetition (p. 243) and poetry theater-phonics focus (p. 246) in *Interventions for Reading Success*
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)
- Interactive technology: quizlet app, Study Stack app
- EBRI reading instruction

List of Instructional Materials:
- Fry, Edward. (2000). *How to Teach Reading to Adults*. Contemporary Books, Lincolnwood, IL
- Blevins, Wiley. (2001). T*eaching Phonics and Word Study in the Intermediate Grades*. Scholastic Professional Books, NYC.
- Broderick, B. & Langan, J. (2008). *Groundwork for College Reading with Phonics (4th ed.)*. West Berlin, NJ: Townsend Press.
- Tompkins, G. E. & Blanchfield, C. (2004). *Teaching Vocabulary: Fifty Creative Strategies.* Columbus, OH: Pearson.
- *Word Power: Spelling and Vocabulary in Context - Introductory.* (1997). Lincolnwood, IL: Contemporary Books.

List of Technology Resources:
- www.fcrr.org
- www.starfall.com
- www.funbrain.com
- www.ogforall.com
- http://quizlet.com/13070784/flashcards
- http://quizlet.com/13070832/frys-fluency-phrases-set-3-flash-cards/
- https://www.studystack.com/
- www.readinga-z.com

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

Essential Understandings:
- Strategies aid in the determination of word meanings in context.
- The meaning of words and phrases (figurative language and idioms) change according to use and context.
- Relationships exist between particular words (synonyms, antonyms, and homonyms) which aid understanding.

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- General academic and domain specific words and phrases can be acquired and used through specific techniques

Essential Questions:
- How do word relationships clarify meaning?
- How is the meaning of figurative language and idioms deciphered?

Students will be able to:
(What does mastery look like)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content by using context as a clue to the meaning of a word or phrase (e.g., definitions, examples, or restatements in text).
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content using common, level appropriate Greek and Latin affixes and roots to help determine the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content by consulting print and digital reference materials such as dictionaries, glossaries, and thesauruses to find the pronunciation and identify the precise meaning of key words and phrases.
- Demonstrate comprehension of figurative language, word relationships and nuances in word meanings (including synonyms, antonyms, idioms) by explaining the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- Demonstrate comprehension of figurative language, word relationships, and nuances in word meanings by identifying and explaining the meaning of common idioms, adages, and proverbs.
- Demonstrate comprehension of figurative language, word relationships, and nuances in word meanings by using the relationship between particular words, such as synonyms, antonyms and homographs, to better define and explain each word.
- Demonstrate acquisition of level-appropriate general academic and domain-specific words and phrases by accurately using words that signal contrast, addition, and other logical relationships (e.g., *although, nevertheless, similarly, moreover, in addition*).

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:

- Matching of idioms and actual meaning
- Choose possible meaning for unknown words in a word family.

- Fill in word grid independently.
- Complete open-ended sentences.
- Match antonyms/synonyms on a written test.

Other Evidence:
- Teacher observation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Direct instruction of NRS Level 3 Tier 2 appropriate words utilizing grid identifying meaning, synonyms, antonyms, and example sentence
- Direct instruction of common idioms
- Guided matching of synonyms/antonyms
- Open ended sentences
- With assistance, fill-in the blank with one or more Tier 2 vocabulary words
- Brainstorm examples and personalize vocabulary
- Complete word grid with teacher support

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Response to Intervention - One-on-one tutors with individualized instruction/support such as using class word lists-Tier 2/Domain specific
- Universal Design for Learning protocols such as additional time and practice, modified lessons for disabilities (i.e., enlarged print, drills, flashcards and games)
- Interactive technology: quizlet app, Study Stack app
- EBRI reading instruction

List of Instructional Materials:
- Fry, Edward. (2000). *How to Teach Reading to Adults*. Contemporary Books, Lincolnwood, IL
- Blevins, Wiley. (2001). *Teaching Phonics and Word Study in the Intermediate Grades*. Scholastic Professional Books, NYC
- Nadell, Judith & Johnson, Beth. (2011). *Vocabulary Basics Second Edition*. Townsend Press Books, West Berlin, NJ
- Nist, Sherrie. (2011). *Vocabulary Basics Fourth Edition*. Townsend Press Books, West Berlin, NJ
- *Word Power: Spelling and Vocabulary in Context: Introductory.* (1997). Lincolnwood, IL: Contemporary Books.
- *Word Power: Spelling and Vocabulary in Context: Intermediate* 2. (1997). Lincolnwood, IL: Contemporary Books. (See Intermediate 1 also)
- *Reading Basics*. (2001). Chicago: Contemporary Books.
- Folse, K. S. (1993). *Beginning Reading Practices: Building Reading and Vocabulary Strategies*. Ann Arbor: University of Michigan Press.
- Dolainski, S. & Griffin, S. (2011). *Words to Learn By: Advancing Academic*

Vocabulary. Chicago: McGraw-Hill.
• Tompkins, G. E. & Blanchfield, C. (2004). *Teaching Vocabulary: Fifty Creative Strategies.* Columbus, OH: Pearson.

List of Technology Resources:
• Star Vocabulary Booster Workshop, www.thecenterweb.org/ALRC
• www.quizlet.com
• www.studystack.com
• Read works poetry selections K-12
• http://www.readworks.org/rw/poems-questions-national-poetry-month?utm_source=Email&utm_medium=Email&utm_campaign=4.1.15%20Poetry%20Month
• http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf
• www.fcrr.org
• http://grammar.about.com/od/words/a/wordroots.htm
• http://grammar.yourdictionary.com/for-students-and-parents/words-with-multiple-meanings.html
• www.learningchocolate.com
• www.manythings.org
• www.chompchomp.com
• www.freerice.com
• www.youtube.com
• Google images

FLUENCY (FL)
3.R.FL.1 / 3.R.FL.2 / 3.R.FL.3

Essential Understandings:
• Fluent reading supports comprehension.
• Comprehension is increased when prose and poetry are read with accuracy, at an appropriate rate, and with expression.
• Context aids in recognition and understanding of words.

Essential Questions:
• What do good readers sound like?
• Why does reading at an appropriate rate increase understanding?

Students will be able to:
(What does mastery look like)
• Read level appropriate text with accuracy and fluency that is sufficient to support comprehension.
• Read level appropriate prose and poetry orally with improved accuracy and appropriate rate and expression on successive readings.
• Use context to confirm or self-correct word recognition and meaning, rereading as necessary.

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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 read aloud a rehearsed on-level passage or poem that conforms to an appropriate rubric.
- Students will pause at appropriate intervals indicated by thought groups, punctuation and line spacing.
- Students will self-correct or repeat word/phrase to reinforce understanding
- After repeated readings, students will read aloud the rehearsed passage with expression, accuracy (word recognition) and at an appropriate rate.

Other Evidence:
- Teacher observation
- Self-evaluation
- Rubric
- Before/after comparative recordings

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Pair and small group reading for fluency with instructor or tutor guidance
- Choral reading
- Echo reading
- Rereading assigned passages aloud with appropriate word groupings and pauses
- Rereading assigned passages with different possible expression and emotion. For example "They Went Home" by Maya Angelou read with sadness or anger
- Reading, pausing, and rereading to (self) assess comprehension and accuracy as needed
- Presentations of selected or assigned poems or readers theater to class.
- Recording selections on Voicethread, podcasts, Screencast-o-matic or other media for later presentation

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support such as using echo reading (p.241) in *Interventions for Reading Success*
- Response to Intervention Model (Tier 2 or 3) such as assisting presenter during presentation and decreasing assistance as competency is reached such as choral reading (p. 243) and poetry theater (p. 246) in *Interventions for Reading Success*
- Universal Design for Learning protocols such as additional time practice e.g

listen/read along with cdlponline, VOA Special English, News in Levels, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)
- Interactive technology: quizlet app, Study Stack app
- EBRI reading instruction

List of Instructional Materials:
- Fluency rubrics
- Various on-level passages of prose and poetry and/or handouts from websites

List of Technology Resources:
- www.voicethread.com
- www.newsinlevels.com
- www.cdlponline.com
- http://www.breakingnewsenglish.com/index.html
- http://www.teachingheart.net/readerstheater.htm
  http://www.aaronshep.com/rt/RTE.html
- http://www.readwritethink.org/files/resources/lesson_images/lesson22/performcrit.pdf
- http://avoca37.org/hannuss/files/2011/08/Student-Friendly-fluency-rubric1.pdf
- http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf
- www.readworks.org

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COMPREHENSION: LITERATURE (CL)
3.R.CL.1 / 3.R.CL.2 / 3.R.CL.3 / 3.R.CL.4 / 3.R.CL.5 / 3.R.CL.6 / 3.R.CL.7 /
3.R.CL.8 / 3.R.CL.9 / 3.R.CL.10

Essential Understandings:
- Application of specific reading strategies can be used to increase comprehension.
- Citing information, comparing and contrasting, and drawing inferences from the text demonstrates comprehension.
- Deeper understanding of text can be gained through analysis of story elements.
- Text assists in determining the meaning of figurative language.
- Poetry, drama, and prose are different in structure.
- Identifying point of view increases understanding of characters and the author's intent.
- Visual or oral presentations of stories or dramas are interpretations of the text, and may differ somewhat from the original text.
- Connections can be made between texts within the same or different genres that deal with similar themes.

Essential Questions:
- How can the theme of the story be determined?
- How are judgments made about characters in the story?
- How can an oral or visual presentation differ from the meaning of a text?
- What are the elements that determine genre?

Students will be able to:
(What does mastery look like)
Key Ideas and Details: Literature
- Apply strategies such as rereading information, skimming, questioning, predicting, and using graphics to aid comprehension of level appropriate text, by referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Apply strategies such as rereading information, skimming, questioning, predicting, and using graphics to aid comprehension of level appropriate text, by quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Apply strategies such as rereading information, skimming, questioning, predicting, and using graphics to aid comprehension of level appropriate text, by determining the theme of a story, drama, or poem from details in the text, summarizing the text, and noting how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
- Apply strategies such as rereading information, skimming, questioning, predicting, and using graphics to aid comprehension of level appropriate text, by describing a character, setting, or event in a story in depth, drawing on specific details in the text such as a character's thoughts, words, or actions.

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- Apply strategies such as rereading information, skimming, questioning, predicting, and using graphics to aid comprehension of level appropriate text, by comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific details in the text such as how characters interact.

<u>Craft and Structure: Literature</u>
- Identify words and phrases used in a text as figurative language such as metaphors and similes and those that allude to significant characters found in history and determine their meaning in context.
- Identify and explain the differences between prose, drama, and poems, referring to structural elements such as verse, rhythm, and meter for poems and casts of characters, settings, descriptions, dialogue, and stage directions for drama when writing or speaking about a text.
- Recognize and explain how a series of chapters, scenes, or stanzas work together to create the overall structure of a particular story, drama, or poem.
- Recognize and utilize point of view as a strategy to aid comprehension by comparing and contrasting first person and third person narrations as well as points of view from other stories and how they are different.
- Recognize and utilize point of view as a strategy to aid comprehension by describing how the point of view of either a narrator or speaker influences the description of events.

<u>Integration of Knowledge and Ideas: Literature</u>
- Recognize and identify connections between the text of a story or drama and a visual or oral presentation of the text, making references to descriptions and directions that correspond to the text.
- Apply compare and contrast techniques in stories, myths, and traditional literature from other cultures on the treatment of similar themes and topics such as opposition of good and evil and patterns of events such as the quest.
- Apply compare and contrast techniques to approaches on similar themes and topics in stories of the same genre.
  Explain how visual and multimedia elements add to the meaning, tone, or beauty of a text, as in a graphic novel or a multimedia presentation of fiction, folktale, myth, or poem.

<u>Range of Reading and Level of Text Complexity: Literature</u>
- Read and demonstrate comprehension of a range of literature including level appropriate stories, dramas, and poetry of varying measures of difficulty as needed.

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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:
- Summaries of assigned readings or other writings will refer to examples and details in the texts.
- Given new material, a student can refer to details and inferences to indicate comprehension.
- Answer test questions about the text, including short answer and extended response such as comparing and contrasting a book and its movie, two characters, etc.
- Put events in chronological order or in a logical order.
- Complete graphic organizer such as a plot chart.
- Test in which students identify:
  - Point of view
  - Metaphor or simile
  - Setting (time and place)
  - Tone
  - Form

Other Evidence:
- Teacher observation
- Class discussion
- Journal progression

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Compare and contrast text and movie both orally and in writing
- Discussion with graphic organizers
- Write or verbally answer comprehension questions
- Practice reading strategies independently and with guidance
- Put scenes in order
- Match characters and quotations or actions
- List characteristics of characters
- Describe how choice of vocabulary and illustrations add to tone and formality
- Discuss or journal theme and personal experience of that theme
- Summarize in 100 words, then 75 words, then 50 words
- Analyze how student predictions materialized
- Expose students to stories, dramas, and poetry and their distinctive forms

Learning Activities:

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(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support such as using think a-louds for comprehension or summarizing strategies as in 100 words/75/50.
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills, flashcards and games)
- Interactive technology: quizlet app, Study Stack app
- EBRI reading instruction

List of Instructional Materials:
- Journals for writing
- Reading materials (books, poems, plays, story collections, cartoons)
- Visual materials such as movies, illustrations, book covers
- Broderick, B. & Langan, J. (2008). *Groundwork for College Reading with Phonics* (4th ed.). West Berlin, NJ: Townsend Press.
- Miller, W. H. (1990). *Reading Comprehension Activities Kit: Ready-to-Use Techniques and Worksheets for Assessment and Instruction*. West Nyack, NY: The Center for Applied Research in Education.
- *That's Life: Reading Comprehension*. (1998). East Moline, IL: Linguisystems.
- *Introductory Reader Reading Basics: A Real-World Approach to Literacy*. (2012). Chicago: McGraw Hill.
- *Intermediate Reader Reading Basics: A Real-World Approach to Literacy*. (2012). Chicago: McGraw Hill.
- Fry, Edward. (2000). *How to Teach Reading to Adults*. Contemporary Books, Lincolnwood, IL
- *Reasoning Through Language Arts: Test Preparation for the GED®* (2013). Houghton Mifflin Harcourt

List of Technology Resources:
- http://www.eduplace.com/graphicorganizer/
- graphic organizers at http://my.hrw.com/nsmedia/intgos/html/igo.htm
- http://teacher.scholastic.com/tools/rubric.htm
- http://www.manythings.org/
- www.readinga-z.com
- www.readwritethink.org
- Readers' Theaters at http://www.aaronshep.com/rt/RTE.html
- http://www.teachingheart.net/readerstheater.htm
- Cubes for reporting at http://www.readwritethink.org/files/resources/interactives/cube_creator/

COMPREHENSION: INFORMATIONAL TEXT (CI)

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3.R.CI.1 / 3.R.CI.2 / 3.R.CI.3 / 3.R.CI.4 / 3.R.CI.5 / 3.R.CI.6 / 3.R.CI.7 / 3.R.CI.8 / 3.R.CI.9

Essential Understandings:
- Application of specific reading strategies can be used to increase comprehension of informational text (historical, scientific, or technical text).
- Explicit and implicit meanings can be determined by identifying main ideas and supporting details, and citing text.
- Explaining text can be assisted by quoting accurately, following its chronology, and applying cause and effect language.
- Context can assist in determining the meaning of general academic and domain specific words and phrases.
- Knowledge of text structure (comparison, cause/effect, and chronology) increases understanding.)
- Analysis of multiple texts or accounts on the same subject deepens knowledge.
- Visual aids located within a variety of mediums can be used to interpret information.
- Ability to use print and digital sources effectively helps to locate relevant information quickly.

Essential Questions:
- What strategies can be implemented to comprehend informational text?
- How can a text be accurately explained?
- What constitutes evidence or support when explaining the meaning of a text?
- How are multiple accounts of the same event analyzed?
- How does an author use reason and evidence to support points in a text?

Students will be able to:
(What does mastery look like)
Key Ideas and Details: Information
- Demonstrate use of a variety of comprehension strategies to increase comprehension of a text by referring to details and examples when explaining what the text says literally and what it might also infer.
- Demonstrate use of a variety of comprehension strategies to increase comprehension of a text by identifying and determining two or more main ideas of a text, explaining how they are supported by key details, and by summarizing the main idea of a passage through questioning techniques (*who, what, when, why, how*).
- Demonstrate use of a variety of comprehension strategies to increase comprehension of a text by referencing specific information in a text to explain the events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why.
- Demonstrate use of a variety of comprehension strategies to increase comprehension of a text by accurately quoting from a text when explaining what the text says literally and when drawing inferences from the text.

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- Demonstrate use of a variety of comprehension strategies to increase comprehension of a text by explaining the relationships or interaction between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text and by appropriately using language that describes cause/effect, time, and sequence.

Craft and Structure: Information
- Identify general academic and domain specific words in level appropriate texts and determine meaning using comprehension strategies.
- Identify and use overall structure of a text (e.g., chronology, cause/effect, comparison, and problem/solution) to aid comprehension of events, concepts, ideas, and information.
- Use compare and contrast strategies on first and second-hand accounts of the same event or topic to describe differences in focus and information.
- Identify, compare, and contrast overall structure (e.g., chronology, cause/effect, comparison, and problem/solution) of events, concepts, ideas, and information within one or between two texts.
- Use structure to aid comprehension by analyzing multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Recognize words that signal cause/effect in sentences such as *because*, *as a result*, *thus*, and *consequently*.

Integration of Knowledge and ideas: Information
- Demonstrate comprehension of information presented visually, orally, or in various forms such as charts, graphs, diagrams, time lines, animations, or interactive web pages by describing how it relates to and or enhances comprehension of the text in which it appears or with which it is associated or connected.
- Recognize and identify particular points and supporting evidence and/or reasons an author uses in a text and explain which points are supported by which evidence or reasons.
- Using two texts on the same topic, select and combine information to speak or write about the subject.
- Using multiple print and digital sources, demonstrate the ability to find specific information to a question or solve a problem quickly and efficiently.

Range of Reading and Level of Text Complexity: Information
- Using a variety of comprehension strategies, read and demonstrate comprehension of level appropriate informational texts, including history/social studies, science, and technical texts.

Evidence for Assessing Learning

Performance Tasks:

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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:

- Tests/quizzes
- Language journal
- Retell/explain
- Ask/answer comprehension questions
- Classify text types (i.e. descriptive, sequence, cause/effect)
- Relate text features such as illustrations to main text
- Locate key facts/information using text features
- Collage/visual representations of key ideas/details
- Completion of graphic organizers such as story maps
- Given a selection of texts, students will summarize using the 5 W's (who, what, where, why, and when)
- Given a report, oral or otherwise, students will cite two or more sources of information on the same topic.
- Given a text, students will be able to identify:
  - Author's purpose
  - Main ideas and supporting details
  - Key words and facts
  - Relationships
  - Type of text

Other Evidence:

- Teacher observation
- Graphic organizers

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- KWL
- Question web
- Word web
- Thinking stems
- Given just a title or illustration, students predict main ideas/key concepts
- Match headings/subheading to text bodies
- Label informational text features to identify key concepts (titles, subheadings, topic sentences, pictures, etc.)
- Venn diagrams
- Fill in graphic organizers such as sequence or cause/effect maps
- Underline transitions or signal words and phrases
- Write a class summary of the 5 W's of a given text
- Read two or more texts on same topic from differing points of view
- "What's the text about?" game (in 50 words to 25 words to 14 words to 7 words to summarize essential idea of text)

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- Scrambled sentences/paragraphs—student re-sort text cut apart at either the sentence or paragraph level into correct order and discuss rationale for their ordering (looking for and discuss logical connections by text type, i.e. cause/effect or sequence, and also by cohesion, coherence and anaphoric/cataphoric reference markers)
- Read text with underlined vocabulary and circle multiple choice for the best meaning equivalent.
- Sort details under the appropriate main idea
- Create a timeline to understand the text chronology
- Scan for specific information
- Skim text for general idea

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Response to Intervention Model /One-on-one tutors with individualized instruction/support such as guided usage of web sites (www.voanews.com, www.breakingnewsenglish.com, www.cdlponline.org)
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)
- Interactive technology: quizlet app, Study Stack app
- EBRI reading instruction

List of Instructional Materials:
- Graphic organizers
- Lists of transitions and signal words by type of organization
- Informational texts at the appropriate reading and interest level
- Graphs and charts
- Fry, Edward. (2000). *How to Teach Reading to Adults*. Contemporary Books, Lincolnwood, IL.
- Pauk, W. (1983). *Six Way Paragraphs: Middle Level*. Chicago: Jamestown Publishers.
- Bailey, J. (1990). *From the Beginning: A First Reader in American History*. Studio City, CA: JAG Publications.
- *Introductory Reader Reading Basics: A Real-World Approach to Literacy*. (2012). Chicago: McGraw Hill.
- *Intermediate Reader Reading Basics: A Real-World Approach to Literacy.* (2012). Chicago: McGraw Hill.
- Douglas, N. (2009). *Reading Explorer 1*. Boston: Heinle.
- MacIntire, P. (2009). *Reading Explorer 2*. Boston: Heinle.
- Castellucci, M. (2004). *Pre-GED® Skill Workbooks: Social Studies: Critical Thinking and Graphic Literacy.* Syracuse, NY: New Readers Press.
- Broderick, B. & Langan, J. (2008). *Groundwork for College Reading with Phonics* (4th ed.). West Berlin, NJ: Townsend Press.
- Miller, W. H. (1990). *Reading Comprehension Activities Kit: Ready-to-Use Techniques and Worksheets for Assessment and Instruction*. West Nyack, NY:

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The Center for Applied Research in Education.
- Castellucci, M. (2004). *Pre-GED® Skill Workbooks: Science: Critical Thinking and Graphic Literacy*. Syracuse, NY: New Readers Press.

List of Technology Resources:
- graphic organizers at http://my.hrw.com/nsmedia/intgos/html/igo.htm
- Wikipedia with support
- http://www.animatedatlas.com/movie2.html
- http://www.animatedatlas.com/timeline.html
- http://www.voanews.com/
- www.cdlponline.org
- www.newsinlevels.com
- http://www.breakingnewsenglish.com/index.html
- http://www.eduplace.com/graphicorganizer/

FUNCTIONAL AND WORKPLACE SKILLS (FW)
3.R.FW.1 / 3.R.FW.2 / 3.R.FW.3 / 3.R.FW.4 / 3.R.FW.5

Essential Understandings:
- Information learned from reading has practical application.
- Gaining digital literacy is necessary for success in the workplace.
- Information from Internet websites must be evaluated for reliability.

Essential Questions:
- How is reading applied in the workplace?
- How are basic technology skills used in the workplace?
- What makes an informational source reliable?

Students will be able to….
- Communicate and apply information, data, and observations selected and developed from readings to actual practice.
- Demonstrate ability to locate information used to communicate with co-workers and customers.
- Demonstrate ability to use technology systems by applying knowledge of the basic features of computer and network interfaces and by using them accurately without assistance.
- Demonstrate ability to use technology systems by exploring and applying a variety of technology systems and resources such as smartphones, digital cameras, e-books, and electronic white boards to complete learning tasks.
- Demonstrate ability to use technology systems by applying basic technology-based thinking strategies such as automated search methods, and storage and retrieval techniques to a variety of problems.
- Demonstrate ability to use informational texts, internet web sites, and/or technical materials to review and apply information sources for occupational tasks.

NRS Level 3 Reading
Beginning Basic Education (Grade Levels 4.0 – 5.9)

- Review a website, technical materials and resources, and informational texts and assess information for relevance and reliability.

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:
- Perform guided searches using various search engines. Select websites for review which most closely match search criteria
- Review online want-ads or job openings for required employee qualifications, start dates, application response instructions (apply by phone, mail, online)

Other Evidence:
- Instructor observation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Sense-lang activities for computer literacy (mouse, arrows, cursor, drag-drop exercises, keyboarding exercises)
- Guided questions – Fill in answers to where, what, when information from news websites and career sites
- Fill in the blank exercises utilizing information from sample memos, want ads, schedules applications and e-mails

Learning Activities:
(*interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options*)
- Response to Intervention Model (Tier 2 or 3) such as one-on-one tutors with individualized instruction/support assisting and decreasing assistance as competency is reached in using websites and completing handout forms
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)

List of Instructional Materials:
- Newspaper want ads, college catalogs, sample memos, e-mails, schedules and applications
- Glisan, E. M. *Job Search: Facts, Forms, and Role Plays*. (1993). PCI Education.
- *Workplace Skills: Reading for Information - Career Readiness Preparation*. (2010). Chicago: McGraw-Hill.
- Price-Machado, D. (1998). *Skills for Success: Working and Studying in English.* New York: Cambridge University Press.

List of Technology Resources:

NRS Level 3 Reading
Beginning Basic Education (Grade Levels 4.0 – 5.9)

- http://www2.illinoisworknet.com/#Jobs
- http://public.careercruising.com/en/
- https://www.healthcaresource.com/genesis/index.cfm?fuseaction=search.categoryList&template=dsp_job_categories.cfm
- http://www.qconline.com/jobs/
- www.sense-lang.org

NRS Level 3 Speaking & Language
Beginning Basic Education (Grade Levels 4.0 – 5.9)

COMPREHENSION AND COLLABORATION (CC)
3.S.CC.1 / 3.S.CC.2 / 3.S.CC.3 / 3.S.CC.4 / 3.S.CC.5 / 3.S.CC.6

Essential Understandings:
- Collaborative, structured discussions among diverse partners provide opportunities for practicing effective speaking and listening skills.
- There are key elements for comprehending, analyzing, evaluating, and discussing oral information.
- Potential outcomes and solutions can be predicted from discussions.

Essential Questions:
- What strategies contribute to the interpretation and use of oral information?
- What are the key elements for an effective discussion?
- How is the validity of persuasive oral information evaluated?

Students will be able to:
(What does mastery look like)
- Engage effectively in a range of collaborative discussion groupings with diverse partners by coming to discussions prepared, having read or studied the required level appropriate material and by demonstrating ability to draw on that information as well as add ideas and other known information to explore the topic.
- Engage effectively in a range of collaborative discussion groupings with diverse partners by following agreed upon rules for discussions and carrying out assigned roles.
- Engage effectively in a range of collaborative discussion groupings with diverse partners by making comments that contribute to the discussion and link to the remarks of others by posing and responding to specific questions to clarify or follow up on information.
- Identify and demonstrate comprehension of key points of discussions by reviewing key ideas expressed, explaining their own ideas and drawing conclusions based on the discussion.
- Demonstrate comprehension of key points of a discussion by paraphrasing and summarizing portions of a text read aloud or information presented in a variety of formats including visually, quantitatively, and orally.
- Demonstrate comprehension of key points of a discussion by identifying the reasons and evidence a speaker uses to support particular points.
- Demonstrate comprehension of key points of a discussion by summarizing the points a speaker makes and identifying and explaining the reasons and evidence the speaker uses
- Demonstrate active listening skills by recognizing and interpreting verbal and non-verbal signals and behaviors to make communication more effective.
- Identify and demonstrate comprehension of key elements of oral information indicating: cause and effect, comparison/contrast, conclusions, context, purpose,

charts/tables/graphs, evaluation/critique, mood, persuasive text, sequence summaries, and technical subject matter.
- Demonstrate ability to identify and evaluate oral information for the following: accuracy, adequacy/sufficiency, appropriateness/clarity, conclusions/solutions, fact/opinion, assumptions, propaganda, relevancy, validity, and relationship of ideas.
- Apply prediction strategies based on oral information regarding trends to posit possible outcomes and solutions.

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:
- Given possible solutions, the group will work collaboratively to choose and support with facts and/or details a final outcome and present to class
- Present information following standard organizing conventions according to a rubric

Other Evidence:
- Teacher observation
- Self-evaluation/rubric-checklist
- Peer evaluation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Problem-posing activities from real-life situations
- Role-play appropriate and inappropriate group pragmatics
- Role-play appropriate non-verbals to enhance communication
- Form and use appropriate questions to find message and supporting details
- Paired work completing information gap exercises
- Paired oral interviews with follow up oral reports
- Retell message/story from answers in logical sequence using appropriate transitional phrases
- Paraphrase a message from a variety of media
- Summarize a portion of text: 100 words, 50 words, 25 words
- Use KWL and prediction in discussions on assigned topics or problem solving exercises
- Retell simple news stories in logical sequence including facts and details
- Answer comprehension questions from listening activities
- Use standard patterns of organization to present information-compare/contrast, cause/effect, chronological order
- Present information following a simple checklist

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Beginning Basic Education (Grade Levels 4.0 – 5.9)

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Teacher-directed pair work and collaboration
- Response to Intervention Model such as assisting presenter during presentation and decreasing assistance as competency is reached
- One-on-one tutors with individualized instruction/support.in comprehension such as think alouds. Tutor led discussion circles for more practice
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)
- EBRI reading instruction

List of Instructional Materials:
- Teacher-generated materials-rubrics and checklists
- Current events/newspapers

List of Technology Resources:
- VOA Special English podcasts and reports www.voanews.com
- www.Newsinlevels.com
- http://www.breakingnewsenglish.com/index.html -news stories and discussion topics
- http://www.qconline.com/
- www.thetimesinplainenglish.com
- http://changeagent.nelrc.org/
- YouTube videos on presentation/listening strategies and for modeling standard organization of presentations such as: "How to discuss a topic in a group" https://www.youtube.com/watch?v=YY2yjEEoB3U
- Presentation and Oral Rubrics
  - http://www.bie.org/object/document/k_2_presentation_rubric
  - www.rubrics4teachers.com/presentation.php
  - http://www.sites4teachers.com/links/redirect.php?url=http://www.ncsu.edu/midlink/rub.pres.html
  - Simple Rubric for oral reports: http://organizedteaching.com/organized_assessment/rubrics.html
  - Participation rubric: http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf

NRS Level 3 Speaking & Language
Beginning Basic Education (Grade Levels 4.0 – 5.9)

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

Essential Understandings:
- Facts and details are used when reporting on a topic, text, or story.
- Multimedia components and visual aids support and enhance the development of main ideas or themes.
- Task, audience, and purpose determine whether formal or informal English is used.

Essential Questions:
- When is it appropriate to use informal vs. formal English?
- What can be used to enhance a presentation?

Students will be able to:
(What does mastery look like)
- Present an oral report on a topic, text, or opinion, tell a story, or retell an experience organizing information in a logical sequence, using descriptive details as appropriate, and supporting main ideas or themes with relevant information and facts while speaking clearly and at an understandable pace (appropriate prosody).
- Select/create and include audio recordings, charts, graphs, tables, or other visual displays and support materials when appropriate to enhance development of main ideas or themes in an oral presentation.
- Access, incorporate, and utilize visual displays and multimedia components such as graphics and sound when appropriate to enhance or develop main ideas or themes in a presentation.
- Adapt levels of formality in speech to be appropriate to task, audience, context, and purpose.

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 give an oral presentation utilizing technology with appropriate visuals.
- Students will use facts, supporting details, and anecdotes in a report on a selected topic.
- Students will include an introduction and a conclusion in their presentation
- Students will respond to follow up questions in complete sentences.

Other Evidence:
- Teacher observation

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- Teacher-generated check list
- Guided peer observation using check list/rubric
- Conversations with students

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Given a topic brainstorm facts, relevant details, and anecdotes
- Organize information using graphic organizer and note cards
- Rehearse introductions/conclusions and story retells
- Retell stories (using story strips, provided outline and/or note cards) and rehearse for fluency
- View model presentations on PowerPoint, Glogster and other media apps and evaluate types of visuals for effectiveness with instructor guidance
- Create a visual presentation to support and enhance an oral report
- Determine level of formality necessary for the task (informal for friends, formal for business) and audience and choose appropriate vocabulary and structure to support the message

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Teacher-directed pair work and collaboration
- Response to Intervention Model such as assisting presenter during presentation and decreasing assistance as competency is reached in rehearsing introductions, conclusions and story retells
- One-on-one tutors with individualized instruction/support in creating a presentation
- Tutor led discussion circles for more practice
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)
- EBRI reading instruction

List of Instructional Materials:
- Teacher-generated materials-rubrics and checklists
- Current events/newspapers
- Notecards
- Posterboard

List of Technology Resources:
- VOA Special English podcasts and reports www.voanews.com
- www.Newsinlevels.com
- http://www.breakingnewsenglish.com/index.html -news stories and discussion topics
- http://www.qconline.com/
- www.cdplonline.com

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- http://www.breakingnewsenglish.com/index.html
- www.thetimesinplainenglish.com
- Youtube videos on presentation/listening strategies and for modeling standard organization of presentations such as: "How to discuss a topic in a group"- https://www.youtube.com/watch?v=YY2yjEEoB3U
- Presentation and Oral Rubrics
- www.rubrics4teachers.com/presentation.php
- http://www.sites4teachers.com/links/redirect.php?url=http://www.ncsu.edu/midlink/rub.pres.html
- Simple Rubric for oral reports http://organizedteaching.com/organized_assessment/rubrics.html
- Participation rubric http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf
- https://www.readinga-z.com/assessments/retelling-rubrics/ retelling activities http://changeagent.nelrc.org/
- www.voicethread.com
- www.glogster.com
- Screencast-o-matic recordings for fluency
- PowerPoint software
- Posted online models for presentations (YouTube) such as: https://www.youtube.com/watch?v=QKOO99UjsSE Tips on Giving Oral Presentations (Australian English)
- Tablet, camcorder, etc. for recording self/peers

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

Essential Understandings:
- Writing can express an opinion, provide information, or tell a story.
- Facts, details, and citations are used to support an argument or tell a story.
- Writing consists of developing a topic/thesis, supporting details, transitions, and a conclusion.

Essential Questions:
- How is the purpose for writing determined?
- How is a writing piece developed?
- How is the intended meaning clearly conveyed?

Students will be able to:
(What does mastery look like)
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information by introducing the topic clearly, stating an opinion, and creating an organizational structure in which ideas are logically grouped in support of the writer's purpose.

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- Write opinion pieces on topics or texts, supporting a point of view giving logically ordered reasons supported by facts and details.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information by connecting opinions and reasons with words such as *for instance*, *in order to*, *in addition*, *consequently,* and *specifically*.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information by giving a concluding statement or section which is related to the opinion presented.
- Write informative/explanatory texts to study a topic and convey ideas and information clearly by introducing a topic clearly, providing a general observation and focus, and grouping related information logically, including formatting, headings, illustrations, and multimedia when appropriate to enhance comprehension.
- Write informative/explanatory texts to study a topic and convey ideas and information clearly by developing the topic with facts, definitions, concrete details, quotations, or other information and topic-related examples.
- Write informative/explanatory texts to study a topic and convey ideas and information clearly by connecting ideas within and across categories of information with words, phrases, and clauses such as *in contrast* and *especially*.
- Write informative/explanatory texts to study a topic and convey ideas and information clearly by selecting and using precise language and domain-specific vocabulary when providing information about or explaining the topic.
- Write informative/explanatory texts to study a topic and convey ideas and information clearly by giving a concluding statement or section which is related to the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by establishing a situation to orient the reader and introducing a narrator and or characters and by organizing a naturally progressing event sequence.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by using narrative techniques such as dialogue, description, and pacing to show how characters respond to situations or to develop experiences and events.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by selecting from and utilizing a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by conveying experiences and events precisely through the selection and use of concrete words, phrases, and sensory details.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by supplying a conclusion that stems from the narrated experiences or events.

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:
- Write a paragraph that includes a topic sentence, details, and a closure.
- Develop an expository, narrative, or persuasive text
- Write a short story including characters, signal words and transitions, dialogue and a conclusion
- Use a prewriting tool such as a graphic organizer to arrange information and decide on structure of writing
- Quiz: Fill in the blank for appropriate transitions, signal words.
- Quiz: Substitute underline words/phrases for domain specific words
- Quiz: Given a text, complete a graphic organizer

Other Evidence:
- Teacher observation
- Journal entries
- Portfolio of writings
- Self evaluation
- Completed graphic organizers
- Checklists
- Rubrics

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Model writing a paragraph with topic sentence, details, and closure
- Model writing a short story that includes characters, signal words and transitions, dialogue, and a conclusion
- Revise a teacher-made model to include a topic sentence, details, and closure
- With guidance, complete a variety of graphic organizers to write expository, narrative, and persuasive pieces
- Sort sentences or writing samples as expository, narrative, or persuasive
- Given two or more topic sentences, sort supporting details into groups. Discuss choices
- Edit word choices for appropriate formality and for Tier 2/3 words as necessary for message of text
- Arrange sentence strips to recreate a paragraph/essay/story, copy and add a title, introduction, signal words and transitions, dialogue and more descriptive details to create/enhance interest. Create an appropriate closing. Use illustrations as needed
- Given a topic, brainstorm details, a topic sentence or a conclusion. Discuss research possibilities and organization of information
- Given a picture, create a story (same picture, multiple student groups). Members of each group write one sentence, pass to next team member, etc.

NRS Level 3 Speaking & Language
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Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Response to Intervention Model
- Teacher directed pair/collaborative writing/editing
- One-on-one tutors with individualized instruction/support
- Peer editing, guided writing
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills, flashcards and games)

List of Instructional Materials:
- Wilson, Libby. (2006). *Writing Well: Write, Revise, Succeed*. New Readers Press
- Pottle, Jean. (1998). *Writing Frames: 40 Activities for Learning the Writing Process*. Walch Publishing

List of Technology Resources:
- Graphic organizers:
- https://www.readinga-z.com/comprehension/reading-graphic-organizers/
- www.eduplace.com/graphicorganizer/ (prewriting)
- isp chart: http://www.eduplace.com/graphicorganizer/pdf/isp.pdf
- sequencing: http://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf
- Spider chart: http://www.eduplace.com/graphicorganizer/pdf/spider.pdf
- www.ware.k12.ga.us (simple rubric on writing an opinion)
- Narrative writing rubric 1st grade) http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf

NRS Level 3 Writing & Language
Beginning Basic Education (Grade Levels 4.0 – 5.9)

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

Essential Understandings:
- Task, purpose, and audience influence the process of writing.
- The use of instructors/peer editing, using technology, and incorporating tables, charts, and figures strengthen communication, both written and oral.
- Technology can be used to assist in job seeking.

Essential Questions:
- How does a change in audience change the writing?
- How can technology be used to assist in a job search?

Students will be able to:
(What does mastery look like)
- Produce clear and coherent writing, such as business memos, personal e-mail, and academic essays in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support as needed from instructors and peers, utilize the writing process to develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
- Demonstrate the ability to create and publish writing as well as interact and collaborate with others by using technology such as email, text, file sharing, and multi-media applications with guidance and support as needed from peers and instructors.
- Demonstrate the ability to create tables, charts, and figures to support written and oral communication with guidance and support as needed from peers and instructors.
- Demonstrate the ability to perform job seeking activities on the computer such as doing a job search, completing an on-line application, and composing a resume.

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:
- E-mail the teacher with a document attachment
- Write a rough draft of a paragraph and revise it using a checklist/rubric
- Use technology to revise and edit a teacher-created writing sample
- Create a report including visuals, graphs, illustrations
- Print out a completed online application
- Research a specific career and do a job search on line
- Produce a basic resume
- Write a letter to editor supporting one side of an issue in logical order

Other Evidence:

NRS Level 3 Writing & Language
Beginning Basic Education (Grade Levels 4.0 – 5.9)

- Teacher observation
- Journal entries
- Portfolio of writings
- Self/peer evaluation with teacher provided rubrics and checklists
- Completed graphic organizers

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Practice peer-editing
- Group practice/project creating graphs or illustrations to illustrate information in a text utilizing technology
- Use technology for writing (email, word processing, PowerPoint, writing apps, etc.)
- Utilize technology to revise and edit teacher-created writing samples
- Follow the writing process (brainstorm, rough draft, revise, edit, publish), using technology with support from peers and teacher
- Complete graphic organizers with support to plan a report

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Response to Intervention Model: One-on-one tutors with individualized instruction/support such as assisting with using technology and decreasing assistance as competency is reached (e.g., creating/sending e-mail with attachments)
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)

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List of Instructional Materials:
- Graphic organizers and story frames
- Teacher-produced writing for editing
- List of steps in the writing process
- Sample applications and resumes
- Sample letters to the editor-daily newspapers
- Model letter form
- Editing checklist
- Writing rubric
- Wilson, Libby. (2006). *Writing Well: Write, Revise, Succeed.* New Readers Press

List of Technology Resources:
- www.thesaurus.com
- Read and Write Gold
- Word processing - http://www.gcflearnfree.org/word2010
- Keyboard tutorial support - www.sense-lang.com
- Educreations app

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- www.readwritethink.org
- www.glogster.edu
- www.storyboardthat.com
- Story Creator (app)
- Graphic organizers:
- https://www.readinga-z.com/comprehension/reading-graphic-organizers/
- www.eduplace.com/graphicorganizer/ (prewriting)
- isp chart: http://www.eduplace.com/graphicorganizer/pdf/isp.pdf
- sequencing: http://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf
- Spider chart: http://www.eduplace.com/graphicorganizer/pdf/spider.pdf
- www.ware.k12.ga.us (simple rubric on writing an opinion)
- Narrative writing rubric http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf
- YouTube – application and resume how to videos such as https://www.youtube.com/watch?v=jLAhGJzhdzk&feature=related

RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB)
3.W.RB.1 / 3.W.RB.2 / 3.W.RB.3 / 3.W.RB.4

Essential Understandings:
- Information can be gathered from resources and experiences to conduct research.
- Information from research can be applied to actual practice.

Essential Questions:
- What is the process for finding relevant information when doing research?
- How can information be recorded and organized?

Students will be able to:
(What does mastery look like)
- Conduct short research projects and record information needed to prepare a report, drawing on several sources and investigating different aspects of a topic to build knowledge.
- Demonstrate ability to gather or recall relevant information from print and digital sources and use relevant information by taking notes, categorizing information, summarizing or paraphrasing information in notes and finished work, and providing a list of sources.
- Demonstrate ability to locate and select appropriate data from literary and informational texts to support research, reflection, and analysis.
- Communicate information, data, and observations gained from reading and apply to actual practice.

Evidence for Assessing Learning

NRS Level 3 Writing & Language
Beginning Basic Education (Grade Levels 4.0 – 5.9)

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:
- Student will complete an outline or graphic organizer with teacher guidance
- Given a teacher-generated topic, the student will brainstorm a list of applicable resources
- Categorize information by task and audience for levels of formality.
- List resources used for research using conventions of standard English (capitals, underlining, italics, and quotation marks)

Other Evidence:
- Teacher observation, notes, checklists

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Summarizing activities such as Summarizing Game (Summarize a selection in 100 words, then cut it down to 50 words, then to 25 words)
- Paraphrasing activities, such as saying the same information with more or less formality
- Refer to personal experience, experience of partners, or interview participants of historic events for teacher-generated topics
- Given a topic, students will expand it with facts, details, and anecdotes
- Categorize details by appropriate subtopic

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Response to Intervention Model: peer tutors/one on one tutors assisting and decreasing assistance as competency is reached in researching, listing resources, using standard conventions of English and organizing information
- Teacher guided research
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)

List of Instructional Materials:
- Encyclopedias
- Research books, magazines, and newspapers
- Graphic organizers
- Folse, K., Muchmore-Vokoun, A., & Soloman, E. V. (2010). *Great Sentences for Great Paragraphs*. Boston: Heinle.
- Hogue, A. (1996). *First Steps in Academic Writing*. White Plains, NY: Longman.
- Bernstein, T. (1995). *The Careful Writer: A Modern Guide to English Usage* (2nd ed.) New York: Free Press.
- *Writers Inc.: A Student Handbook for Writing and Learning* (6th ed.) (2005).

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Boston: Houghton Mifflin Harcourt.

List of Technology Resources:
- www.google.com
- www.ask.com
- www.wikipedia.com
- http://www.eduplace.com/graphicorganizer/
- http://www.eduplace.com/graphicorganizer/pdf/isp.pdf

RANGE OF WRITING (RW)

3.W.RW.1

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

Essential Question:
- How does the writing purpose affect the process?

Students will be able to:
(What does mastery look like)
- Demonstrate development in writing skills for a range of discipline-specific tasks, purposes, and audiences by writing routinely over extended time frames, taking time for research, reflection, and revision as well as in shorter time frames (a single sitting or a day or two).

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:
- Student-completed journals which include summaries from selected readings
- Answer prompt given a teacher-generated rubric specific to task
- Compose letter or email about a real-life problem with appropriate level of formality specific to task
- Guided evaluation of various types of writing using a rubric

Other Evidence:
- Teacher observation

Building the Learning Plan

NRS Level 3 Writing & Language
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Sample Classroom Activities and/or Lesson Plans:
- Use models to personalize various types of writing
- Write from prompts and guided questions
- Edit and revise with guidance
- Write reports, letters, emails, business memos, narratives, poetry, etc.
- Write from both business and personal perspectives
- Include dialogue in writing
- Maintain a list of references when conducting research
- Express and support an opinion
- Describe an experience
- Write simple instructions
- Write a letter to an official
- Write a short report (ex: Who Was Nelson Mandela?)

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Response to Intervention Model : One-on-one tutors with individualized instruction/support such as assisting letter writing and decreasing assistance as competency is reached, peer editing, directed collaboration, guided writings
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)

List of Instructional Materials:
- Teacher-generated rubrics
- Samples and models of writing
- Graphic organizers
- Notebooks for journals
- Sentence frames
- Pottle, Jean. (1998). *Writing Frames: 40 Activities for Learning the Writing Process.* Walch Publishing.
- Prompts
- Editing checklist
- Folse, K., Muchmore-Vokoun, A., & Soloman, E. V. (2010). *Great Sentences for Great Paragraphs*. Boston: Heinle.

List of Technology Resources:
- www.readwritethink.org
- http://www.eduplace.com/graphicorganizer/
- http://www.eduplace.com/graphicorganizer/pdf/isp.pdf
- graphic organizers at http://my.hrw.com/nsmedia/intgos/html/igo.htm
- http://teacher.scholastic.com/tools/rubric.htm
- how to keep a log: http://www.mindtools.com/pages/article/newHTE_03.htm and the downloadable log template available at that link
- www.ware.k12.ga.us (simple rubric on writing an opinion)

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Beginning Basic Education (Grade Levels 4.0 – 5.9)

- Narrative writing rubric
  http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Gr-1-narr-rubric.pdf

CONVENTIONS OF STANDARD ENGLISH (CS)
3.W.CS.1 / 3.W.CS.2

Essential Understanding:
- Standard English conventions guide grammar and usage when writing and speaking.

Essential Question:
- What are the conventions of Standard English, and how are they applied to writing and speaking?

Students will be able to:
(What does mastery look like)
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by using relative pronouns such as *who, whose, whom, which, that*, and relative adverbs *where*, *when* and *why*.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by forming and using the past, present, and future times of progressive and the perfect (simple) tenses. (e.g., *was/is/will be walking*, and *had/has/will have walked*).
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by using modal auxiliaries such as *can*, *may*, and *must* to express various conditions.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by knowing and using the proper order of adjectives in sentences (e.g., *a small red bag* and not *a red small bag*).
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by recognizing, forming, and using prepositional phrases.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by distinguishing complete sentences from sentence fragments and run-ons and editing errors.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by identifying and correctly using frequently confused words such as *to*, *too*, *two* and *their/there*.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by identifying and explaining the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by using verb tenses appropriately to convey various times, conditions, sequences, and states.

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by recognizing and correcting inappropriate tense shifts.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by recognizing and correctly using correlative conjunctions (e.g. *either/or*, *neither/nor*).
- Demonstrate command of the conventions of Standard English by using correct capitalization when writing.
- Demonstrate command of the conventions of Standard English punctuation by using commas and quotation marks to indicate direct speech and quotations from a text.
- Demonstrate command of the conventions of Standard English punctuation by using a comma before a coordinating conjunction in a compound sentence.
- Demonstrate command of the conventions of Standard English by spelling level appropriate words correctly, using reference materials as needed.
- Demonstrate command of the conventions of Standard English by using punctuation to separate items in a series.
- Demonstrate command of the conventions of Standard English punctuation by recognizing an introductory phrase and separating it from the rest of the sentence with a comma.
- Demonstrate command of the conventions of Standard English punctuation by using commas to indicate direct address (e.g., *Is that you, Steve?*) and to set off the words *yes* and *no*, as well as tag questions, from the rest of the sentence. (e.g., *Yes, he did* and *He did, didn't he?*).
- Demonstrate command of the conventions of Standard English punctuation by correctly using underlining, quotation marks, or italics to indicate titles of works.

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:
In quizzes, tests and reports:
- Edit a given text for appropriate capitalization
- Edit a given text for correct usage of commas
- Change the time of a given text from present to future and/or past
- Demonstrate correct time frame/tense selection for an oral or written report
- Use modals correctly in speech and writing
- Edit for standard order of adjectives in a sentence
- Edit text for correct capitalization and use of punctuation in quotations and titles of works
- Edit text for fragments, run-ons, and complete sentences
- Create a variety of sentences implementing coordinating conjunctions, correlative conjunctions, relative pronouns and relative adverbs

- Expand sentences using prepositional phrases in different functions

Other Evidence:
- Teacher observation of student work
- Language journals

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Direct teaching
- Model writing in past, present and future tenses
- Paired writing/editing exercises for: capitalization, commas, quotation marks
- Categorize tasks by level of appropriate formality
- Edit student-generated sentences as a whole class
- Scrambled sentences
- Scrambled noun phrases with a series of adjectives
- Sentence combination exercises using correlative conjunctions
- Sentence combination exercises using coordinating conjunctions
- Sentence completion exercises using relative pronouns and adverbs
  - While relating life experiences: I grew up in a place where – in a time when—
  - I am a person who… etc
- Sentence expansion exercises utilizing prepositional phrases in various sentence functions

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Response to Intervention Model (Tier 2 or 3) such as assisting/guiding editing during decreasing assistance as competency is reached. Directed collaboration or peer editing
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)
- Interactive technology: see below

List of Instructional Materials:
- Folse, K., Muchmore-Vokoun, A., & Soloman, E. V. (2010). *Great Sentences for Great Paragraphs*. Boston: Heinle.
- Rubin, B. (1990). *Grammar Write Away: Book 2*. Chicago: Contemporary Books.
- Hogue, A. (1996). *First Steps in Academic Writing*. White Plains, NY: Longman.

List of Technology Resources:
- www.sense-lang.org
- Interactive technology:
  - Sentence structure writing practice (also in tenses) http://www.rong-chang.org/writing
  - English Grammar Quizzes- word choice, verb form, capitalization etc.

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- o http://www.a4esl.org
- o www.chompchomp.com grammar instruction, handouts, quizzes

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

Essential Understanding:
- Communicating the intended meaning is dependent upon using the most appropriate words, phrases, punctuation, and context.

Essential Question:
- How are the most appropriate words, phrases, punctuation, and context determined?

Students will be able to:
(What does mastery look like)
- Demonstrate knowledge of language and its conventions when writing by selecting words and phrases to convey precise meaning.
- Demonstrate knowledge of language and its conventions when writing by selecting punctuation for effect.
- Demonstrate knowledge of language and its conventions when writing by distinguishing appropriately between situations and contexts that require formal or informal English.
- Demonstrate knowledge of language and its conventions when writing by comparing and contrasting varieties of English found in stories, dramas, or poems.
- Demonstrate knowledge of language and its conventions when writing by expanding, combining, and reducing sentences for meaning, style, or reader interest.

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:
- Rewrite given sentence(s) in a variety of styles and levels of formality
- Identify if a sentence structure is most likely found in poetry, prose, or informal spoken/written language
- Follow a list of expected conventions when writing
- Select the most appropriate word choice on an objective test
- Edit exercises

Other Evidence:
- Teacher observation
- Journal progression

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Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Teach four ways to start a sentence
- Vary sentence types for interest
- Combine sentences to practice writing complex, compound, and compound-complex sentences
- Add adverbials for effect in different places in a sentence
- Identify that different ways to start a sentence are more or less formal
- Identify vocabulary as more or less formal (*kids* vs. *children*)

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Response to Intervention Model: One-on-one tutors with individualized instruction/support in creating or editing sentence combining and or reduction and decreasing assistance as competency is reached
- Peer and collaborative editing
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)
- Interactive technology: See below

List of Instructional Materials:
- Teacher-generated rubrics
- Samples and models of writing
- Notebooks for journals
- Folse, K., Muchmore-Vokoun, A., & Soloman, E. V. (2010). *Great Sentences for Great Paragraphs*. Boston: Heinle.
- Rubin, B. (1990). *Grammar Write Away: Book 1*. Chicago: Contemporary Books.
- Hogue, A. (1996). *First Steps in Academic Writing*. White Plains, NY: Longman.

List of Technology Resources:
- www.readwritethink.org
- http://teacher.scholastic.com/tools/rubric.htm
- Interactive technology:
    - Sentence structure writing practice (also in tenses) http://www.rong-chang.org/writing
    - English Grammar Quizzes- word choice, verb form, capitalization etc.
    - http://www.a4esl.org
    - www.chompchomp.com grammar instruction, handouts, quizzes

VOCABULARY USAGE (VU)
3.W.VU.1 / 3.W.VU.2

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Essential Understandings:
- Some words and phrases have more than one meaning.
- Context affects the meaning of figurative language.
- General academic and domain- specific words and phrases are used in writing for specific purposes.

Essential Questions:
- How can one word replace another to enhance or change the meaning?
- How can general academic and domain-specific words be used to strengthen writing?

Students will be able to:
(What does mastery look like)
- Demonstrate comprehension of figurative language, word relationships, and nuances in word meanings by recognizing and explaining simple similes and metaphors and interpreting other figurative language in context.
- Demonstrate comprehension of figurative language, word relationships, and nuances in word meanings by recognizing and explaining the meaning of common idioms, adages, and proverbs.
- Demonstrate comprehension of word relationships and nuances in word meanings by using the relationship between particular words such as synonyms, antonyms, and homographs to better clarify meaning of each of the words.
- Demonstrate acquisition and comprehension of level appropriate domain specific and general academic words by accurately using words that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*); words basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* for animal preservation); and words that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

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:
- Fill-in-the-blank with the correct transitional word/phrase or signal word
- Define domain-specific words
- Write a poem with at least one example of imagery
- Identify imagery in a poem and label its type
- Rewrite a sentence substituting domain-specific words for underlined words or phrases
- Rewrite a sentence using more domain-specific words
- Matching exercises (idioms and meaning, figurative language and examples)

Other Evidence:

- Teacher observation
- Journal progression

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Look at poetry and find examples of figurative language
- Read "Fog" and discuss the figurative language in it.
- Write paragraphs using two or more vocabulary words.
- List examples of related figurative elements
- Make up metaphors and similes
- Fill-in-the-blank with the correct transitional word/phrase or signal word
- Define domain-specific words
- Write a poem with at least one example of imagery
- Identify imagery in a poem and label its type
- Rewrite a sentence substituting domain-specific words for underlined words or phrases
- Rewrite a sentence using more domain-specific words
- Matching exercises (idioms and meaning, figurative language and examples)
- Write a description which includes a simile or a metaphor
- Change similes into metaphors

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support such as guided usage of interactive website: www.readworks.org for poetry selections and comprehension handouts (figurative language) or think alouds with figurative language
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills, flashcards and games)
- Interactive technology: quizlet app, Study Stack app

List of Instructional Materials:
- "Fog" by Carl Sandburg
- Examples of literary elements (simile, metaphor, onomatopoeia, etc.)
- Lists of vocabulary words
- Personal dictionaries
- Blevins, Wiley. (2001). *Teaching Phonics and Word Study in the Intermediate Grades*. Scholastic Professional Books, NYC
- Nist, Sherrie. (2011).*Vocabulary Basics Fourth Edition*. Townsend Press Books, West Berlin, NJ
- Tompkins, G. E. & Blanchfield, C. (2004). *Teaching Vocabulary: Fifty Creative Strategies*. Columbus, OH: Pearson.
- *Word Power: Spelling and Vocabulary in Context - Intermediate 2*. (1997). Lincolnwood, IL: Contemporary Books. (See Intermediate 1 also)

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- *Reading Basics*. (2001). Chicago: Contemporary Books.
- Folse, K. S. (1993). *Beginning Reading Practices: Building Reading and Vocabulary Strategies*. Ann Arbor: University of Michigan Press.
- Dolainski, S. & Griffin, S. (2011). *Words to Learn By: Advancing Academic Vocabulary*. Chicago: McGraw-Hill.

List of Technology Resources:
- Star Vocabulary Booster Workshop, www.thecenterweb.org/ALRC
- www.quizlet.com
- www.studystack.com
- www.chompchomp.com
- www.readworks.org Reading passages and handouts for poetry, literature, and content areas
- www.freerice.com
- http://atlasabe.org/resources/ebri/ebri-vocabulary EBRI approach with vocabulary worksheets: matching, fill in the blank
- www.englishforeveryone.org common expressions, synonyms and antonyms

Illinois Community College Board
Adult Education & Literacy

Illinois ABE/ASE Language Arts Model Curriculum
NRS Level 4

April 2017

NRS Level 4 Reading
High Intermediate Basic Education (Grade Levels 6.0 – 8.9)

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

Essential Understandings:
- Various strategies can be used to reveal and acquire word meanings.
- The meaning of words and phrases change according to use and context, including figurative language and idioms.
- Relationships exist between particular words (synonyms, antonyms and analogies) which aid understanding.
- Understanding content, technical concepts, and vocabulary assists in analyzing information and following directions.

Essential Questions:
- How do word relationships clarify meaning?
- What strategies can be used to determine the meaning of a word or phrase?

Students will be able to:
(What does mastery look like)
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on 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 or clarify the meaning of unknown or multiple meaning words and phrases based on level appropriate reading content using common Greek and Latin roots and affixes to determine the word meaning.
- Determine the meaning of unknown or multiple meaning words and phrases by using print and digital reference materials such as dictionaries, glossaries and thesaurus 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.
- Recognize words in shortened form (e.g., *exam/examination*).
- Show comprehension of figurative language by identifying figures of speech including personification, allusions, verbal irony, and puns in reading.
- Show comprehension of word relationships by using cause/effect, part/whole, and item/category in the employment of particular vocabulary.
- Show comprehension of nuances by correctly using connotations (associations) with similar denotations (definitions).
- Demonstrate use of content, technical concepts, and vocabulary when following directions and analyzing reading content.
- Demonstrate comprehension by acquiring and correctly employing level appropriate general academic and domain specific words and phrases and applying knowledge when using a word or phrase.

Evidence for Assessing Learning

NRS Level 4 Reading
High Intermediate Basic Education (Grade Levels 6.0 – 8.9)

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:
- Answer comprehension questions for material with Tier 3 words
- Complete directions using Tier 3 words.
- Recall definitions, synonyms, or antonyms of Tier 2 and Tier 3 words verbally or in writing
- Match idioms and actual meaning
- Choose possible meaning for unknown words in a word family
- Fill in word grid independently
- Complete open-ended sentences
- Match antonyms/synonyms on a written test

Other Evidence:
- Teacher observation of correctly utilized Tier 2 and Tier 3 words
- Personal dictionaries

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Dedicated lessons using Evidence Based Reading Instruction
- Direct instruction of Tier 2 and Tier 3 appropriate words utilizing grid identifying meaning, synonyms, antonyms, and example sentence
- Direct instruction of common idioms
- Guided matching of synonyms/antonyms
- Open-ended sentences
- With assistance, fill-in the blank with one or more Tier 2 and Tier 3 vocabulary words
- Brainstorm examples and personalize vocabulary
- Complete word grid with teacher support

Learning Activities:
(*interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options*)
- Response to Intervention Model: One on one tutors with individualized instruction/support such as using class word lists with Tier 2 and domain specific words to complete activities-fill in the blank, complete the sentence, match.
- EBRI Reading Program
- Universal Design for Learning Protocols such as additional time and practice, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games), and interactive technology (study stack, quizlet, englishforeveryone, freerice, readworks, cdlponline)

List of Instructional Materials:

NRS Level 4 Reading
High Intermediate Basic Education (Grade Levels 6.0 – 8.9)

- Nadell, Judith and Johnson, Beth. (2011). *Vocabulary Basics Second Edition*. West Berlin, NJ: Townsend Press Books.
- Nist, Sherrie. (2011). *Vocabulary Basics Fourth Edition*. West Berlin, NJ: Townsend Press Books.
- *Word Power: Spelling and Vocabulary in Context: Advanced 1.* (1997). Lincolnwood, IL: Contemporary Books. (See *Advanced 2* also)
- Blevins, Wiley. (2001). *Teaching Phonics and Word Study in the Intermediate Grades*. NYC: Scholastic Professional Books.
- Tompkins, G. E. & Blanchfield, C. (2004). *Teaching Vocabulary: Fifty Creative Strategies*. Columbus, OH: Pearson.
- Folse, K. S. (1993). *Beginning Reading Practices: Building Reading and Vocabulary Strategies*. Ann Arbor: University of Michigan Press.

List of Technology Resources:
- http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf
- Read and Write Gold
- www.FreeRice.com
- Star Vocabulary Booster Workshop www.thecenterweb.org/ALRC
- www.quizlet.com
- www.studystack.com
- http://grammar.about.com/od/words/a/wordroots.htm
- www.learningchocolate.com
- www.manythings.org
- www.chompchomp.com
- Google images
- www.englishforeveryone.com

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

Essential Understandings:
- Determining and applying specific reading strategies enhances comprehension.
- Deeper understanding of text can be gained through analysis of story elements.
- Citing textual evidence supports analysis.
- The author's use of particular words and phrases impacts the meaning of the text.
- Predictions can be made based on information obtained from reading.
- Various representations of a single story can be compared and contrasted for deeper understanding.
- Connections can be made between texts within the same or different genres that deal with similar themes.

Essential Questions:

NRS Level 4 Reading
High Intermediate Basic Education (Grade Levels 6.0 – 8.9)

- How can point of view be used to increase understanding of characters and the author's intent?
- How can a fictional account of a true event impact how history is understood?
- How does the choice of the genre affect how a particular theme is presented?
- What determines the reading strategies used when approaching a text?

Students will be able to:

(What does mastery look like)

Key Ideas and Details: Literature

- Demonstrate comprehension of literature by identifying main ideas and details from literature including summarizing with main ideas and supporting examples, identifying implied ideas and supporting details and writing summaries that do not include personal ideas or opinions.
- Demonstrate comprehension of literature by identifying cause and effect implied in the text, citing explicit and implicit evidence from the text and predicting potential outcomes based on stated events.
- Demonstrate comprehension of literature by describing the way a story or plot unfolds, describing the characters' responses and changes as the plot evolves and analyzing how story/drama elements (setting, plot, characters) interact with each other.
- Demonstrate comprehension of literature by analyzing how dialogue or other incidents move the story/drama and reveal traits of the characters or lead to decisions.
- Demonstrate comprehension of literature by choosing and employing appropriate reading strategies such as skimming and scanning, rereading, and reading for meaning in accordance with the purpose of the reading.

Craft and Structure: Literature

- Demonstrate comprehension by determining the meaning of words and phrases in a text, including figurative and connotative meanings.
- Demonstrate comprehension by analyzing the impact of word choice, rhyme and repetition of sounds, and allusions to other texts.
- Demonstrate comprehension by interpreting similes, metaphors, and idioms.
- Demonstrate comprehension by distinguishing between features of fiction, drama, poetry, fables, and legends.
- Demonstrate comprehension by analyzing text structure (from sentence to stanza to whole text) and determining how structure affects meaning.
- Demonstrate comprehension by comparing and contrasting the structure of two or more texts.
- Demonstrate comprehension by identifying how an author develops the point of view of characters or narrators and contrasts those points of view with other speakers or characters.

Integration of Knowledge and Ideas: Literature

NRS Level 4 Reading
High Intermediate Basic Education (Grade Levels 6.0 – 8.9)

- Demonstrate comprehension by predicting outcomes based on what is stated in the reading selection.
- Compare and contrast different forms, genres, and media portrayals showing various approaches to similar themes and topics, including the analysis of how modern fiction draws on themes, patterns, events, character topics from myths, traditional stories, or religious works and presents them in a new way.
- Compare and contrast different forms by integrating information presented in media and linguistic formats and by comparing the formats and analyzing the effects of techniques unique to each such as lighting, sound, color, camera focus, and angles.
- Compare and contrast by analyzing how a filmed or stage production of a story or drama changes in the filmed or live production and by evaluating the choices actors and directors made.
- Compare and contrast a fictional portrayal of time, place, or character with an historical account of the same period to identify how fictional authors use and alter history.

Range of Reading and Level of Text Complexity: Literature
- Demonstrate comprehension by reading and discussing level appropriate texts including stories, poems, and dramas 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:
- Analyze plot development and character growth with examples from the text.
- Compare and contrast organization of various types of literature.
- Given new material, a student can refer to details and inferences to indicate comprehension.
- Answer test questions about the text, including short answer and extended response such as comparing and contrasting a book and its movie, two characters, etc.
- Explain the meaning of figurative language in a text selection.
- Predict likely outcomes and give support.
- Put events in chronological order or in a logical order.
- Test in which students identify:
  o 10 differences between a book and a movie or two different versions of the same story
  o Theme
  o Main idea
  o Cause/effect
  o Point of view

NRS Level 4 Reading
High Intermediate Basic Education (Grade Levels 6.0 – 8.9)

Other Evidence:
- Teacher observation
- Class discussion
- Journal progression

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Summaries of assigned readings or other writings will refer to examples and details in the texts.
- Complete graphic organizer such as a plot chart.
- Discuss universal themes in the text.
- Discuss character development.
- Compare and contrast text and movie both orally and in writing.
- Write or verbally answer comprehension questions and give support from the text.
- Practice reading strategies independently.
- Put scenes in order.
- Match characters and quotations or actions.
- List character traits and how they may or may not change.
- Describe how choice of vocabulary and illustrations add to tone, mood, and formality.
- Discuss or write about theme and personal experience of that theme.
- Analyze how student predictions materialized.
- Compare and contrast similar themes in stories, dramas, and poetry.
- Interpret figurative language.

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Response to Intervention Model: One on one tutors with individualized instruction/support identifying/using figurative language, choosing words to enhance tone, mood or formality
- Discussion circles (tutor led) to compare or contrast similar themes in stories
- EBRI Reading Program
- Universal Design for Learning Protocols such as additional time and practice, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games), interactive technology (study stack, quizlet, englishforeveryone, freerice, readworks, cdlponline)

List of Instructional Materials:
- Literature selections (English books, short-story collections, poetry collections, and movies)

NRS Level 4 Reading
High Intermediate Basic Education (Grade Levels 6.0 – 8.9)

- *Steck Vaughn, Reasoning Through the Language Arts: Test Preparation for the GED®* (2013). Houghton Mifflin Harcourt
- *Laughter and Chills: Seven Great Stories.* (2005). Townsend Press
- Zusak, Markus. *The Book Thief.* (2007). Alfred A. Knopf.
- London, Jack. *The Call of the Wild*
- Journals
- Graphic organizers
- Audio books (See below)

List of Technology Resources:
- http://www.eduplace.com/graphicorganizer/
- graphic organizers at http://my.hrw.com/nsmedia/intgos/html/igo.htm
- http://teacher.scholastic.com/tools/rubric.htm
- www.manythings.org – Collection of Voice of America Special English Short Stories (with audio)
- www.youtube.com (for movie selections)
- Audio books
- www.readwritethink.org
- Read and Write Gold
- www.readworks.org reading selections by type, theme, skill and level
- http://www.eduplace.com/graphicorganizer/
- Graphic organizers at http://my.hrw.com/nsmedia/intgos/html/igo.htm
- http://teacher.scholastic.com/tools/rubric.htm
- http://www.openculture.com/2008/03/listening_to_famous_poets_reading_their_own_work_.html

NRS Level 4 Reading
High Intermediate Basic Education (Grade Levels 6.0 – 8.9)

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

Essential Understandings:
- Effective summaries convey the theme or central ideas of the text and its relationship to supporting ideas by citing textual evidence, drawing inferences, and predicting outcomes.
- Connections between individuals and events can be identified and analyzed in text by applying appropriate reading strategies.
- Sentences, paragraphs, and chapters have specific roles in contributing to the development of the overall idea.
- Figurative, connotative, and technical meaning impact the tone and precise meaning of the text.
- The author's point of view and purpose are revealed through analysis of evidence, conflict, and view point.
- Integration of information from a variety of mediums (visual, textual, and digital) leads to increased understanding.
- Analyzing how similar events are presented by different authors or in different mediums deepens understanding of the topic.

Essential Questions:
- How are events or ideas introduced, illustrated, connected, and elaborated in a text?
- How is an argument properly supported?
- What are the pros and cons of using a variety of mediums to present a particular topic or idea?

Students will be able to:
(What does mastery look like)
Key Ideas and Details: Information
- Demonstrate comprehension by identifying a theme or main idea of a text and supporting details and by creating an outline, or graphic organizer or writing notes, summaries, and reports.
- Demonstrate comprehension by identifying implied cause-effect relationships, citing textual evidence to support what is both implicit and explicitly written in the text and by predicting likely outcomes.
- Demonstrate comprehension by identifying and analyzing connections in the text including how key people, events, and ideas are introduced and expanded with examples from the text.
- Demonstrate comprehension by analyzing the interactions between individuals, events, and ideas, showing how one influences the others and by analyzing how

the text connects and distinguishes these individuals, ideas, or events by using comparisons, analogies, or categories.
- Demonstrate comprehension by choosing appropriate reading strategies such as skimming, scanning, reading for meaning, and analysis.

Craft and Structure: Information
- Demonstrate comprehension by analyzing in detail a part of the text (sentence, paragraph, section, or chapter) and showing how it fits into the structure of the whole, including how sections help develop the ideas. In this analysis, identify implied main points and supporting details from a passage and use online resources to separate fact from opinion and make conclusions.
- Demonstrate comprehension by determining the meaning of words and phrases in a text, including figurative, connotative, and technical meanings.
- Demonstrate comprehension by analyzing word choice on meaning, tone, and mood, including allusions to other texts.
- Demonstrate comprehension by analyzing author's point of view or purpose, how it is conveyed in the text, how the author distinguishes his or her position from that of others, and methods the author uses to respond to opposing evidence or viewpoints.

Integration of Knowledge and Ideas: Information
- Show integration of knowledge by including information from texts, charts, and graphs to show a conclusion.
- Show integration of knowledge by tracing and evaluating arguments and claims in a text, showing which are supported by reasons and evidence and which are not, and assessing whether reasoning is sound, whether evidence is relevant and sufficient, and noticing when irrelevant evidence is presented.
- Show integration of knowledge by comparing and contrasting two authors' presentation of events (memoir vs. biography of same person) including how authors present different evidence or interpretations of facts.
- Show integration of knowledge by using different media or formats (visual, quantitative, linguistic) to develop a topic or issue.
- Show integration of knowledge by using texts, web sites, and technical materials to review and apply information sources for occupational or educational tasks.
- Show integration of knowledge by comparing and contrasting a text to an audio, video, or multimedia version, describing each medium's portrayal of the subject. (e.g., how does delivery of a speech impact the words?)
- Show integration of knowledge by evaluating advantages and disadvantages of different mediums for particular topics.

Range of Reading and Level of Text Complexity: Information
- Demonstrate comprehension by reading and comprehending level appropriate literary nonfiction independently and ably.

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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:

Given an NRS Level 4 appropriate text, students will:
- Complete graphic organizers, take notes, create outlines, or write summaries
- Identify central idea, supporting details, and/or cause/effect
- Identify purpose and support
- Explain how denotation and connotation is used to affect meaning, tone, and mood
- Read a graph and interpret its information
- Compare and contrast two different points of view on a theme or two formats
- Given and argument, critique a specific claim as to whether there is sufficient, valid and relevant evidence

Other Evidence:
- Teacher observation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Read and research assigned issue
- Debate or argue an issue
- Critique debate or argument
- Complete graphic organizers, outlines, and timelines
- Note taking, identifying argument and relevant details
- Create a visual to convey data or support argument
- Extensive reading/research opportunities in content areas through teacher supplied resources, school library, public library, etc.
- Sort details under the appropriate main idea
- Use appropriate reading strategies to prepare, such as skim and scan

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Response to Intervention Model: One on one tutors with individualized instruction/support interpreting graphs and charts, completing outlines and graphic organizers, peer tutoring, directed collaboration/pair work
- EBRI Reading Program

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- Universal Design for Learning Protocols such as additional time and practice, modified lesson for disabilities (i.e. enlarged print, drills, flashcards and games), interactive technology- Plato Learning Technology (study stack, quizlet, englishforeveryone, freerice, readworks, cdlponline)

List of Instructional Materials:
- Graphic organizers/checklists
- Lists of transitions and signal words by type of organization
- Informational texts at the appropriate reading and interest level
- Graphs and charts
- Fry, Edward. (2000). *How to Teach Reading to Adults*. Lincolnwood, IL: Contemporary Books.
- Miller, W. H. (1990). *Reading Comprehension Activities Kit: Ready-to-Use Techniques and Worksheets for Assessment and Instruction*. West Nyack, NY: The Center for Applied Research in Education.
- Pauk, W. (1983). *Six Way Paragraphs: Middle Level*. Chicago: Jamestown Publishers.
- Bailey, J. (1990). *From the Beginning: A First Reader in American History*. Studio City, CA: JAG Publications.
- Introductory Reading Basics: A Real-World Approach to Literacy. (2012). Chicago: McGraw Hill.
- Intermediate Reading Basics: A Real-World Approach to Literacy. (2012). Chicago: McGraw Hill.
- Douglas, N. (2009). *Reading Explorer 1*. Boston: Heinle.
- MacIntire, P. (2009). *Reading Explorer 2*. Boston: Heinle.
- Castellucci, M. (2004). *Pre-GED® Skill Workbooks: Social Studies - Critical Thinking and Graphic Literacy*. Syracuse, NY: New Readers Press.

List of Technology Resources:
- www.voa.com
- Wikipedia and Google with support
- http://www.animatedatlas.com/timeline.html
- www.cdlponline.com
- http://www.eduplace.com/graphicorganizer/
- Graphic organizers at http://my.hrw.com/nsmedia/intgos/html/igo.htm
- http://teacher.scholastic.com/tools/rubric.htm
- www.readworks.org
- www.breakingnewsenglish.com
- www.englishforeveryone.com
- www.newsinlevels.com

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READING IN THE CONTENT AREAS: HISTORY AND SOCIAL STUDIES (RH)
4.R.RH.1 / 4.R.RH.2 / 4.R.RH.3 / 4.R.RH.4 / 4.R.RH.5 / 4.R.RH.6 / 4.R.RH.7 /
4.R.RH.8 / 4.R.RH.9 / 4.R.RH.10 / 4.R.RH.11 / 4.R.RH.12 / 4.R.RH.13

Essential Understandings:
- Key ideas from sources can be summarized and analyzed based on textual evidence.
- The processes described in content area texts can be broken down into steps.
- The author's point of view influences what and how information is presented.
- Visual, digital, and print information can be used in harmony to provide meaning.
- Various sources can be analyzed and interpreted and then applied to practice.

Essential Questions:
- What reading strategy is appropriate to summarize and analyze a specific text?
- How are meanings of domain- specific vocabulary understood?
- How is the author's point of view/perspective revealed in the text?
- What are primary and secondary sources and how are they related?

Students will be able to…..
(What does mastery look like)
Key Ideas and Details: History and Social Studies
- Demonstrate comprehension of key ideas and details in history and social studies by citing specific textual evidence to support analysis of primary and secondary sources.
- Demonstrate comprehension of key ideas and details in history and social studies by identifying main ideas in primary and secondary sources and writing an accurate summary of the sources different from prior knowledge or opinion.
- Demonstrate comprehension of key ideas and details in history and social studies by using a dictionary or other resource to determine the meaning of words and phrases-- including history/social studies domain specific vocabulary-- used in the text.
- Demonstrate comprehension of key ideas and details by identifying key steps in a text's description of a process related to history and social studies. (e.g., how a bill becomes a law).
- Demonstrate reading skills by employing appropriate strategies to understand specific information.

Craft and Structure: History and Social Studies
- Demonstrate comprehension of the craft and structure of history and social studies by describing how information is presented (sequentially, comparatively, causally).
- Demonstrate comprehension of the craft and structure of history and social studies by naming parts of a text that show an author's perspective or purpose including the use of loaded language, and inclusion or avoidance of facts.

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Integration of Knowledge and Ideas: History and Social Studies
- Integrate knowledge and ideas of history and social studies by using visual information such as that found in charts, graphs, photos, videos, or maps) with print and digital texts.
- Integrate knowledge and ideas of history and social studies by distinguishing between fact, opinion, and reasoned judgment in text.
- Integrate knowledge and ideas of history and social studies by showing the relationship between primary and secondary sources on the same topic.
- Integrate knowledge and ideas of history and social studies by selecting and using appropriate computer search tools and engines to get needed information.
- Integrate knowledge and ideas of history and social studies by interpreting information, data, and observations and then applying it to actual practice.

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 independently and ably.

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:
- Outline and graph information from assigned reading
- Write essays comparing and contrasting various commentators
- Research project with bibliography
- On a test, answer questions about graphic, assigned readings, comparing and contrasting, the steps of a process, etc.

Other Evidence:
- Teacher observation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Read editorials, letters to the editor, syndicated columnists, and political cartoons from newspapers. Discuss loaded language, avoidance of particular facts, point of view, etc.
- Read about a subject such as the environment. Choose a class project to address the issue.
- Visit a library and learn about available search databases.
- Read and write summaries of Social Studies/History texts.
- Make a flow chart illustrating the steps in a process.

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- Create a timeline to show chronology.
- Sort material by structure (chronological, comparative, causality, etc.)
- View supplemental materials including DVDs, videos, podcasts, graphs, charts, timelines, maps, etc. and discuss them.
- Listen to or read news commentaries from various sources and identify the "spin" taken.
- Compare political ads from opposing camps.
- Study a local issue from various viewpoints.
- Interpret graphs or graphics of information as it unfolds. (ex: the weather throughout December) Use the information to make short-term and long-term inferences.
- List domain-specific words found in the text.
- Practice various reading strategies with various levels of support.
- Label information as fact, opinion, or the conclusion drawn from them.
- Discuss the varying reliability of primary and secondary sources.
- Complete a research project using several sources and accurately cite sources.

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

- Response to Intervention Model: One on one tutors with individualized instruction/support interpreting graphs and charts, completing outlines and graphic organizers, peer tutoring, directed collaboration/pair work
- EBRI Reading Program
- Universal Design for Learning Protocols such as additional time and practice, modified lesson for disabilities (i.e. enlarged print, drills, flashcards and games), interactive technology- Plato Learning Technology (study stack, quizlet, englishforeveryone, freerice, readworks, cdlponline)

List of Instructional Materials:

- Graphic organizers
- Lists of transitions and signal words by type of organization
- Graphs and charts
- Fry, Edward. (2000). *How to Teach Reading to Adults*. Lincolnwood, IL: Contemporary Books.
- Pauk, W. (1983). *Six Way Paragraphs: Middle Level*. Chicago: Jamestown Publishers.
- Bailey, J. (1990). *From the Beginning: A First Reader in American History*. Studio City, CA: JAG Publications.
- *Introductory Reading Basics: A Real-World Approach to Literacy*. (2012). Chicago: McGraw Hill.
- *Intermediate Reading Basics: A Real-World Approach to Literacy*. (2012). Chicago: McGraw Hill.
- Douglas, N. (2009). *Reading Explorer 1*. Boston: Heinle.
- MacIntire, P. (2009). *Reading Explorer 2*. Boston: Heinle.

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- Castellucci, M. (2004). *Pre-GED® Skill Workbooks: Social Studies - Critical Thinking and Graphic Literacy*. Syracuse, NY: New Readers Press.
- Miller, W. H. (1990). *Reading Comprehension Activities Kit: Ready-to-Use Techniques and Worksheets for Assessment and Instruction*. West Nyack, NY: The Center for Applied Research in Education.
- Newspapers (Local, *USA Today*, *New York Times*, etc.)
- *National Geographic*

List of Technology Resources:
- www.Libraryofcongress.gov
- www.whitehouse.gov
- www.voanews.com
- Wikipedia and Google with support
- http://www.animatedatlas.com/timeline.html
- www.cdlponline.com
- http://www.eduplace.com/graphicorganizer/
- Graphic organizers at http://my.hrw.com/nsmedia/intgos/html/igo.htm
- www.nationalgeographic.com
- www.thetimesinplainenglish.com
- www.readworks.org
- www.breakingnewsenglish.com
- www.englishforeveryone.com
- www.newsinlevels.com

NRS Level 4 Reading
High Intermediate Basic Education (Grade Levels 6.0 – 8.9)

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

Essential Understandings:
- Specific textual evidence must be used to support analysis and summary of science and technical texts.
- A complex multistep procedure must be followed precisely when carrying out scientific tasks.
- The author's purpose drives the organization of the text.
- Quantitative/technical text and visuals can be used in collaboration to provide meaning.
- Digital research tools and resources can be used to obtain information.
- Data from other sources can support or contradict findings presented in a text.

Essential Questions:
- How are facts, reasoned judgment based on research, and speculation different?
- How can information obtained from data and observations be put into practice?
- What are the symbols, key terms, and vocabulary that are essential to know?

Students will be able to:

(What does mastery look like)

Key Ideas and Details: Science and Technical Subjects
- Demonstrate comprehension of key ideas and details in science and technical areas by citing specific textual evidence to support analysis of science and technical materials.
- Demonstrate comprehension of key ideas and details in science and technical areas by identifying main ideas, writing an accurate summary of text that is different from prior knowledge or opinion.
- Demonstrate comprehension of key ideas and details in science and technical areas by accurately following directions in multi-step procedures used in experiments, measuring, or performing technical tasks.

Craft and Structure: Science and Technical Subjects
- Demonstrate comprehension of craft and structure of science and technical areas 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 of science and technical areas by analyzing the organizational structure used to organize a text, including how major parts contribute to the whole and help in understanding the topic.
- Demonstrate comprehension of craft and structure of science and technical areas by analyzing the author's purpose in explaining, describing, or discussing an experiment.

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<u>Integration of Knowledge and Ideas: Science and Technical Subjects</u>
- Integrate knowledge and ideas of science and technical areas by integrating quantitative or technical information expressed linguistically with a version expressed visually in a flow chart, diagram, model, graph, figure, or table.
- Integrate knowledge and ideas of science and technical areas by distinguishing among facts and reasoned judgments in research findings and speculation cited in a text.
- Integrate knowledge and ideas of science and technical areas by comparing and contrasting information from sources such as experiments, simulations, video or multimedia sources with that gained from a text on the same topic.
- Integrate knowledge and ideas of science and technical areas by selecting and using appropriate computer search tools and engines to get needed information.
- Integrate knowledge and ideas of science and technical areas by transcribing and interpreting information, data, and observations and then applying it to actual practice.

<u>Range of Reading and Level of Text Complexity: Science and Technical Subjects</u>
- Demonstrate range of reading and level of complexity by reading and comprehending level appropriate science and technical texts independently and ably.

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:
- Outline and graph information from assigned reading and experiments.
- Conduct research and give a report, with bibliography.
- On a test, answer questions about graphics, assigned readings, scientific method, accuracy of conclusions, etc.
- Follow the steps of the scientific method, conduct scientific research, and write a report.

Other Evidence:
- Teacher observation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Read about a subject such as the environment. Choose a class project to address the issue.
- Visit a library and learn about available search databases.
- Read and write summaries of Science/Technical texts.

NRS Level 4 Reading
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- Create visuals to illustrate experiments and readings.
- Create graphs to show progress and results of research.
- Use a graphic organizer to illustrate:
- Evidence and conclusions
- Cause and effect
- Observations and hypothesis
- Observe flies landing on a specific surface and chart research.
- Collect test water samples from various sources.
- Invite guest speakers from businesses, local science club, etc.
- Conduct research and share results
- View supplemental materials including DVDs, videos, podcasts, graphs, charts, timelines, maps, etc. and discuss them.
- Interpret graphs or graphics of information as it unfolds (ex: the weather throughout December). Use the information to make short-term and long-term inferences.
- List domain-specific words found in the text.
- Practice various reading strategies with various levels of support.
- Label information as facts, judgments, or speculations.
- Discuss the varying reliability of primary and secondary sources.
- Complete a research project using several sources and accurately cite sources.

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- One-on-one tutors with individualized instruction/support such as
- Response to Intervention Model such as directed pair or team learning; one on one tutors assisting and decreasing assistance as competency is reached in reading/creating graphs to express information
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills, flashcards and games) Interactive technology: quizlet app, Study Stack app, for Domain specific vocabulary
- EBRI Reading program

List of Instructional Materials:
- Microscopes
- Magnifying glasses
- Coffee filters
- Litmus paper
- Petri dishes
- Microscope slides
- Binoculars
- Graphic organizers
- Lists of transitions and signal words by type of organization

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- Graphs and charts
- Graph paper
- Castellucci, M. (2004). *Pre-GED® Skill Workbooks: Science - Critical Thinking and Graphic Literacy*. Syracuse, NY: New Readers Press.
- Miller, W. H. (1990). *Reading Comprehension Activities Kit: Ready-to-Use Techniques and Worksheets for Assessment and Instruction*. West Nyack, NY: The Center for Applied Research in Education.
- *Six-Way Paragraphs in the Content Areas*, *Introductory and Middle Levels* (1983). Chicago: Jamestown Publishers.
- Newspapers (Local, *USA Today*, *New York Times*, etc.)
- *National Geographic*
- *Boys Life*
- National Park brochures

List of Technology Resources:
- Wikipedia and Google with support
- http://www.eduplace.com/graphicorganizer/
- Graphic organizers at http://my.hrw.com/nsmed ia/intgos/html/igo.htm
- http://www.voanews.com/
- www.nationalgeographic.com
- www.newsinlevels.com
- www.thetimesinplainenglish.com
- Virtual tours of national parks
- www.livinglandsandwaters.org
- Bald eagle count data at http://www.mvr.usace.army.mil/Missions/Recreation/MississippiRiverProject/Education/EagleWatching/EagleCounts.aspx
- www.readworks.org

NRS Level 4 Reading
High Intermediate Basic Education (Grade Levels 6.0 – 8.9)

FUNCTIONAL AND WORKPLACE SKILLS (FW)
4.R.FW.1 / 4R.FW.2 / 4.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 life skill.

Essential Questions:
- How is environmental reading incorporated into daily life?

Students will be able to:
(What does mastery look like)
- Demonstrate ability with technological systems by using basic features of computer and network interfaces efficiently without assistance.
- Demonstrate ability with technological systems by exploring and applying systems and resources to learning tasks (e.g., graphing calculators, internet-connected devices, probes, and individual response systems)
- Demonstrate ability with technological systems by applying basic technology-based thinking strategies (e.g., automated search methods, algorithmic thinking) to various problems.
- Demonstrate ability to use information technology tools by managing and performing work responsibilities including communicating using online resources, accessing and navigating the internet, composing, revising and saving materials, and managing files.
- 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 one's own and group work schedules and contact information.
- Demonstrate application of knowledge to life skills by reading and summarizing brief messages to co-workers, reading simple directions for a machine, and/or performing sequencing jobs
- Demonstrate ability to apply knowledge by locating written information used to communicate with co-workers and customers.
- Demonstrate ability to apply knowledge by using informational texts, internet web sites, and technical materials to do job tasks.
- Demonstrate ability to apply knowledge by developing and maintaining a career plan and portfolio with personal career goals and objectives.

NRS Level 4 Reading
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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:
- Perform guided searches using various search engines. Select websites for review that most closely match search criteria.
- Review online want ads or job openings for required employee qualifications, start dates, application response instructions (apply by phone, mail, online).
- Complete an online application and send a copy to instructor by e-mail.
- Follow a list of instructor generated instructions in proper sequence to create a document, save and retrieve.
- Compose e-mail to instructor.
- Compose a guided paragraph on career goals. Save, edit, and retrieve the document.
- Retrieve e-mail on electronic device such as a smart phone or tablet.

Other Evidence:
- Instructor observation
- E-mail, documents, applications, career portfolio

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Sense-lang activities for computer literacy (mouse, arrows, cursor, drag-drop exercises, keyboarding exercises)
- Guided questions – Fill in answers to where, what, when information from news websites and career sites.
- Fill in the blank exercises utilizing information from sample memos, want ads, schedules applications and e-mails.
- Complete a "pocket resume".
- Fill in a sample application with appropriate information.
- Complete an online application.
- Maintain a career portfolio.
- Create an e-mail account. Compose an e-mail to instructor and to classmates. Send/Retrieve e-mails.
- Follow directions to create a document. Save, retrieve, edit, print, save.
- Working alone or pair/team, use electronic device to send/retrieve e-mail.

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

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High Intermediate Basic Education (Grade Levels 6.0 – 8.9)

- One-on-one tutors with individualized instruction/support on applications and resumes job searches
- Response to Intervention Model (Tier 2 or 3) such as assisting with web searches and decreasing assistance as competency is reached
- Universal Design for Learning protocols such as additional time for computer keyboard lessons and internet searches, modified lesson for disabilities (i.e. enlarged print, drills, flashcards and games)
- Interactive technology: quizlet app, Study Stack app, for job and career specific vocabulary

List of Instructional Materials:
- Newspaper want ads
- College catalogs
- Sample memos and e-mails
- Schedules and applications

List of Technology Resources:
- www.sense-lang.org
- Smart phones and or tablets (students provide and work in teams)
- http://www.onetonline.org/find/family/title?s=51&g=Go Career outlooks for goal setting
- https://www.youtube.com/watch?v=E7WwbuX80og Filling out job applications
- http://www.illinoisworknet.com/vos_portal/residents/en/Jobs/Videos/#Jobs Job search
- http://public.careercruising.com/en/ https://www.healthcaresource.com/genesis/index.cfm?fuseaction=search.categoryList&template=dsp_job_categories.cfm
- http://www.qconline.com/jobs/

NRS Level 4 Speaking & Listening
High Intermediate Basic Education (Grade Levels 6.0 – 8.9)

COMPREHENSION AND COLLABORATION (CC)
4.S.CC.1 / 4.S.CC.2 / 4.S.CC.3 / 4.S.CC.4 / 4.S.CC.5 / 4.S.CC.6 / 4.S.CC.7

Essential Understandings:
- Collaborative, structured discussions among diverse partners provide opportunities for practicing effective speaking and listening.
- Effective collaborative discussions include the use of active listening and responding to the ideas of others while remaining anchored to the topic.
- There are key elements for comprehending, analyzing, evaluating, and discussing oral information.
- Potential outcomes and solutions can be predicted based on trends.

Essential Questions:
- What strategies contribute to the interpretation and use of oral information?
- What are the key elements for an effective discussion?
- How does active listening improve discussion?
- How can information in diverse media and formats contribute to a discussion?
- How is the validity of an argument determined?

Students will be able to:
(What does mastery look like)
- Communicate effectively in a variety of situations including one-on-one, small groups, and teacher-led discussions employing the ability to add to others' ideas and express one's own opinions clearly.
- Communicate effectively by arriving to class prepared to use information and evidence from reading to add to discussion and to follow established rules for discussing collegially, including use of roles, meeting deadlines, and tracking goals for the group.
- Communicate effectively by asking questions, responding and adding detail and comments that enhance the discussion, keep it on topic, or return the discussion to the topic at hand.
- Communicate effectively by posing questions that connect ideas of others and respond to comments with additional facts, observations, and thoughts.
- Communicate effectively by using paraphrase to review important ideas and show understanding of more than one perspective and by acknowledging new information and modifying one's way of looking at the issue based on new information.
- Demonstrate comprehension by looking at key ideas, sharing one's own ideas, and making conclusions based on the discussion.
- Demonstrate comprehension by visually, quantitatively, and orally restating and summarizing information from various media and formats.
- Demonstrate comprehension by naming reasons and evidence that a speaker gave to support his argument.
- Demonstrate comprehension by summarizing a speaker's points and explain how claims are supported by evidence and reasons.

NRS Level 4 Speaking & Listening
High Intermediate Basic Education (Grade Levels 6.0 – 8.9)

- Use active listening strategies and notice non-verbal cues and behavior that make communication more effective.
- Demonstrate main ideas for oral information for cause and effect, comparison/contrast, conclusions, context, purpose, charts, tables, graphs, evaluation/critique, mood, persuasive text, sequence, summaries, and technical matters.
- Identify and evaluate presentations for accuracy, adequacy/sufficiency, appropriateness and clarity, relevancy, and validity.
- Identify and evaluate conclusions and solutions, facts and opinions, assumptions, and propaganda in oral presentations.
- 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:
- Quiz testing if students prepared for discussion
- Teacher tally student comments in a structured discussion
- Teacher rubric for appropriate comments in a structured discussion of opposing opinions/views
- Quiz: After listening to part of an essay/report, students will identify from multiple answers: a) main point b) facts c) opinions and d) evaluate if the evidence is sufficient to support the argument
- Quiz: Students will identify correct graphic illustration from an oral interpretation

Other Evidence:
- Teacher observation
- Self-evaluation/rubric-checklist-tally sheet
- Peer evaluation
- Notes, outlines and summaries of talks/reports
- Journal entries

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:

- Role-play appropriate and inappropriate group pragmatics
- Role-play appropriate nonverbal communication to enhance discussion
- Listen for or design and use appropriate questions to verify theme, point of view, key points, and supporting facts. Complete a graphic organizer or take appropriate notes while listening

NRS Level 4 Speaking & Listening
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- In a discussion, fill in a tally sheet for number of comments made for each member of group
- Given an oral statement, student will rehearse appropriate follow-up comment
- Students role-play having opposing viewpoints and making appropriate comments to each others' statements in a discussion
- Given oral statements from more than one student, develop appropriate addition to discussion
- Identify opinion in a comment
- Identify and list facts in a statement or report
- In a model discussion, check comments for relevance and validity
- Develop more than one version of the introductory section of speech/report. Have a partner or team evaluate for interest and effect
- Develop more than one concluding section of speech. Have a partner or team evaluate for strength and effect
- Contribute to discussion adding on to prior comments and creating new ones—check for relevancy.
- Retell message from notes, giving answers in logical sequence using appropriate transitional phrases, signal words, clauses and domain specific vocabulary
- With some teacher guidance, evaluate supportive evidence for validity, sufficiency and effectiveness
- Interpret and summarize a message from a variety of media: graphs, charts, ads, political cartoons etc.
- Answer comprehension questions from short listening activities
- Use standard patterns of organization to present information (compare/contrast, cause/effect, chronological order)
- Present information following a simple checklist
- Use KWL and prediction in discussions on assigned topics or problem solving exercises Teacher modeled presentation

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Response to Intervention Model (Tier 2 or 3) such as one on one or peer tutors reviewing classroom activities for additional discussion practice
- Tutor led discussion circles on assigned topics and skills
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e. enlarged print, drills, flashcards and games)
- Interactive technology: quizlet app, Study Stack app
- Directed pair work
- Teacher-directed collaboration
- Teacher guided presentation

List of Instructional Materials:

- Kehe, David and Kehe, Peggy. *Write After Input: Developing Paragraphs and Compositions from Listenings and Readings.* (2008). ProLingua Associates.

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- Political cartoons
- Advertisements (printed, YouTube, etc.)
- Zelman, N. E. (1996). *Conversation Inspirations*. Brattleboro, VT: Pro Lingua Associates.

List of Technology Resources:
- www.readwritethink.com
- http://www.eduplace.com/graphicorganizer/
- Graphic organizers at http://my.hrw.com/nsmedia/intgos/html/igo.htm
- http://teacher.scholastic.com/tools/rubric.htm
- VOA Special English podcasts and reports
- www.Newsinlevels.com
- http://www.breakingnewsenglish.com/index.html News stories and discussion topics
- http://www.qconline.com/
- www.thetimesinplainenglish.com
- YouTube videos on presentation/listening strategies and for modeling standard organization of presentations such as: "How to discuss a topic in a group" https://www.youtube.com/watch?v=YY2yjEEoB3U
- Presentation and Oral Rubrics
- 1)www.bie.org/object/document/k_2_presentation_rubric
  2) www.rubrics4teachers.com/presentation.php
- http://www.sites4teachers.com/links/redirect.php?url=http://www.ncsu.edu/midlink/rub.pres.html
- Simple Rubric for oral reports http://organizedteaching.com/organized_assessment/rubrics.html
- Participation rubric
- http://www.rubrics4teachers.com/sample/ParticipationRubric.pdf
- http://changeagent.nelrc.org/

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

Essential Understandings:
- Facts and details are used in presenting claims or findings from formal and informal speeches.
- Multimedia components and visual aids can support, enhance and clarify information.
- Task, audience, and purpose determine whether to use informal or formal English.

Essential Questions:
- When is it appropriate to use informal vs. formal English?
- What makes a presentation impactful?

Students will be able to:
(What does mastery look like)
- Create an oral report in a range of content areas, present an opinion, support an argument or tell a story in a logical sequence and with facts, details, examples, oral fluency, and deliver a report with the level of formality appropriate to topic, task, and audience.
- Create an oral report using audio recordings, charts, graphs, tables, and other visual elements to support main ideas and themes.
- Add multimedia components and displays to presentation to improve the topic development.
- Speak clearly and at an appropriate pace so the audience can understand.
- Change a speech in different situations depending on the task, audience, purpose, and context using formal and informal language appropriate to the situation.

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:
- Create an oral presentation utilizing technology with appropriate multimedia support
- Develop the presentation with facts ,supporting details, and anecdotes in a coherent logical manner to accentuate main ideas and emphasize important points
- Include an introduction and a conclusion
- Use a level of formality appropriate to topic, task and audience
- Deliver report clearly, loudly with appropriate eye contact and body language
- Respond to follow up questions appropriately and adequately

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Other Evidence:
- Teacher observation
- Completed checklists, graphic organizers, self and peer evaluations
- Creation and or usage of multimedia components for presentation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Given a topic brainstorm theme and point of view
- Find/brainstorm facts, relevant details, and anecdotes
- Organize information using graphic organizer and note cards
- Rehearse introductions/conclusions
- Rehearse for fluency and delivery
- View model presentations on power point, Glogster and other media apps and evaluate for effectiveness with instructor guidance
- Create a multimedia presentation to support and enhance an oral report
- Determine level of formality necessary for the task (informal for friends, formal for business) and audience and choose appropriate vocabulary and structure to support the message

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Teacher-directed pair work and collaboration
- Response to Intervention Model such as assisting presenter during presentation and decreasing assistance as competency is reached in rehearsing introductions, conclusions and story retells
- One-on-one tutors with individualized instruction/support in creating a presentation
- Tutor led discussion circles for more practice
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)
- Guided presentation

List of Instructional Materials:
- Checklists/rubrics
- Notecards
- Posterboard
- Graphic organizers

List of Technology Resources:
- www.glogster.com
- Screencast-o-matic recordings for fluency
- Power point
- Posted online models for presentations (YouTube)
- Tablet or camcorder for recording self/peers

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TEXT TYPES AND STANDARDS (TT)
4.W.TT.1 / 4.W.TT.2 / 4.W.TT.3

Essential Understandings:
- Writing can express an opinion, provide information, or tell a story.
- There are effective strategies and styles that work best for different types of writing (i.e., argumentative, expository, and narrative).
- Claims are properly supported by evidence, logic, and cohesive writing.

Essential Questions:
- What is cohesive writing?
- What makes an introduction effective?

Students will be able to:
(What does mastery look like)
- Develop an argument by supporting a claim with clear and relevant evidence.
- Develop an argument by introducing the claim and distinguishing it from alternative or opposing claims, and organizing evidence and reasons logically.
- Develop an argument by supporting claims with clear and local reasoning, relevant evidence, accurate, credible sources, and an understanding of the topic.
- Develop an argument by using words, phrases, and clauses appropriately for cohesion of thought and clarity of relationships among claims.
- Develop an argument by establishing and maintaining a formal writing style.
- Develop an argument by concluding with a statement or section that follows and supports the presented argument.
- Write informative/explanatory texts by examining a topic and conveying concepts, ideas, and information through selecting, organizing, and analyzing relevant content.
- Write informative/explanatory texts by introducing a topic clearly, previewing what will follow, organizing ideas, concepts and information into broader categories, and using strategies such as compare/contrast, cause/effect, and definition.
- Write informative/explanatory texts including formatting (headings), graphics (charts and tables), and multimedia to aid comprehension.
- Write informative/explanatory texts by developing a topic with well-selected facts, definitions, concrete details, quotations, information, and examples that may include tables, graphs, and visuals.
- Write informative/explanatory texts by using appropriate and varied transitions to create cohesion and clarify relationships between concepts and ideas.
- Write informative/explanatory texts by using precise language and domain specific vocabulary to inform and explain.
- Write informative/explanatory texts by establishing and maintaining a formal style.
- Write informative/explanatory texts by concluding with a statement or section that follows and supports the information presented.
- Write narratives that develop real or imaginary experiences or events using effective technique, relevant details, and well-structured events.

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- Write narratives by engaging and orienting the reader with a context and point of view that introduces a narrator and/or characters and organizes events that unfold naturally and logically.
- Write narratives by using dialogue, pacing, description, and reflection to develop experiences, events, or characters.
- Write narratives by using a variety of transition words, phrases, and clauses to convey sequence, signal shifts and settings, and show relationships between experiences and events.
- Write narratives by using precise words and phrases, relevant descriptive detail, and sensory language to convey action, experiences, and events.
- Write narratives by concluding with a section that logically follows and/or reflects upon the events and experiences of the narration.

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:
- Write an informative paragraph/essay/report which includes a topic sentence, details, multimedia components to clarify and/or convey data, and a closure maintaining a logical sequence made clear through signal words, transitions, and clauses and including appropriate domain specific words
- Develop an argument supporting a clearly stated introductory claim, with logical organization and with appropriate (credible, relevant, sufficient) facts and details leading to a well developed concluding section
- Write a short story developing characters, action, experiences and events using signal words/phrases, clauses and transitions to indicate shifts in time and place, with dialogue and a logical reflective conclusion
- Use a prewriting tool such as an outline or a graphic organizer to arrange information and decide on structure of writing
- Quiz: Fill in the blank for appropriate transitions, signal words/phrases.
- Quiz: Substitute underlined words/phrases for domain specific words
- Quiz: Given a text, complete a graphic organizer
- Quiz: Match domain specific words to definitions
- Quiz: Answer questions using information from graphs
- Quiz: Given a short text identify facts and opinions
- Quiz: Given a political cartoon, interpret message and opinion
- Quiz: Given a graph, interpret data to answer questions
- Quiz: Given several texts, decide which ones have sufficient information to support topic sentence or irrelevant information and/or opinion in support of topic sentence

Other Evidence:
- Teacher observation
- Notes

- Journal entries including prewriting texts and reflective entries
- Completed checklists/rubrics and organizers

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Add elements to a short narrative text (dialogue, plot development, descriptive elements, an alternate conclusion)
- Write a short informative paragraph/report after reading/researching a topic:
  o Discuss various methods of organization
  o Identify and support main topics with relevant, credible facts
  o Create a clear and logical introduction and conclusion
- Argue different sides of an issue:
  o Identify main points and support one point of view over another
  o Develop argument with strong, relevant, credible facts presented in a logical, easy to follow manner
- Use signal words, transitions and clauses to indicate logical order and thought relationships for cohesion
- Interpret a political cartoon--identify opinions
- Exercises exploring which of two statements is fact or opinion based on a short reading
- Exercises exploring if there is sufficient data to support a topic, and is information relevant? Reliable? Credible?

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Teacher-directed pair work/peer editing and collaborative writing
- Response to Intervention Model such as assisting and decreasing assistance as competency is reached
- One-on-one tutors with individualized instruction/support
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games

List of Instructional Materials:
- Graphic organizers
- Note cards
- Readings and research materials
- Quizzes
- Political cartoons
- Graphs
- Rubrics/checklists
- Folse, K., Muchmore-Vokoun, A., & Soloman, E. V. (2010). *Great Sentences for Great Paragraphs.* Boston: Heinle.
- Rubin, B. (1990). *Grammar Write Away: Book 1.* Chicago: Contemporary Books.

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- Hogue, A. (1996). *First Steps in Academic Writing*. White Plains, NY: Longman.
- Pauk, W. (1983). *Six Way Paragraphs: Middle Level*. Chicago: Jamestown Publishers.
- Bernstein, T. (1995). *The Careful Writer: A Modern Guide to English Usage (2nd ed).* New York: Free Press.
- Writers Inc.: *A Student Handbook for Writing and Learning* (6th ed.). (2005). Boston: Houghton Mifflin Harcourt.

List of Technology Resources:
- Read and Write Gold
- www.chompchomp.com
- Microsoft Word or similar applications
- http://www.voanews.com/
- http://www.eduplace.com/graphicorganizer/
- graphic organizers at http://my.hrw.com/nsmedia/intgos/html/igo.htm
- http://teacher.scholastic.com/tools/rubric.htm

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

Essential Understandings:
- Task, purpose, and audience influence the process and content of writing.
- Following the writing process, including brainstorming, editing, and revision strengthens written communication.
- Using technology and incorporating visuals strengthens written communication.

Essential Questions:
- What makes correspondence with customers and employees effective?
- How does collaborating strengthen writing?
- When is outside guidance needed to improve writing?

Students will be able to:
(What does mastery look like)
- Write clearly, coherently and in an organized way using a style appropriate to task, purpose and audience and when writing use tables, graphs, and other visuals when effective.
- Develop and strengthen writing by planning, brainstorming, and organizing key ideas and supporting them through revising and rewriting and editing to improve word choices.
- Strengthen writing through following the writing process and knowing when to seek guidance and support from teachers and peers.
- Produce internal and external business correspondence that conveys or obtains information effectively to communicate with other employees and customers to clarify objectives and foster positive relationships.
- Use technology to produce and publish writing, and interact and collaborate with others.
- Use keyboarding technology by typing at least three pages in a single setting.
- Use technology to link to and cite sources in published work.
- Use technology to write and edit a grammatically correct document with clear, concise meaning.
- Use technology to summarize information from the Internet or other sources on a variety of subjects.

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:
- Develop a graphic illustration representing a text with written data and information

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- Using Microsoft Word (or similar app), write a letter to an organization/business/school requesting specified information using business block format and appropriate level of formality. Print draft
- Edit, revise, make corrections on document (using spell and grammar check tools) and send as an attachment to teacher along with printout of original draft
- Create a domain specific report synthesizing information gained from multiple credible resources, using proper citation, including graphic illustration of data, in appropriate style and with cohesion of thought utilizing technology as needed

Other Evidence:
- Teacher observation
- Checklists/rubrics
- Notes
- Competed Outlines
- Prewriting

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Pair/small group/or class edit and revise model paragraph(s)
- Practice peer editing on student writing
- Practice self editing on own writing
- Make revisions as indicated by peer, self, instructor
- Follow the writing process: (for a given/selected topic/task)
- Brainstorm, rough draft, revise, edit, (repeat as needed), and publish
- Following writing process: Produce organized writing appropriate to task,
- purpose, audience with appropriate level of formality-(sentence structure,
- vocabulary selection including domain specific words as necessary)
- transitions and signal words
- Using a model, write a business letter in correct block form and with appropriate formality
- Given a task, create a business letter document on word. Use spell check and grammar check. Print. Exchange with partner for peer editing and further revision. Revise document. Send to teacher
- Given sets of data, work with partner or team to create graphic illustrations using multimedia. Create more than one illustration for the same set of data. Present to class for peer evaluation

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Teacher-directed pair work/peer editing and collaborative writing
- Response to Intervention Model such as assisting and decreasing assistance as competency is reached
- One-on-one tutors with individualized writing instruction/support

- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)

List of Instructional Materials:
- Model block style business letters
- Research materials
- Check lists/rubrics
- Sets of data-domain specific
- Dictionary/thesaurus
- Word lists – academic/domain specific
- Glisan, E. M. (1993). *Job Search: Facts, Forms, and Role Plays*. PCI Education.
- *Workplace Skills: Reading for Information - Career Readiness Preparation*. (2010). Chicago: McGraw-Hill.
- Price-Machado, D. (1998). *Skills for Success: Working and Studying in English.* New York: Cambridge University Press.

List of Technology Resources:
- Microsoft Word applications and tool bar
- www.blogster.com
- PowerPoint
- YouTube
- Email
- www.Prezi.com

RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB)
4.W.RB.1 / 4.W.RB.2 / 4.W.RB.3

Essential Understandings:
- There is a process for conducting a research project.
- A research project answers a question by drawing on sources, generating new questions, and opening additional avenues of exploration.
- Effective research includes gathering information from multiple sources, citing evidence, and avoiding plagiarism.

Essential Questions:
- What are key components to the research process?
- What is plagiarism and how can it be avoided?

Students will be able to:
(What does mastery look like)
- Demonstrate ability to set up and carry out a research project including the questions to be asked, drawing on a number of sources for information and generating additional questions that allow for multiple avenues of exploration.
- Demonstrate ability to research by gathering relevant information from a number of print and digital sources, using search terms effectively, evaluating the

credibility and accuracy of each source, and quoting/paraphrase the data and conclusions of others while producing a professional looking document with accurately cited sources and not plagiarizing.
- Demonstrate the ability to draw evidence from texts to support the analysis, reflection, and research.

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:
- Generate an organized research report drawing on several credible sources, using proper citations, and supporting position

Other Evidence:
- Teacher observation
- Review of journals, notes, summaries, and sources

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Select multiple, credible sources for research on a given topic
- Maintain ISP chart when taking notes
- Use paraphrase and summary for note-taking
- Directly teach correct citation form
- Brainstorm possible conclusions and select the appropriate choice from given options
- Defend a conclusion with evidence from credible sources
- Demonstrate various online resources and choosing combinations
- Model prewriting after given sample
- Make charts to organize data
- Model various formats for organizing research (i.e. clustering, outlining)
- Exercises for developing a thesis
- Practice developing analytic techniques
- Edit and revise: introductions, conclusions, writing tone, word choice and sentence structure, sequence, and cohesiveness
- Self and peer editing following rubric

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Teacher-directed pair work/peer editing and collaborative writing
- Response to Intervention Model such as assisting and decreasing assistance as competency is reached
- One-on-one tutors with individualized writing/research/support

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- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)

List of Instructional Materials:
- Teacher-made rubric
- Teacher-made checklists
- Bernstein, T. (1995). *The Careful Writer: A Modern Guide to English Usage (2nd ed)*. New York: Free Press.
- Writers Inc.: *A Student Handbook for Writing and Learning (6th ed)*. (2005). Boston: Houghton Mifflin Harcourt.

List of Technology Resources:
- Microsoft Word or other applicable software
- https://owl.english.purdue.edu/
- www.google
- www.wikipedia.com
- www.readwritethink.org
- Read and Write Gold
- http://www.eduplace.com/graphicorganizer/
- http://www.eduplace.com/graphicorganizer/pdf/isp.pdf
- Graphic organizers at http://my.hrw.com/nsmedia/intgos/html/igo.htm
- http://teacher.scholastic.com/tools/rubric.htm

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

Essential Understanding:
- Descriptive, narrative, and expository writings for specific tasks, purposes, and audiences are done over both extended and brief time frames.

Essential Question:
- How does the writing purpose and form affect the process?

Students will be able to:
(What does mastery look like)
- Write habitually over extended time frames with time for research, reflection, and editing and for shorter time frames such as a single sitting to day or two.
- Write for discipline specific tasks, purposes, and audiences that include a variety of writing tasks and styles (descriptive, narrative, expository).
- Write with mastery of simple, compound, and complex sentences, employing all eight parts of speech and using conventions correctly.
- Write a variety of shorter and longer pieces of work in different styles over time for various audiences and purposes.

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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:
- Assigned tasks including essays, reflections, summaries, narratives, literary analysis, and on-going development of research report
- Write following a rubric

Other Evidence:
- Teacher observation
- Journal progression

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Fill out ISP chart
- Journal reflections and comments on reading
- Restate using summary and paraphrase using correct citations
- Compare and contrast summaries, paraphrases, and plagiarism samples
- Write using a rubric
- Using a variety of sentence structures and standard conventions of English grammar and usage
- Keep a daily journal of comments and reflections on reading
- Compose, edit, and revise narratives, descriptive, and expository writing
- Plan, organize, research, and record teacher-directed or self-directed topics
- Draw on background knowledge and experience of self and others for narration
- Incorporate charts and other visuals into ongoing work
- Edit and revise: introductions, conclusions, word choice and sentence structure, level of formality, sequence, and cohesiveness
- Self and peer editing following rubric

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Teacher-directed pair work/peer editing and collaborative writing
- Guided writing
- Response to Intervention Model such as assisting and decreasing assistance as competency is reached
- One-on-one tutors with individualized instruction/support
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)

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List of Instructional Materials:
- Teacher-generated rubrics
- Samples and models of writing over a range of content areas
- Graphic organizers
- Notebooks for journals
- Prompts
- Editing checklist
- Text selections as catalysts for writing
- Thesaurus and dictionaries
- Folse, K., Muchmore-Vokoun, A., & Soloman, E. V. (2010). *Great Sentences for Great Paragraphs*. Boston: Heinle.
- Rubin, B. (1990). *Grammar Write Away: Book 1*. Chicago: Contemporary Books.
- Hogue, A. (1996). *First Steps in Academic Writing*. White Plains, NY: Longman.
- Broderick, B. & Langan, J. (2008). *Groundwork for College Reading with Phonics (4th ed)*. West Berlin, NJ: Townsend Press.
- Miller, W. H. (1990). *Reading Comprehension Activities Kit: Ready-to-Use Techniques and Worksheets for Assessment and Instruction*. West Nyack, NY: The Center for Applied Research in Education.

List of Technology Resources:
- www.readwritethink.org
- Read and Write Gold
- http://www.eduplace.com/graphicorganizer/
- http://www.eduplace.com/graphicorganizer/pdf/isp.pdf
- Graphic organizers at http://my.hrw.com/nsmedia/intgos/html/igo.htm
- www.manythings.org
- www.voanews.com
- http://teacher.scholastic.com/tools/rubric.htm
- www.thesaurus.com
- www.dictionary.com

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CONVENTIONS OF STANDARD ENGLISH (CS)
4.W.CS.1 / 4.W.CS.2

Essential Understanding:
- Standard English conventions guide grammar and usage when writing and speaking.

Essential Question:
- What are the conventions of Standard English, and how are they applied to writing and speaking?

Students will be able to:
(What does mastery look like)
- Demonstrate command of the conventions of English grammar when writing or speaking by using pronouns in the proper case (subjective, objective, and possessive).
- Demonstrate command of the conventions of English grammar when writing or speaking when using intensive pronouns (*myself*, *himself*).
- Demonstrate command of the conventions of English grammar when writing or speaking by choosing simple, compound, complex, or compound-complex sentences to signal different relationships among ideas.
- Demonstrate command of the conventions of English grammar when writing or speaking by placing phrases and clauses correctly within sentences and recognizing when modifiers are incorrectly placed or are dangling.
- Demonstrate command of the conventions of English grammar when writing or speaking by seeing and correcting inappropriate shifts in pronoun number and person.
- Demonstrate command of the conventions of English grammar when writing or speaking by recognizing and correcting vague pronouns that have unclear or ambiguous antecedents.
- Demonstrate command of the conventions of English grammar when writing or speaking by identifying variation from Standard English in their own and peer work and changing them to conventional language.
- Demonstrate command of the conventions of English grammar when writing or speaking by forming and using verbs in the active and passive voices.
- Demonstrate command of the conventions of English grammar when writing or speaking by forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
- Demonstrate command of the conventions of English grammar by seeing and correcting inappropriate shifts in verb voice and moods.
- Demonstrate command of the conventions of English grammar by explaining the function of verbals in general and in sentences (gerunds, participles, infinitives).
- Demonstrate command of the conventions of English grammar when writing by using capitalization, punctuation, and correct spelling.
- Demonstrate command of the conventions of English grammar when writing by using commas, dashes, and parentheses to set off non-restrictive elements.

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- Demonstrate command of the conventions of English grammar when writing by using commas to separate coordinate adjectives.
- Demonstrate command of the conventions of English grammar when writing by using commas, ellipsis, and dashes to indicate a pause or break.
- Demonstrate command of the conventions of English grammar when writing by using ellipsis to indicate an omission.
- Demonstrate command of the conventions of English grammar when writing by spelling correctly.

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:
- Given active voice sentences, students will convert to correct passive voice tenses
- Students will select active/passive voice for additional information in a follow up sentence
- Students will recognize incorrect usage of verbals, pronouns, connectors, voice, punctuation, and conditionals in a multiple choice test
- Students will identify (label) function of clauses and verbals in a sentence
- Combine sentences with appropriate connectors to indicate thought relationships

Other Evidence:
- Teacher observation of student work
- Language journals

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Direct instruction in passive voice, conditional and subjunctive tenses
- Editing exercises for correct pronoun usage
- Sentence combination exercises – all four sentence types with a variety of connectors
- Find and correct the dangling modifiers- explain vague meanings
- Edit a text selection for punctuation
- With teacher guidance, view text for passive usage and discuss how information is processed in both passive and active voice

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Teacher-directed pair work/peer editing and collaborative writing
- Response to Intervention Model such as assisting and decreasing assistance as competency is reached

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- One-on-one tutors with individualized instruction/support
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)

List of Instructional Materials:
- Rubin, B. (1990). *Grammar Write Away: Book 2.* Chicago: Contemporary Books.
- Hogue, A. (1996). *First Steps in Academic Writing*. White Plains, NY: Longman.

List of Technology Resources:
- Microsoft Word or similar applications
- Spell check
- Read and Write Gold

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

Essential Understanding:
- Word choice and sentence patterns create tone and augment meaning.

Essential Question:
- How can word choice and sentence structure affect the tone and style of a piece of writing?

Students will be able to:
(What does mastery look like)
- Demonstrate knowledge of English writing conventions by using verbs in active and passive voice, and conditional and subjunctive mood to create specific effects such as emphasizing the action rather than the actor.
- Demonstrate knowledge of English language by maintaining consistency in style and tone when writing.
- Demonstrate knowledge of English language by varying sentences patterns for meaning, interest, and style.
- Demonstrate knowledge of English language by choosing precise language to express ideas and noticing and editing out wordiness and redundancy.

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:
- Edit text for redundant elements
- Worksheets to select appropriate word or phrase

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- Worksheets to demonstrate correct use of verbs in active or passive voice and in the conditional and subjunctive mood to express contrary to fact situations or to emphasize action over actor
- Edit text to create a variety of sentence types for interest and/formality

Other Evidence:
- Teacher observation of student work
- Language journals

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Brainstorm and develop paragraphs with elements that meet the following conditions
  - Contrary to fact situations: "If I were the mayor, I would ….."
  - Call to action for persuasive texts/Subjunctive suggested actions: "I recommend/suggest/demand my officials act…"
  - Passive voice to report results and to emphasize action over actor: "To date the Ebola crisis … thousands of people have been reported stricken with the disease … more volunteers are needed…"
- Editing exercises for redundancy (cross out and rewrite)
- Editing exercises related to structure, cohesiveness of thought, and variety of sentences
- Worksheets and activities demonstrating proper word selection and/or substitution

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Teacher-directed pair work/peer editing and collaborative writing
- Response to Intervention Model such as assisting and decreasing assistance as competency is reached
- One-on-one tutors with individualized instruction/support
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)

List of Instructional Materials:
- Thesaurus
- Dictionary
- Word Lists

List of Technology Resources:
- Microsoft Word or similar application
- Spell check
- Read and Write Gold

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VOCABULARY USAGE (VU)
4.W.VU.1 / 4.W.VU.2

Essential Understandings:
- Some words and phrases have more than one meaning.
- Context affects the meaning of figurative language.
  General academic and domain specific-words and phrases are used in writing for specific purposes.

Essential Questions:
- What is the difference between connotation and denotation?
- How can one word replace another to enhance or change the meaning?
- What are the essential domain-specific words for history, social studies, and science?

Students will be able to:
(What does mastery look like)
- Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings by interpreting figures of speech in context (irony, puns, etc.).
- Demonstrate an understanding of vocabulary usage by using word relationships to understand words better.
- Demonstrate an understanding of vocabulary usage by distinguishing among connotations (associations) of words with similar denotations (definitions).
- Demonstrate an understanding of vocabulary usage by acquiring and using general academic and domain-specific vocabulary and adding to knowledge of words and phrases when needed for comprehension.

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:
- Test: circle choice for best word in a text including questions related to connotation/denotation, academic/informal, and domain specific/non specific
- Quiz: match academic/domain specific words/phrases to definitions
- Quiz: Provide definition for given words
- Quiz: Give examples of figurative language
- Quiz: Find the errors in vocabulary usage in a text
- Quiz: Change level of formality in sentences/text from formal to informal and informal to formal

Other Evidence:
- Teacher observation
- Journal entries
- Personal word lists

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Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Use domain specific words to answer comprehension questions
- Write definitions for domain specific words
- Edit for domain specific words in summary and paraphrase exercises (self/peer)
- Use Tier 2 (academic) words to answer comprehension questions
- Write definitions for Tier 2 words
- Edit for Tier 2 words in summary and paraphrase exercises (self/peer)
- Edit descriptive paragraphs, informative paragraphs, and narrative text for words, phrases, and clauses appropriate to style and formality
- Edit written texts for redundancy
- Include figurative language in narrative to expand description, including similes, metaphors, and personification
- Fill in the blank exercises to teach appropriate, precise vocabulary use

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Teacher-directed pair work/peer editing and collaborative writing
- Response to Intervention Model such as one-on-one tutors with individualized instruction/support
- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)

List of Instructional Materials:
- Domain specific word lists
- Teacher-generated quizzes and tests
- Dictionary
- Thesaurus
- Dolainski, S. & Griffin, S. (2011). *Words to Learn By: Advancing Academic Vocabulary.* Chicago: McGraw-Hill.

List of Technology Resources:
- Word applications and tool bar
- Blogster
- PowerPoint
- YouTube
- www.dictionary.com
- www.thesaurus.com
- www.freerice.com
- www.myvocabularysize.com
- http://thecenterweb.org/alrc/reading-pub.html ALRC vocabulary lessons
- http://oald8.oxfordlearnersdictionaries.com/ Tier 2 word list

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

Essential Understandings:
- Sources can be cited to support ideas in a variety of essay forms.
- Effective arguments, focusing on discipline-specific content, use domain-specific words and phrases.
- Writing organization and style are driven by task, purpose, and
- Knowledge can be developed in content areas by conducting research projects.
- Writing for discipline specific tasks, purposes, and audiences is done over both extended and brief periods of time.

Essential Questions:
- How can historical events, scientific procedures, and technical processes be clearly conveyed in writing?
- How can technology, including the Internet, be used to produce and disseminate information clearly and efficiently?

Students will be able to:
(What does mastery look like)
Text Types and Purposes: History, Social Studies, Science, and Technical Subjects
- Write a variety of essays (argumentative, information/exploratory, research) using relevant, reliable, valid sources and data.
- Write arguments related to discipline-specific content.
- Write arguments by stating claims about topics and issues, distinguishing those claims from opposing claims, and logically organize reasons.
- Write arguments by supporting claims with logical reasoning and relevant, accurate data and evidence from credible sources while avoiding plagiarism.
- Write arguments by establishing a cohesive and clear relationship among the claims, counterclaims, reasons, and evidence through effective use of words, phrases, and clauses.
- Write arguments by establishing and sustaining a formal style of writing.
- Write arguments with a conclusion that follows from and supports the arguments presented.
- Write informative/explanatory texts including narration of historical events, scientific procedures, or technical processes.
- Write informative/explanatory texts by structuring text with a clear introduction of a topic and logical organization of ideas into categories, and using formatting such as headings, graphics, and multimedia when it aids comprehension.
- Write informative/explanatory texts by developing a topic with relevant, well-chosen facts, definitions, details, quotations, and examples that may include graphs, tables, and other visual elements.
- Write informative/explanatory texts by using varied, well-chosen transitions to make writing cohesive and clarify relationships among the ideas and concepts.

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- Write informative/explanatory texts by applying precise, domain-specific vocabulary to inform and explain the topic
- Write informative/explanatory texts by establishing and maintaining a formal style of writing.
- Write informative/explanatory texts with a conclusion that follows from and supports the information.

Production and Distribution of Writing: History, Social Studies, and Technical Subjects
- In the production and distribution of writing for history, social studies, science and technical subjects, write with a clear and coherent style developing and organizing in a way that fits the task, purpose, and audience.
- Develop and strengthen writing by planning, revising, editing, and rewriting with the guidance and help of teacher and peers with a focus on addressing purpose and audience.
- Use technology, including the Internet, to produce and publish writing which has been written clearly and efficiently and shows the relationship between the information and ideas.
- Demonstrate ability to conduct a research project and present the information from history, social studies, science, and technical subjects.

Research to Build and Present Knowledge: History, Social Studies, and Technical Subjects
- Conduct small research projects to answer a question (including one that is a self-generated) which draw on information from multiple sources and result in additional avenues of potential exploration.
- Research a topic using digital and print sources of information and assessing the credibility and accuracy of each source.
- Research a topic quoting and paraphrasing data and conclusions of other writers without plagiarizing.
- Employ a standard format to cite sources accurately.
- Use evidence from informational texts to support the analysis, reflection, and research of a topic in history, science, social studies, or technical subjects.

Range of Writing: History, Social Studies, Science, and Technical Subjects
- Demonstrate ability by writing routinely over longer and shorter time frames for a range 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:
- Outline and graph information
- Follow the steps of the scientific method and conduct scientific research and write a report

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- Research project with bibliography
- On a test, read a level appropriate text and answer multiple choice and short answer questions which show ability to:
  - Integrate information from several sources
  - State main ideas and supportive details
  - Find and state the concluding idea
  - Use transition and other words to show relationships between ideas

Other Evidence:
- Teacher observation

Building the Learning Plan

Sample Classroom Activities and/or Lesson Plans:
- Look at model essays and outline them (or use other graphic organizer) to show the main ideas and supporting details
- Visit a library and learn about available search databases
- Read an essay and make a flow chart illustrating the steps in a process
- Create a timeline to show chronology
- View supplemental materials including DVDs, videos, podcasts, graphs, charts, timelines, maps, etc. and discuss them
  Study a local issue from various viewpoints
  Interpret graphs or graphics of information as it unfolds (e.g., the weather throughout December)
- Write and re-write essays after self, peer and teacher editing.
- Read essays of other students in class and edit for content:
  - Does the essay have a clear introduction?
  - What are the main points?
  - Is each point supported by relevant facts?
  - Does the essay have a clear conclusion?
  - Highlight transition words. What kind of organizational structure do they support?
  - Highlight domain specific words. Does the writer use technical and appropriate vocabulary?
- Discuss the varying reliability of primary and secondary sources
- Complete a research project using several sources and accurately cite sources
- Edit own and peer bibliographies checking for accuracy in form

Learning Activities:
(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)
- Teacher-directed pair work/peer editing and collaborative writing
- Response to Intervention Model such as assisting and decreasing assistance as competency in content areas is reached
- One-on-one tutors with individualized instruction/support

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- Universal Design for Learning protocols such as additional time, modified lesson for disabilities (i.e., enlarged print, drills, flashcards and games)

List of Instructional Materials:
- Graphic organizers
- Lists of transitions and signal words by type of organization
- Pauk, W. (1983). *Six Way Paragraphs: Middle Level*. Chicago: Jamestown Publishers.
- Newspapers (Local, *USA Today*, *New York Times*, etc.)
- Books, magazines, documentaries, scientific and other journals

List of Technology Resources:
- Wikipedia and Google with support
- Graphic organizers at http://my.hrw.com/nsmedia/intgos/html/igo.htm
- www.nationalgeographic.com
- databases available at college/university and local public libraries
- www.youtube.com

Illinois Community College Board
Adult Education & Literacy

Illinois ABE/ASE Language Arts Model Curriculum
NRS Level 5

April 2017

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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

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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)

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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

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- 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:

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(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:

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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.

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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

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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.

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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

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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.

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- 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.

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- 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:

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- 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.

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

- 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-

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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,

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- 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

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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.

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- 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:

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- 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.

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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.

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- 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

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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.

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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

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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

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- 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:

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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/

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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.

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- 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.

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

<u>Range of Writing: History, Social Studies, Science, and Technical Subjects</u>
- 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

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- 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)

Illinois Community College Board
Adult Education & Literacy

Illinois ABE/ASE Language Arts Model Curriculum
NRS Level 6

April 2017

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

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

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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High Adult Secondary Education (Grade Levels 11.0 – 12.9)

- *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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High Adult Secondary Education (Grade Levels 11.0 – 12.9)

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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High Adult Secondary Education (Grade Levels 11.0 – 12.9)

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

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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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<u>Integration of Knowledge and Ideas: History and Social Studies</u>
- 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.

<u>Range of Reading and Level of Text Complexity: History and Social Studies</u>
- 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

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

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.

- 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.

<u>Range of Reading and Level of Text Complexity: Science and Technical Subjects</u>
- 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)

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- 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
High Adult Secondary Education (Grade Levels 11.0 – 12.9)

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.

NRS Level 6 Speaking & Listening
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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.

- 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

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

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?

- 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)

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- 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.

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- 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/