

FOCUSING ON THE ESSENTIALS

TO SUPPORT A PASSION AND COMMITMENT FOR
EDUCATIONAL EXCELLENCE

Book 2:
ELA
Edition



HOW WE TEACH:

Teachers Teaching and Formatively Assessing to
Facilitate Each Student Learning & Applying a
Guaranteed and Viable Curriculum

Increasingly in the twenty-first century, what you know is far less important than what you can do with what you know. The interest in and ability to create new knowledge to solve new problems is the single most important skill that all students must master today. — Tony Wagner

Prepared for the Collaborative Learning Team Members of
AVONDALE ELEMENTARY SCHOOL DISTRICT

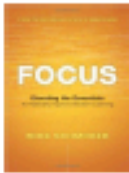
by Dan Mulligan, flexiblecreativity.com

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ELEVATING THE ESSENTIALS

To Radically Improve Student Learning

Mike Schmoker, ASCD, 2011

The general underperformance of schools can be directly attributed to a failure to implement three simple, well-known elements: common curriculum, sound lessons, and authentic literacy.

There are three elements that we should approach with "simplicity and diligence," until they are satisfactorily understood and implemented in every subject area.

The three elements are so potent they do not need to be implemented perfectly or with any special skill. Their profound impact will come largely from all teachers applying them consistently and reasonably well. Then, as teachers continue to work in teams to practice and refine their implementation, even better results will ensue.

OVERVIEW

- **What We Teach** (*guaranteed and viable curriculum*)

This simply means a decent, coherent curriculum, with topics and standards collectively selected by a team of teachers from the school district- that is actually taught.

Why is this so important? Because such "guaranteed and viable curriculum" (Marzano, 2003, p. 22) is perhaps the most significant school factor that affects learning. But such a curriculum is found in very few schools (Berliner, 1984; Marzano, 2003; Schmidt, 2008)

- **How We Teach**

Think of this simply as ordinary, structurally sound lessons that employ the same basic formula that educators have known for decades but few implement consistently.


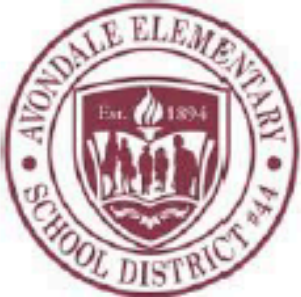
- **Authentic Literacy**

Purposeful—and usually argumentative—reading, writing and talking (Lunsford & Ruszkiewics, 2009). Literacy is still the unrivalled, but grossly under-implemented, key to learning both content and thinking skills.

Authentic literacy is categorically different from so-called "reading skills" and pseudo-standards that have wrought such havoc in language arts.

Overview of FOCUS:

Elevating the Essentials to Radically Improve Student Learning

<p>What we teach:</p> <ul style="list-style-type: none"> ~ Essential Knowledge ~ Essential Skills ~ Essential Vocabulary ~ Essential Processes <p>Guaranteed and Viable Curriculum</p> <ul style="list-style-type: none"> ~ Focus on Power Standards ~ Pacing provides time for differentiation of support 	<p>How we teach:</p> <p>Step 1: Clear Learning Objectives</p> <p>Step 2: Modeling Guided Practice Independent Practice</p> <p>Step 3: Checking for Understanding along the way</p> <p>Step 4: Extending and Applying Knowledge</p>	<p>Instructional Frameworks</p> <ul style="list-style-type: none"> ~Clear objective: <i>I can</i> statement and showcase vocabulary ~Five Minute Limit: teacher talk limited to short intervals ~Student Engagement: students actively review learning continually ~Summarizing: students summarizing learning continually ~Rehearsal Time: students collaborate to compare and contrast, share perspectives, etc. ~Formative Assessment: Frequent check for Understanding ~TAPS: Total, Alone, Pairs, Small-group
<p>9 Ways to Teach Anything</p> <ul style="list-style-type: none"> ~Share clear learning goal(s) ~Clarify and teach each essential vocabulary ~Model higher order thinking ~Ask second questions ~Continually check for understanding (formative) ~Facilitate guided practice ~Monitor independent practice ~Engage whole class in discussion and debate ~Integrate consistent reading and writing with clear feedback ~Include opportunities to summarize & extend and apply new knowledge 		<p style="text-align: center;">Authentic Literacy Lessons</p> <ul style="list-style-type: none"> ~Read: Close reading of a text, articles, books in all content areas ~Annotate: Purposefully interacting with the text ~Discuss: Making connections, questioning, citing evidence, debating ~Write: Facilitates free and creative thinking, applying new vocabulary; requires specific feedback
<p>Foundations of the Research:</p> <ul style="list-style-type: none"> ~ Madeline Hunter – Numerous works published between the 1960s and 1990s ~ Douglas & Nancy Frey – <i>Checks for Understanding</i> (2007) ~ Robert Marzano – <i>The Art and Science of Teaching</i> (2007) ~ Richard & Rebecca Dufour – <i>Professional Learning Communities at Work</i> (2008) ~ Mike Mattos, Austin Buffum, Chris Weber – <i>Pyramid of Response to Intervention</i> (2009) 		

FACTORS TO CONSIDER IN CREATING MEANINGFUL CURRICULUM MAPPING, PACING, FORMATIVE/SUMMATIVE ASSESSMENT, AND LESSON PLANS

ARIZONA HIGHLY-PROFICIENT STUDENT-ENGAGEMENT VERBS

STUDENTS AS PROBLEM SOLVERS

ANALYZE	DERIVE	DISCOVER	EVALUATE	EXPLORE
INVESTIGATE	PREDICT	SOLVE	SURVEY	VERIFY

STUDENTS REASONING AS THINKERS

CATEGORIZE	CLASSIFY	COMPARE	CONTRAST	DIFFERENTIATE
DESCRIBE	ESTIMATE	EXPLAIN	GENERALIZE	INTERPRET
JUSTIFY	ORDER	HYPOTHESIZE	PREDICT	INFER
PRIORITIZE	RANK	VALIDATE	SUMMARIZE	CITE EVIDENCE

STUDENTS AS COMMUNICATORS

CLARIFY	CORRESPOND	DESCRIBE	DISCUSS	DEMONSTRATE
EXHIBIT	EXPLAIN	EXPRESS	PERSUADE	PORTRAY
RESTATE	SHOW	SPEAK	STATE	WRITE
COLLABORATE				

DAN MULLIGAN, 2016 – 2017

Charting My Progress - with Reading Informational Text

Standard	Emerging 1	Developing 2	Proficient 3	Distinguished 4	Where am I?
4.RI.1	I can identify key details and examples in the text and draw simple inferences.	I can identify key details and examples in the text. I can explain what the text says explicitly and draw simple inferences.	I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	I can quote accurately from a text and refer to key details and examples when explaining what the text says explicitly and when drawing complex inferences from the text.	
4.RI.2	I can identify an explicitly stated main idea and key details of a text.	I can recognize a stated main idea of a text and determine key details. I can provide a simple summary of the text.	I can determine the main ideas of the text and explain how it is supported by key details. I can summarize the text.	I can determine an implicitly stated main ideas and explains, using textual evidence, how it is supported by key details. I can comprehensively summarize the text.	
4.RI.3	I can identify events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	I can describe events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	I can explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	I can analyze events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the my explanation.	
4.RI.4	I can identify the loose meaning of frequently used academic and domain-specific words and phrases in a text.	I can determine the approximate meaning of basic academic and domain-specific words and phrases in a text.	I can determine the meaning of general academic and domain-specific words and phrases in a text.	I can determine and analyze the meaning of academic and domain-specific words and phrases in a text.	
4.RI.5	I can identify the structure (e.g., chronology, comparison, cause/effect, problem solution) of events, ideas, concepts, or information in part of a text.	I can determine the overall structure (e.g., chronology, comparison, cause/effect, problem solution) of events, ideas, concepts, or information in a text or part of a text.	I can describe the overall structure (e.g., chronology, comparison, cause/effect, problem solution) of events, ideas, concepts, or information in a text or part of a text.	I can analyze the overall structure (e.g., chronology, comparison, cause/effect, problem solution) of events, ideas, concepts, or information in a text or part of a text, including how it contributes to the meaning of a text.	

ELA ITEM SPECIFICATION

DOK LEVEL OF ELA ITEMS

According to the Arizona Department of Education, “DOK refers to the level of rigor or sophistication of the task in a given item, designed to reflect the complexity of the AzCCRS.

- Items at **DOK level 1** focus on basic tasks like, correcting grammatical and spelling errors, defining terms, and locating details or facts in texts.
- Items at **DOK level 2** require a greater degree of engagement and cognitive processing than items at DOK 1. They may require students to show relationships or identify examples, use context to identify meaning, identify structures or features of texts, or distinguish between facts and opinions.
- Items at **DOK level 3** feature higher-order cognitive tasks that assess students’ capacities to read complex texts and think abstractly. They focus on critical thinking, developing and assessing logical arguments, making inferences, and citing evidence to support claims or conclusions.
- Items at **DOK level 4** require creativity, extensive planning, and/or sophisticated reasoning in the composition and organization of written essays.

This information is not intended to provide an in-depth description of DOK, but rather a guide to the application of DOK for AzMERIT.”

PERCENTAGE OF POINTS BY DEPTH OF KNOWLEDGE (DOK) LEVEL				
Grade	DOK 1	DOK 2	DOK 3	DOK 4
3	10% to 20%	50% to 60%	15% to 25%	16% to 19%
4	10% to 20%	50% to 60%	15% to 25%	16% to 19%
5	10% to 20%	50% to 60%	15% to 25%	16% to 19%
6	10% to 20%	50% to 60%	15% to 25%	16% to 19%
7	10% to 20%	50% to 60%	15% to 25%	16% to 19%
8	10% to 20%	50% to 60%	15% to 25%	16% to 19%

PERCENT OF ITEMS BY STRAND

Grade	STRAND MINIMUM & MAXIMUM PERCENT OF ITEMS				
	Reading Standards for Literature	Reading Standards for Informational Text	Listening Comprehension (Informational)	Language	Writing
3	26% to 35%	26% to 35%	0% to 13%	13% to 19%	17% to 19%
4	26% to 35%	26% to 35%	0% to 13%	13% to 19%	17% to 19%
5	26% to 35%	26% to 35%	0% to 13%	13% to 19%	17% to 19%
6	24% to 31%	30% to 38%	0% to 13%	13% to 19%	17% to 19%
7	24% to 31%	30% to 38%	0% to 13%	13% to 19%	17% to 19%
8	24% to 31%	30% to 38%	0% to 13%	13% to 19%	17% to 19%

ELA ITEM SPECIFICATION SAMPLE

Content Standard	<u>AzCCRS.ELA.Literature.5.RL.5</u> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to explain the purpose of specific sentences, scenes, or stanzas and how they interact with each other. Items should focus on how the use of specific structural elements affects the overall story.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice 	
	Task Demand	Common Response Types
	<p>Determine parts of a text that work together to provide structure and meaning.</p> <p>Explain how parts of a text work together to provide structure and meaning.</p>	<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select sentences or phrases in the text that contribute to the overall meaning or structure • Requires the student to select how each of two scenes or stanzas contributes to structure or meaning • Requires the student to choose from four choices an explanation of how scenes or stanzas work together to provide meaning AND to select sentences or phrases from the text which demonstrate the explanation <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to choose from four choices how scenes or stanzas work together to provide meaning

DEPTH OF KNOWLEDGE LEVEL DESCRIPTORS FOR READING

Level 1 Recall of Information	Level 2 Basic Reasoning	Level 3 Complex Reasoning	Level 4 Extended Reasoning
<ul style="list-style-type: none"> • Read words in isolation • Read words orally in connected text • Read multi-syllabic words • Locate or recall facts or details explicitly presented in text • Identify or describe characters, setting, sequence of events • Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words • Select appropriate words to use in context (e.g., content-specific words, shades of meaning) when intended meaning is clearly evident 	<ul style="list-style-type: none"> • Use context cues or resources to identify the meaning of unfamiliar words • Predict a logical outcome based on information in a reading selection • Make basic inferences or draw conclusions about information presented in text (e.g., According to this report, what caused ___?) • Recognizing appropriate generalizations about text (e.g., possible titles, main ideas) • Identify and summarize the major events, problems, solutions, conflicts in a literary text • Obtain information using text features of informational text (e.g., Table of Contents, sidebar, chart) • Organize information presented in informational text using mapping, charting, or summarizing • Locate information to answer questions related to explicit or implicit central ideas in informational texts • Identify use of literary devices (e.g., imagery, idioms, exaggeration, alliteration, etc.) 	<ul style="list-style-type: none"> • Explain, generalize, or connect ideas, using supporting evidence from the text or from other sources • Draw inferences about author's purpose, author's message or theme (explicit or implied) • Make and support inferences about implied causes and effects • Describe how word choice, point of view, or bias affects the interpretation of a reading selection • Summarize or compare information within and across text passages • Analyze interrelationships among elements of the text (plot, subplots, characters, setting) • Analyze or interpret author's craft (literary devices) to analyze or critique a literary text 	<ul style="list-style-type: none"> • Compare or analyze multiple works by the same author including author's craft • Compare or analyze multiple works from the same time period or from the same genre • Gather, analyze, organize, and interpret information from multiple (print and non-print) sources for the purpose of drafting a reasoned report • Evaluate the relevancy and accuracy of information from multiple (print and non-print) sources (e.g., verifying factual information or assertions with other sources, researching the source of information)

PROVIDING A LASER-LIKE FOCUS TO CURRICULUM MAPS

Unit and Suggested Pacing Learning Goals	Common Core GPS Correlation (DOK Levels)	Essential Questions	Essential Vocabulary	Evidence of Learning: Projects/Activities using Differentiated Instruction and/or Multiple Intelligences	Assessments: Embedded and other Formative	Resources
<p>Unit 1: Coming of Age</p> <p>Suggested Pacing: July 31 – October 10</p> <p>Important Dates: September 3 Progress Reports September 7 Labor Day Holiday September 11 Early Release for Parent Conferences October 5 Teacher Work Day/Professional Learning October 8 Progress Reports</p>	<p>ELAGSE9-10RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE9-10RI.2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>ELAGSE9-10RI.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>ELAGSE9-10RI.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>ELAGSE9-10RI.8: Delineate and evaluate the</p>	<p>1. What does it mean to "come of age"?</p> <p>2. How are rhetorical appeals used to influence an audience?</p>	<p>Academic Vocabulary:</p> <ol style="list-style-type: none"> strategize inference denotation connotation transcript claim counterclaim analogy <p>Literary Elements:</p> <ol style="list-style-type: none"> voice tone narrative narrator anaphora diction juxtaposition prose rhetorical appeals -ethos -logos -pathos advertising techniques -bandwagon -avant-garde -testimonials -facts and figures -transfer <p>Grammar and Usage:</p> <ol style="list-style-type: none"> parallel structure (1.4) clauses (1.14) <p>Additional vocabulary will be added for each activity based on student needs.</p> <p><u>SAT/ACT Vocabulary will be included where appropriate.</u></p>	<p>Learning Focus:</p> <p>1.1 (1 class period) Students begin the unit by previewing the big ideas and vocabulary of the unit. They unpack the Embedded Assessment assignment to identify the skills and knowledge necessary to be successful in writing and presenting an interview narrative for Embedded Assessment One.</p> <p>1.2 – 1.3 (3 class periods) These activities introduce and reinforce how writers use language. Students identify diction, syntax, imagery, tone and how these elements of language create a distinct voice. Through close reading of a novel excerpt, students make inferences, cite textual evidence, and interpret a writer's language choices that create voice, engage readers, and suggest meaning.</p> <p>1.4 (1 class period) Students identify parallel instances of faulty parallelism. Students then</p>	<p>Required common assessments. These MUST be graded.</p> <p>Embedded Assessments: EA 1: Writing and Presenting an Interview Narrative EA 2: Writing an Argumentative Essay</p> <p>Common Activities: Activity 1.8: Two Versions of One Narrative Activity 1.18: Evaluating Claims and Reasoning</p> <p>Common Assessment 1</p> <p>Writing Workshops: Writing Workshop Four: Personal Narrative Writing Workshop Eight: Persuasive Writing</p> <p>Common Assessment 2</p>	<p>You will need the following materials for this unit:</p> <p>1.1 -Unpacking Graphic Organizer</p> <p>1-3 -Novels for Independent Reading (see p.1d)</p> <p>1.13, 1.16 -"Five Ways Ed Pays"</p>

CREATING AN INCLUSIVE PACING GUIDE

2016 – 2017

Sheet ___ of ___

Pacing at a Glance

Grade/Course _____

___ Quarter (suggested sequence; ___ days)

				Common formative assessment
Spiraling/Enrichment: See resource materials in reinforcement/extension guide [] []				
			Common formative assessment	Spiraling/Enrichment: See resource materials in reinforcement/extension guide [] []
			Common formative assessment	Spiraling/Enrichment: See resource materials in reinforcement/extension guide [] []
Adjustment to Pacing	Adjustment to Pacing	Adjustment to Pacing	District Common Summative Assessment	

Steps to create a FOCUSED and REAL Pacing Guide:

- Keep it real...use the district calendar and block-off days that contain instructional intrusions;
- Schedule formative assessment days and follow-up intervention/enrichment time;
- Schedule district mandated testing days
- Schedule state testing dates
- The new calendar is now REAL...
- Now place the POWER standards in the calendar (use the Arizona Performance Indicators where available) ...usually people are now in shock (because it is REALITY...)
- Teams now have to identify and place in a logical order the POWER standards...big ideas...concepts necessary for next grades
- The new document should be considered dynamic and open to revision

Avondale Grade 5

McGraw-Hill Reading Unit 3 Curriculum Map			Grade Level: Fifth Grade Unit 3 Opener: Getting From Here to There		
Common Core Standards: Week 1 - L.5.6; RL.5.2; RF.5.3a; RF.5.4b; W.5.3b; L.3.1f; L.5.2e; L.5.4a Week 2 - L.5.6; RL.5.2; RF.5.3a; RF.5.4b; L.5.5; L.5.1c; L.5.2e; L.5.4a Week 3 - L.5.6; RL.5.2; RF.5.3a; RF.5.4c; W.5.2b; L.5.1c; L.5.2e; L.5.4b Week 4 - L.5.6; RL.5.2; RF.5.3a; RF.5.4b; W.5.2e; L.5.2d; L.5.2e; L.5.4b Week 5 - L.5.6; RL.6.6; RF.5.3a; RF.5.4b; W.5.1c; L.3.1d; L.5.2e; L.5.4b Week 6 - RF.5.4b; RI.5.7; W.5.7; SL.5.4			Essential Questions: Week 1 - What can learning about different cultures teach us? Week 2 - How can learning about nature be useful? Week 3 - Where can you find patterns in nature? Week 4 - What benefits come from people working as a group? Week 5 - How do we explain what happened in the past?		
Week 1: CULTURAL EXCHANGE	Week 2: BEING RESOURCEFUL	Week 3: PATTERNS	Week 4: TEAMWORK	Week 5: INTO THE PAST	Week 6: REVIEW AND ASSESS
Vocabulary: appreciation; blurted; complimenting; congratulate; contradicted; critical; cultural; misunderstanding Context Clues Comprehension Strategy: Summarize Comprehension Skill: Theme Genre: Realistic Fiction Phonics: Open Syllables Fluency: Intonation	Vocabulary: civilization; complex; cultivate; devise; fashioned; resourceful; shortage; tormentors Word Study: Context Clues Comprehension Strategy: Summarize Comprehension Skill: Theme Genre: Fantasy Phonics: Open Syllables (V/V) Fluency: Expression and Phrasing	Vocabulary: contact; erode; formation; moisture; particles; repetition; structure; visible Word Study: Greek Roots Comprehension Strategy: Ask and Answer Questions Comprehension Skill: Main Idea and Key Details Genre: Expository Text Phonics: Vowel Team Syllables	Vocabulary: artificial; collaborate; dedicated; flexible; function; mimic; obstacle; techniques Word Study: Latin Roots Comprehension Strategy: Ask and Answer Questions Comprehension Skill: Main Idea and Key Details Genre: Expository Text Phonics: Consonant + /e Syllables	Vocabulary: archaeologist; era; fragments; historian; intact; preserved; reconstruct; remnants Word Study: Context Clues Comprehension Strategy: Summarize Comprehension Skill: Author's Point of View Genre: Persuasive Article Phonics: r-Controlled Vowel Syllables Fluency:	
Grammar: Action Verbs Spelling: Open Syllables	Grammar: Verb Tenses Spelling: Open Syllables (V/V)	Fluency: Rate and Accuracy Grammar: Main and Helping Verbs Spelling: Vowel Team Syllables	Fluency: Rate Grammar: Linking Verbs Spelling: Consonant + /e Syllables	Expression and Phrasing Grammar: Irregular Verbs Spelling: r-Controlled Vowel Syllables	
Assessment	Assessment	Assessment	Assessment	Assessment	
Daily Exit tickets Weekly Assessment	Daily Exit tickets Weekly Assessment	Daily Exit tickets Weekly Assessment	Daily Exit tickets Weekly Assessment	Daily Exit tickets Weekly Assessment	

THE AVONDALE ELA REVISED CURRICULUM DOCUMENTS ARE VASTLY IMPROVED...WELL DONE!

KEY OPPORTUNITY:

- Comprehension skills – Theme, Main Idea, Details, Persuasive Article are NOT Skills...
- What students do with these is a skill...*identify, explain how they are related, analyze relationships between 2 main ideas* are skills...and must be explicitly stated, discussed in planning meetings, taught, assessed, etc....

5.RI.2	I can identify two or more explicitly stated main ideas of the text. I can identify relevant details from the text. I can provide a basic list of events or facts from the text.	I can determine two or more explicitly stated main ideas of the text and explain how they are related to relevant details. I can provide a simple summary of the text.	I can determine two or more main ideas of the text and explain how they are supported by key details. I can summarize the text.	I can analyze relationships between two or more main ideas of a text and explain how they are supported by key details. I can provide a comprehensive summary of the text.	
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Showcase Moment:

1. Select a standard from the grade-level performance indicator rubric document.
2. Find the corresponding Avondale curriculum document NOTE: A sample document is provided on the next 2 pages if the Wi-Fi connection is weak.
3. Use the 'Proficient' and 'Distinguished' criteria to explore whether documents can be enhanced by adding specific skills.
4. Will this revision result in a revision in the current assessment of student mastery?
5. Will this revision result in a revision in the current learning (lesson Plan) prepared for students?
6. Enjoy working with your peers...challenge each other to stretch...

SAMPLE AVONDALE PACING GUIDE (in case internet connection is problematic)

ELA Eighth Grade Pacing Guide

8th Grade Unit 1 Suspense!

Unit Standards (of the curriculum Focus Skills)

RL: 1,2,3,4,10

RI: 1, 4, 6, 10

Essential Question:

What attracts us to stories of suspense?

Enduring Understanding (Answer to the essential question we want students to get to)

Why do we love suspense?

Which genre is the most suspenseful?

- Spy/espionage thrillers
- Crime mysteries
- Horror tales
- Science fiction/fantasy stories

Search By Text

Text	Explicit Focus Curriculum Skill	Additional (prior knowledge) skills referred to within lesson tasks: “First Read Think Questions,” “Skill Model,” and “Close Read Skills Focus.”
Let ‘Em Play God (informational)	8.RI.6 Author’s Purpose Author’s Point of View	Definition of suspense Determine author’s purpose and point of view Supporting inferences with textual evidence Creating suspense in movies Context clues and word meanings Latin roots and affixes
The Monkey’s Paw (literature)	8.RL.2 Theme 8.RL.3 Plot	Cite textual evidence Foreshadowing Context clues in surrounding sentences to determine word meaning Theme Story elements: character, setting and plot
Sorry, Wrong Number (literature)	8.RL.1 Textual Evidence 8.RL.3 Plot	Plot development Use textual evidence to explain inferences Context clues and word meaning Greek prefixes

Standard	Explicit Instruction: Curriculum Focus Skill	Texts
RL.1	Textual Evidence	Sorry, Wrong Number Cujo The Tell-Tale Heart
RL.2	Theme and Story Elements	The Monkey's Paw
RL.3	Character Story Elements Textual Evidence, Plot	Lord of the Flies Sorry, Wrong Number
RL.4	Poetic Elements	The Bells Annabel Lee
RI.1	Textual Evidence	Let 'Em Play God Violence in Movies A Night to Remember Ten Days in a Mad-House (Chapter IV)
RI.6	Author's Purpose Author's POV Word Meaning	Let 'Em Play God Violence in Movies A Night to Remember Ten Days in a Mad-House (Chapter IV)

Assessment

Summative:




- Unit 1 test
- Galileo summative tests
- **Narrative Writing: Unit 1 Writing Prompt** You have been reading and learning about stories of suspense, in addition to studying techniques authors use to generate a feeling of suspense in readers. Now you will use those techniques and relevant descriptive details to write your own suspenseful narrative based on real or imagined experiences and events.
-

Formative:







- DART
- teacher created tests
- First Read Think Questions
- Skill lesson "your turn"
- Focus Questions
- Close Read writing prompts (constructed response or essay)

Supplemental Materials

Include a Student/Parent Guide

Sun	Mon	Tue	Wed	Thu	Fri	Sat
 <p>7 *Write For 5: You must write and share at least five times this quarter. A minimum of five free writes will be offered; any over five that you do will be classified as bonus. Remember that this is a grade at the end of the quarter.</p>	<p>8</p> <p>*2nd SEMESTER BEGINS *Class Expectations & Procedures *Context Clues (Steps 1 & 2) *Literature: Read "The Most Dangerous Game" for 2-12 *HW: Get Syllabus Review Paper signed (due by 2-12)</p>	<p>9 SOL: 9.3B; 9.6A,B</p> <p>*Context Clues Pre-Test *Context Clues (Step 3) *Grammar: Simple Sentences (Steps 1 & 2) *HW: Context Clues (Step 4) (due: Thursday, 2-11)</p>	<p>10 SOL: 9.3B; 9.7A</p> <p>*Check Context Clues (Step 4) *Grammar Entrance Slip (Steps 3 & 4) *HW: Context Clues (Step 5) (due: Friday, 2-12)</p>	<p>11 SOL: 9.3B; 9.7A</p> <p>*Go over grades *Grammar: Simple Sentences: Prepositions (Step 5) **"Choosing...Word" 1 due *Writing: Outline (due: Mon., 2-22) *HW: "Vocabulary in Context" for Unit 1 (due: Friday, 2-19)</p>	<p>12 SOL: 9.3B; 9.4E; 9.7A</p> <p>*Check Grades **"Vocabulary...Context" 1 due *Vocabulary: Unit 1 test *Grammar: Simple Sentences: Prepositions (Step 5) *Literature: Story Frame due</p>	<p>13</p> <p>*Check Context Clues (Step 5) & Review *Grammar: Simple Sentences (Step 5) (finish for HW) *Literature: Begin Story Frame ("Most Dangerous Game")</p>
<p>14</p> <p> Happy Valentines Day!</p>	<p>15 SOL: 9.3A,B; 9.4E; 9.7A</p> <p>*Grammar: Simple Sentences (Check Step 5) *Vocabulary: Begin Unit 1 (Nonfiction Context Clues Analysis) *Literature: Story Frame & "Most Dangerous Game" *HW: Word Analysis Chart for Unit 1 (due: Wednesday, 2-17)</p>	<p>16 SOL: 9.6A,C; 9.7A</p> <p>*Grammar: Simple Sentences: Prepositions (Step 2) *Writing: Begin Expository Essay (School Rules) *Thesis Statement Review (Thesis Statement due Wednesday, 2-17)</p>	<p>17 SOL: 9.3A,B; 9.4E; 9.7A</p> <p>*Grammar: Simple Sentences: Prepositions (Step 5) *Word Analysis Chart 1 due *Thesis Statement due *HW: "Choosing the Right Word" for Unit 1 (due: Thursday, 2-18)</p>	<p>18 SOL: 9.6B; 9.7A</p> <p>*Go over grades *Grammar: Simple Sentences: Prepositions (Step 5) **"Choosing...Word" 2 due *Writing: Outline (due: Mon., 2-22) *HW: "Vocabulary in Context" for Unit 1 (due: Friday, 2-19)</p>	<p>19 SOL: 9.3A,B; 9.4E; 9.7A</p> <p>*Check Grades **"Vocabulary...Context" 1 due *Vocabulary: Unit 1 test *Grammar: Simple Sentences: Prepositions (Step 5) *Literature: Story Frame due</p>	<p>20</p>
<p>21</p>	<p>22 SOL: 9.3A,B; 9.6D-G</p> <p>*Outlines due *Vocabulary: Unit 2 (Nonfiction Context Clues Analysis) *Writing: Composition (Rough Drafts due Friday, 2-19) *HW: Word Analysis Chart 2 (due: Wednesday, 2-24)</p>	<p>23 SOL: 9.5C; 9.6A,B; 9.7A</p> <p>*Grammar: Simple Sentences: Conjunctions (Step 2) *Write For 5 *Literature: Nonfiction (Steps 1 & 2) (Paired Passages)</p>	<p>24 SOL: 9.5C; 9.6A,B; 9.7A</p> <p>*Word Analysis Chart 2 due *Grammar: Simple Sentences: Conjunctions (Step 2) *Literature: Nonfiction (Steps 1 & 2) (Paired Passages) *HW: "Choosing-Word" 2 (due: Thursday, 2-25)</p>	<p>25 SOL: 9.3A,B; 9.5C; 9.7A</p> <p>*Go over grades **"Choosing...Word" 2 due *Grammar: Simple Sentences: Conjunctions (Step 5) *Literature: Nonfiction (Step 3) *HW: "Vocabulary-Context" 2 (due: Friday, 2-26)</p>	<p>26 SOL: 9.3A,B; 9.6D-G</p> <p>*Check Grades *Expository Rough Drafts due (end of class) **"Vocabulary...Context" 2 due *Vocabulary: Unit 2 test</p>	<p>27</p>
<p>28</p> <p>*NOVEL: To Kill a Mockingbird by Harper Lee</p>	<p>29 SOL: 9.3A,B; 9.6F-H; 9.7A</p> <p>*Vocabulary: Unit 3 (Nonfiction Context Clues Analysis) (NF: Steps 1-3) *Writing: Revision Meetings *Grammar: Simple Sentences: Verbs & Objects (Step 2) *HW: Word Analysis Chart 3 (due: Wednesday, 3-2)</p>	<p>1 SOL: 9.6F-H; 9.7A</p> <p>*Grammar: Simple Sentences: Verbs & Objects (Step 5) *Writing: Work on Expository Final Copy (due: end of class)</p>	<p>2 SOL: 9.3A,B; 9.5C; 9.6A,B</p> <p>*Word Analysis Chart 3 due *Write For 5 *Literature: Nonfiction (Step 4) *HW: "Choosing-Word" 3 (due: Thursday, 3-3)</p>	<p>3 SOL: 9.3A,B; 9.5C; 9.7A</p> <p>*Go over grades **"Choosing...Word" 3 due *Grammar: Simple Sentences: Verbs & Objects (Step 5) *Literature: Nonfiction (Step 5) *HW: "Vocabulary-Context" 2 (due: Friday, 3-4)</p>	<p>4 SOL: 9.3A,B; 9.4G,I; 9.6A,B</p> <p>*Check Grades **"Vocabulary...Context" 3 due *Vocabulary: Unit 3 test *Write For 5 *Literature: 1st novel distributed & background information provided</p>	<p>5</p> <p></p>

What would you include in a parent/student pacing/cubiculum map? Why?...explain...

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 MWMR= Mondays with Mrs. Richards	2 *Harlem Renaissance *MWMR: Current Events & Celebrations SOL: USII.6.c	3 TEACHER WORK DAY NO SCHOOL FOR STUDENTS	4 *Great Depression *INB-USII.6.d *HW: Wkst. Harlem Renaissance SOL: USII.6.d	5 *New Deal *INB-USII.6.d HW: Wkst. New Deal *GAME TIME End of Grading Period TUTORING 3:30-5p CLASS MEETING SOL: USII.6.d	6 *Performance-Based Assessment	7 GAME Time: Every Friday teacher will meet with students & review: Grades Agenda Missing Work & Evaluate progress
8 Homework: Every Tuesday and Thursday. 	9 *Section IV-Ch. 15 & 16 Quiz *MWMR: Current Events & Celebrations SOL: USII.6.a & 6.b	10 *Section IV-Ch. 17 & 18 Quiz HW: None TUTORING 3:30-5p SOL: USII.6.c & 6.d	11 *Response Papers: completed in class SOL: USII.6.c	12 *Benchmark Review HW: None Report Cards TUTORING 3:30-5p CLASS MEETING SOL: USII.2.b-6.d	13 *Benchmark Review Vocab 5 Review Flash Cards *GAME time SOL: USII.2.b-6.d	14
15  Parent/Guardian Visitation Day in History Class	16 *BENCHMARK  SOL: USII.2.b-6.d	17 *Causes of WWII Neutrality, Early Action (Review 5.c WWI) *INB-USII.7.a *MWMR: Current Events & Celebrations HW: Wkst. WWII TUTORING 3:30-5p SOL: USII.7.a	18 *Causes of WWII (Fascism, Change in American Policy, Pearl Harbor) *INB-USII.7.a*INB-USII.7.b VISIT HISTORY CLASS SOL: USII.7.b	19 *Major Events WWII HW: Wkst. The Holocaust TUTORING 3:30-5p CLASS MEETING SOL: USII.7.b	20 *The Holocaust *INB-7.b *GAME time SOL: USII.7.c	21 HOMEWORK HELP & TUTORING: Begins in October; Tuesdays & Thursdays after school. Permission slip required.
22 Interactive Notebook: Students will create, maintain, and use as an assessment study tool. (INB) 	23 *WWII American Home front (Review 5.c WWI) *INB-7.c *MWMR: Current Events & Celebrations SOL: USII.7.a-7.c	24 *“Redtail Reborn” HW: NONE NO TUTORING SOL: USII.7.b	25 HOLIDAY NO SCHOOL	26  Happy Thanksgiving	27 HOLIDAY NO SCHOOL	28
29	30 *Post WWII Rebuilding; United Nations *MWMR: Current Events & Celebrations SOL: USII.8.a	1	2	3	4	Class Meeting: Will be held every Thursday; see handout for explanation 

PURPOSEFUL FORMATIVE ASSESSMENT

The BIG Idea

There are two reasons why we assess:

- To inform instructional decisions (what will we say or do next for each student?)
- To encourage each student to try.

Definition

is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (Perie et al., 2007)

Uses

Classroom teachers use to diagnose where students are in their learning, where gaps in knowledge and understanding exist, and how to help teachers and students improve student learning

The assessment is embedded within the learning activity and linked directly to the current unit of instruction

Tasks presented may vary from student to student depending on teacher's judgment about the need for specific information

STUDENTS	TEACHERS
Understand the target (Focus on learning goals)	Select and clearly communicate the learning target
Produce work	Make at least one task
Compare the work with the target	Compare student performance with the target or goal
Evaluate current strengths and areas of opportunity for growth	Evaluate students' current strengths and areas of opportunity for growth
Participate in developing action plan for improvement	Provide clear oral and written feedback and develop action plan
Take action for improvement: practice, guided group, rewrite, etc.	Support or assign action to seize opportunity to improve student achievement

STEPS TO CREATE A **BALANCED ASSESSMENT SYSTEM** - THE ARIZONA EDITION

Step BAS1:	Identify the essential knowledge, vocabulary, skills, & processes of the state, district, and/or school standards to be assessed		
Essential Knowledge <i>(What each student should know)</i>	Essential Skills <i>(What each student should be able to do)</i>	Essential Vocabulary <i>(What each student should be able to communicate)</i>	

Step BAS2:	Determine the assessment type based on the desired feedback.		
We assess to inform instructional decisions and to encourage students to try. Use the chart below to determine the <u>assessment that will provide valid and reliable feedback:</u>			
Assessment Type	DOK/Bloom Alignment	Format	Usefulness and Resulting Evidence
Closed Tasks & Selected Response	DOK 1 Recall & Reproduction Bloom A/B Remembering, Understanding	<ul style="list-style-type: none"> Multiple Choice True False Fill-in-Blank Solve (without showing work) TEI 	<ul style="list-style-type: none"> Useful for assessing content-based standards (facts, knowledge, concepts) Takes less time
Open Tasks & Constructed Response	DOK 2 Basic Skills & Concepts Bloom B/C Understanding, Applying	<ul style="list-style-type: none"> Tasks with different possible answers Tasks with different possible processes TEI 	Useful for assessing ability to: <ul style="list-style-type: none"> Use processes and strategies Interpret information Apply information Reasoning Communicate thinking
Performance Assessment	DOK 3 Strategic Thinking DOK 4 Extended Thinking Bloom E, F Evaluate, Create	<ul style="list-style-type: none"> Integrative tasks that yield specific products Real-life situations Authentic assessments 	Useful for assessing ability to: <ul style="list-style-type: none"> Organize, synthesize, and apply information and skills Use of resources Cite specific evidence Develop and justify solution path
Informal Assessment	DOK 2 Basic Skills & Concepts DOK 3 Strategic Thinking Bloom B, D Understand, Analyze	<ul style="list-style-type: none"> Teacher observations Teacher/Student Rubrics Conversations Interviews Portfolio 	Depending on what is discussed or observed, these may reveal: <ul style="list-style-type: none"> Process/thinking used to accomplish task Understanding of a topic or concept Ability to communicate and collaborate
Self-Assessment or Reflection	DOK 3 Strategic Thinking & Reasoning Bloom E Evaluate	<ul style="list-style-type: none"> Student journals or interactive Notebooks Student checklists/observations Daily or weekly self-evaluation Teacher/Student interview 	<ul style="list-style-type: none"> Develops student awareness of strengths and opportunities to improve; conscious use of thinking skills Can illustrate progress, thinking, and reasoning Reveals student disposition Sets personal goals

INFORMAL ASSESSMENT – AFTER MODELING & PROVIDING GUIDED PRACTICE, LISTEN AND COLLECT QUALITATIVE DATA AS STUDENTS PRACTICE INDEPENDENTLY

Text Dependent Questions: Sample Question Starters

- Why does the author...?
- [Identify portion of text] What does this tell you about...?
- Why would the author want to draw attention to that detail?
- The author includes a number of details about _____. Look at each action. What does the author want you to understand about _____?
- What evidence does the author give to support his or her description of _____?
- The author provides a list of _____. What do these _____ have in common?
- Why does the author make a point of saying _____?
- Using evidence from the text, explain why _____ is a good title for this selection.
- [Identify portion of text] What is the author's purpose in using this language?
- Using the (map) and reading the text, what inferences can you draw as to reasons why _____?
- Identify specific details/passages in the text that led you to infer _____.
- List at least three ways the author has described _____.
- What impact do these descriptions have on _____?
- At what point does the author _____?
- What happened to cause _____?
- Why is this shift to first person important?
- What does (character) do to show _____?
- (Character) and (character) have three very important things in common. What are these?
- What evidence is there in paragraph _____ that _____?
- What text structure(s) does the author use to _____?
- Why is the text structure effective?
- Why was...?
- What instances...?
- How did...?

STEPS IN DESIGNING A PERFORMANCE ASSESSMENT - THE ARIZONA EDITION

Step 1:	Identify the essential knowledge, vocabulary, skills, & processes of the state, division, and/or school standards to be assessed		
	Essential Knowledge <i>(What each student should know)</i>	Essential Skills <i>(What each student should be able to do)</i>	Essential Vocabulary <i>(What each student should be able to communicate)</i>

Step 2:	Determine the most effective form of assessment based on learning goals
In order to engage each student in the assessment, create scenarios within a meaningful context – use meaningful real life situations. The prompt should include:	
<p>Setting and Role Goal or Challenge Product/Performance and Purpose Intended Audience</p>	

Step 3:	Determine criteria for each level of success
<ul style="list-style-type: none"> ✓ Identify what each student needs to be able to do to succeed ✓ Determine the scoring method – rubric, checklist, or point system that will be used and shared with students ✓ Review and discuss the identified elements and scoring scale with students prior to the assessment (<i>consider student input into rubric/scale development</i>) ✓ Explain and clarify the quality of work expected ✓ Display actual student responses that demonstrate the key characteristics of an exemplary response 	

Step 4:	Revise based on experience and student feedback	
	Evaluate the success of the assessment by asking:	What evidence can you cite?
	✓ How does essential classroom instruction/learning need to change?	
	✓ Does the prompt need to be revised?	
	✓ Does the scoring method need to be revised	
	✓ Did the students understand how their work would be scored?	
	✓ What feedback can students give concerning this assessment?	
	✓ What differentiation/scaffolding should be made for individual/groups of students?	



Founding Father "Fakebook"

Choose your "friends" wisely!

How much do you actually know about the people you are considering "befriending" on a social media site? It's time to delve into their lives and see what they stand for prior to deciding if you want them listed in your "friend" list! Consider "friending" one of the following Founding Fathers: **Ben Franklin, George Washington, James Madison, Thomas Jefferson**. Your decision of who to "friend" must be made only after a careful review of their "credentials". You can only friend one!

Overview: Each student will choose a Founding Father (see list of options above) and research their personal and political information. That information will be presented in a "Fakebook" type format.

Assignment: After choosing your Founding Father, you must create a "Fakebook" page for him. Students may work in pairs to create the profile. **Required information includes:**

- **Basic Information** (Where did they live? When were they born? Write a few sentences that describe their character.)
- **Profile Picture** (Choose their best side to display in a profile picture!)
- **Friends and Family** (What about their family and marital status?)
- **Education and Work** (Where did they attend college? Did they establish any schools or universities? What great "work" accomplishments could they boast about?)
- **Philosophy** (Highlight their political views. Who inspired them?)
- **Arts and Entertainment** (What were their favorite books?)
- **Activities and Interests** (Did they like to invent things?)

***NOTES:** Fakebook provides an area where one can write about topics that are important to them. Write a "Note" for the Founding Father of your choice describing what they are most remembered for and what impact they had in the founding of the new nation. Why do they hold an important place in history? Lots of detail here, please!

***Status Update:** Create a status update for the Founding Father of your choice! This status **MUST** be descriptive of the time period they lived in. It must also give a hint about a major idea they stood for! Be creative.

Group Element: After all Founding Father Fakebook Profiles have been created, students will review the profiles and decide which person they would most like to "friend."

Assessment: Students will need to Post (and boast☺) about their new "friends" on their own Fakebook "Wall". The "wall" could consist of art paper hanging around the classroom. Each student would be invited to write 5 status updates about their new "friend" and why they chose him. (NOTE: This could also be posted on *My Big Campus*. Have students make their 5 wall posts on the My Big Campus class page that is accessible for all students to view.

Name _____

Date _____

Investigating Sharks



Scientists like to study animals in their natural habitat. That means that a shark scientist has to study sharks in the oceans where they live. Shark scientists are scuba divers who go deep into the ocean to learn more about sharks.

Read and discuss "Facts about Sharks" by Susanna Batchelor.

*this resource can be accessed at:

<http://www.childrenoftheearth.org/shark-information-kids/interesting-facts-about-sharks-for-kids.htm>

Think about how Hammerhead Sharks and Whale Sharks are the same and also how they are different. **Which shark would you study if you were a shark scientist and why?**

1. Decide which shark you would want to study.
2. Find the best shark facts to support your reasons.
3. Explain your reasons. Be sure to use facts about hammerhead sharks and whale sharks to explain why you would study the shark you chose and not the other shark.

You can use a graphic organizer to help you plan your writing.

Remember to **pick the best facts** to support your opinion, and not every detail you can find. You must **explain how the facts support your opinion and each of your reasons.**

continued on next page

MY CHECKLIST:

Be sure to:	Check when completed
Have an introduction that tells the topic and focus (opinion)	
State your opinion: If I was a shark scientist, I would want to study _____ (which shark) because _____(reasons)	
Have body paragraphs that have topic sentences and details from the text to support each new reason. Group your facts to support and explain each reason.	
Use linking words that connect your opinion with your reasons and facts.	
Use interesting and descriptive words to connect your ideas.	
Writes a conclusion that connects to your focus (opinion) and reasons.	
Use different kinds of sentences - statements, questions, and exclamations.	
Use complete sentences. Check for correct punctuation and spelling.	
Add an illustration that supports your focus (opinion).	

PLANNING YOUR WRITING

Use information from "Facts about Sharks" in your opinion piece. Pick some facts that will help you to compare the two kinds of sharks and then decide which shark you would want to study. You may also add new facts you have learned from other texts. Deciding and listing the reasons for your opinion (the shark you want to study) is an important step in your plan. A silly reason is given in the table to show you how to connect your reasons with your opinion and facts.

My opinion (the shark I want to study is):

Because (my reasons for choosing the shark):

List at least 2 STRONG reasons why you choose _____ (<i>shark type</i>)	EXPLAIN Hammerhead shark facts that support my reason	EXPLAIN Whale shark facts that support my reason
<i>I like spots! (a silly reason – DO NOT use this reason)</i>	<i>Hammerhead sharks do not have spots so they would be boring to study</i>	<i>Whale sharks do not have spots and I want to know more about animals with spots.</i>

A Note from the Author to You

My name is Susanna Batchelor and I am a veterinarian from England. I dive with sharks to learn more about them. I have dived with many different types of sharks all over the world.

There are about 400 different types of sharks. Many of them are named after the way they look or where they live. For example, the hammerhead shark has a head shaped like a hammer; the whale shark is as big as a whale; and the reef shark lives on coral reefs. Sharks range from a few centimeters to many meters in length. And they eat all sorts of different foods - from tiny plankton, to fish, to larger mammals like seals.

I have collected some interesting facts about two different kinds of sharks - hammerhead sharks and whale sharks.



Facts about Hammerhead Sharks:

- have a head shaped like a hammer to help it detect electrical signals given off by its prey
- swing their heads from side to side like a metal detector
- their eyes and nostrils are at each end of the "hammer"
- the position of the eyes allows it to look 360° - in a full circle
- hunt alone at night
- feed mainly on fish and squid
- grow up to 4 meters long
- get scared by the sound of divers' bubbles
- have been known to eat other sharks

Hammerhead Shark



Whale Shark



Interesting Facts about Whale Sharks:

1. can grow to 18 meters long
2. are the largest fish in the world
3. feed on plankton that comes through their massive gills
4. have 3,000 tiny teeth but they don't use them for chewing
5. are very curious and will often slow down to inspect divers and even follow their bubbles
6. make long migrations across the oceans to find food
7. can live a long time
8. have a pattern of spots on their sides (just behind the gills) like a fingerprint

LESSON PLAN FRAMEWORK

Grade Level:	
Subject:	

Standard(s) What is it we want the students to know and be able to do?

DOK Level of Standard(s):	
----------------------------------	--

Essential Vocabulary	
Background Vocabulary – these are words we will use to explain the new concepts –check for understanding	New Vocabulary – these are terms essential to understanding the new concepts

Assessment: What will students do to provide evidence of their level of proficiency in owning the essential understandings at the stated DOK level? How will we know when they have learned it?

FRAMEWORK FOR LEARNING

Essential Question(s) (this is the driving question to frame the learning process)

How will we respond if our students already know it? What will students do to remain actively engaged with this content?

How will we check for and build students' background knowledge? What will students do to connect new learning to prior knowledge?

What will we do to assist student's as they acquire understanding? What will students do to provide evidence of understanding?

What will we do to facilitate students as they explain their understanding and extend their thinking? How will students summarize and apply knowledge?

What will we do if our students have not learned it? How will students develop mastery?

WHAT WILL STUDENTS DO TO CONNECT TO PRIOR KNOWLEDGE?

MEASURING YOUR PRACTICE

SELF-ASSESSMENT OF BACKGROUND KNOWLEDGE STRATEGIES

How do I foster background knowledge across the		3	4	5	2	1
Knowledge of Misconceptions Common to the Topic	My units include topic-specific misconceptions. These are assessed, but are not directly assessed in teaching.	Misconceptions are sometimes included in my units and may or may not be assessed or directly addressed in my teaching.	My units include topic-specific misconceptions. These are assessed, but are not directly assessed in teaching.	My units include topic-specific misconceptions that are directly assessed. Explicit teaching is designed to interrupt misconceptions. Common formative assessments in my grade focus on core background knowledge, not incidental knowledge.	I have an awareness of some topic-specific misconceptions. These are integrated into some aspects of my assessing and teaching.	Honestly, I am unfamiliar with topic-specific misconceptions that should be anticipated from my students.
Assessing Background Knowledge	Formative assessment focuses mostly on core background knowledge. These assessment results are used to plan instruction and re-teaching, but are based within single classrooms.	Formative assessment is used, but core and incidental background knowledge is not differentiated. Results are used for some instructional planning, but not routinely. Results are not discussed with colleagues.	Formative assessment focuses mostly on core background knowledge. These assessment results are used to plan instruction and re-teaching, but are based within single classrooms.	Formative assessment focuses mostly on core background knowledge. These assessment results are used to plan instruction and re-teaching, but are based within single classrooms.	Assessment is used as a pretest, but is rarely analyzed for planning instruction and re-teaching. Results are not discussed with colleagues.	Assessment is summative and is used primarily for grading purposes. Results are not used for the purposes of improving future instruction.
Activating Background Knowledge	Both unit and lesson purposes are established at the onset of every one of my lessons. Varied oral and written language tools are used throughout the lesson to cause activation.	Unit and lesson purposes are posted but are not discussed within the lesson. Oral and written language tools are occasionally used in some lessons.	Unit and lesson purposes re established during most of my lessons. Varied oral and written language tools are used to activate background knowledge, but primarily at the start of the lesson.	Unit and lesson purposes are established at the onset of every one of my lessons. Varied oral and written language tools are used throughout the lesson to cause activation.	Purpose of the lesson is posted but is not linked to larger unit purposes. Oral or written language tools are used as icebreakers or warm-ups.	Purposes are behavioral in nature and are not linked to larger unit concepts. Students have few opportunities to reflect on what they know about a topic or concept.
Building Background Knowledge	Indirect and direct methods for building background knowledge are used daily, including teacher modeling and reading, and experiential learning outside of class.	Indirect methods, such as wide reading and experiential learning are used, but teacher modeling occurs only occasionally.	Indirect and direct methods for building background knowledge are used daily, including teacher modeling and wide reading. These methods are confined to in-class learning.	Indirect and direct methods for building background knowledge are used daily, including teacher modeling and wide reading, and experiential learning outside of class.	Methods for building background knowledge are used occasionally, primarily when students demonstrate a gap.	Lessons are designed to present content. Any gaps in background knowledge are assumed to be the responsibility of students.
Using Technological Literacy to Build Background Knowledge	Students search for, evaluate, and create relevant technological tools and literacy processes that are integrated into classroom learning.	Students regularly use technology to gather and evaluate information, but rarely to create new digital products.	Students search for, evaluate, and create information regularly and in the company of peers in and out of the classroom. Their own technology tools are off-limits.	Students search for, evaluate, and create relevant technological tools and literacy processes that are integrated into classroom learning.	Some technology is sanctioned for classroom learning, but only to gather information.	Technology is seen as a separate and limited function, with an emphasis on tools. Students must go to another area of the school to use these tools.



Find Someone Who...

has read a nonfiction book (did they enjoy it...why) _____	can tell what a caption is (give an example) _____	knows what a heading is (why use one) _____	can tell what a Table of Contents is for _____
knows what italics looks like (why use it) _____	can think of a nonfiction title for The Three Little Pigs _____	tell why an author might make a word boldfaced _____	can tell what a subheading is (give an example) _____
can explain what the author's purpose usually is in a nonfiction book _____	can give an example of a nonfiction book _____	can explain the purpose of the glossary _____	can tell how to find the meaning of an unknown word in a nonfiction book _____
can explain why the author might include pictures in a nonfiction book _____	can explain the job of an index _____	who likes to read nonfiction books (why) _____	can tell when it might be helpful to read a nonfiction book _____

What I KNOW about _____!

I think _____ is:



One question I have about _____ is:



Here is a picture to show what _____ is:



Focus Strategy: ALPHA BLOCKS SORT

Topic: _____

ABC

DEF

GHI

JKL

MN

OPQ

RST

UVW


XYZ


On the back of the sheet, write a summary of the topic. In the summary, use the most important words from the list of words that appear in the above blocks.


K	What do I know?
W	What do I want to know?
H	How do I find out?
L	What have I learned?
A	What actions will I take?
Q	What new questions do I have?


MY GRADE-LEVEL AND/OR DEPARTMENT STRATEGY TO SET OBJECTIVES AND CHECK FOR BACKGROUND KNOWLEDGE...


WHAT WILL I DO TO ASSIST MY STUDENTS IN DEVELOPING UNDERSTANDING?


These are _____


These are NOT _____


Which of these are _____?


Explain how to recognize _____?


My examples of _____ are...


WHERE DO I BELONG? 

Main Idea	Main Idea
Detail	Detail
Detail	Detail
Detail	Detail
Detail	Detail

WHAT'S MY RULE

Theme:

YES	NO

Rule:

WHAT'S MY RULE

Theme:



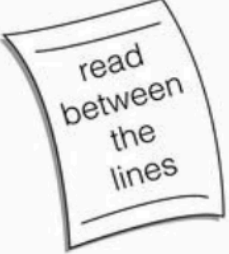



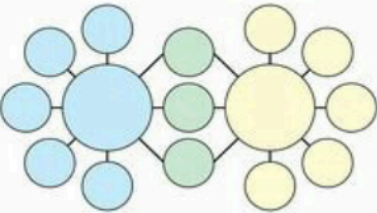

YES	NO

Rule:

MY GRADE-LEVEL AND/OR DEPARTMENT STRATEGY TO ASSIST MY STUDENTS IN DEVELOPING UNDERSTANDING...

My Reading Comprehension Strategies

I can...

<p>Re-read the Text</p> <p>more information = more understanding</p>	<p>Activate Prior Knowledge</p> 	<p>Use Context Clues</p> 
<p>Infer Meaning</p> 	<p>Think Aloud</p> 	<p>Summarize the Story</p> <p>Characters</p> <ul style="list-style-type: none"> ↳ Setting ↳ Problem ↳ Solution
<p>Locate Key Words</p> 	<p>Make Predictions</p> <p>think → pair → share</p>	<p>Use Word Attack Strategies</p> <p>rereading</p> <p>re · read · ing</p> <p>prefix root suffix</p>
<p>Visualize</p> 	<p>Use Graphic Organizers</p> 	<p>Evaluate Understanding</p> <p>what did I learn?</p> 

My Appointment Schedule



Time	Partner
1:00	
2:00	
3:00	
4:00	
5:00	
6:00	
7:00	
8:00	
9:00	
10:00	
11:00	
12:00	