Illinois Community College Board
Adult Education & Literacy

Illinois ABE/ASE Language Arts Model Curriculum

NRS Level 4

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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

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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:
- 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:

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- 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:

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- 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

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- 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

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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)

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- *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

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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

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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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Integration of Knowledge and Ideas: Science and Technical Subjects
- 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.

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 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.

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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

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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.

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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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- 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
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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.

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- 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

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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:
  - Discuss various methods of organization
  - Identify and support main topics with relevant, credible facts
  - Create a clear and logical introduction and conclusion
- Argue different sides of an issue:
  - Identify main points and support one point of view over another
  - 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

NRS Level 4 Writing & Language
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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

- 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