# CCC Curriculum Templates for Reading

**NRS Level 5**

**Low ASE**

(TABE 9.0 – 10.9)

*Note: codes (e.g., 5.R.VA.2) refer to specific Illinois ABE/ASE Content Standards.*

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| **Content Area: Reading** |  **NRS Level: 5** |
| **VOCABULARY ACQUISITION AND USAGE (VA)** |
| 5.R.VA.1  /  5.R.VA.2  /  5.R.VA.3  /  5.R.VA.4 |
| **Essential Understandings:*** Based on the purpose of the text, different reading strategies can be applied.
* Strategies and resources can be used to determine or clarify the meaning of unknown words and phrases.
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| **Essential Questions:*** How can unknown words and phrases be understood?
* What strategies apply to specific types of texts?
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| **Students will be able to…..***(What does mastery look like)** Decipher the correct meaning of unknown single or multiple-meaning words and phrases found in appropriately-leveled text, choosing flexibly from a range of strategies, including using context and consulting reference materials. **5.R.VA.2**
* Compare words and phrases with multiple meanings and use analogies to explain the relationships among them. **5.R.VA.2**
* Apply knowledge of prefixes, suffixes, root words, antonyms, synonyms, and word relationships to understand meaning of new vocabulary in a variety of practical reading settings. **5.R.VA.2**
* Identify and utilize appropriate print and digital reference materials for defining words, pronunciation and parts of speech. **5.R.VA.2**
* Apply knowledge of word origins and derivations to comprehend words used in content areas (e.g. political, literary, mathematical, & scientific). **5.R.VA.2**
* Interpret figures of speech, idioms, colloquialisms, expressions and other language structures in text. **5.R.VA.3**
* Acquire and use advanced vocabulary, including general academic and domain-specific vocabulary. **5.R.VA.4**
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| **Evidence for Assessing Learning** |
| **Performance Tasks:*** Vocabulary Quizzes/pre and post tests
* Graded Assessments and Homework Assignments
* Graded review of written summaries and outlines of assigned text
* CCC NRS Level 5 (Low ASE) Final Writing Assessment
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| **Building the Learning Plan**  |
| **Sample Classroom Activities and/or Lesson Plans:*** Read from a variety of sources and complete written and/or verbal summaries of the readings that include (Who, What, When, Where, Why, How).
* Current Events - Read weekly newspaper article from varying assigned sections of the paper and complete a written and/or verbal summary of the article.
* Independently read and answer questions using Readtheory.org or Readworks.org
* Students keep a word journal.  Teacher introduces a word of the day.
* Create Vocabulary Quadrant Charts
* Prefix Suffix game: <http://www.vocabulary.co.il/prefixes/high-school/hs-prefix-meaning-match/>
* Create Prefix Suffix Flip Charts, Pockets, and/or  Flip books:
	+ <http://www.pinterest.com/pin/222365300323409584/>
	+ [**http://www.pinterest.com/catalinapline/prefix-suffix/**](http://www.pinterest.com/catalinapline/prefix-suffix/)
* Create word lists using previously defined suffixes, prefixes and roots.  Infer the meaning of a word using its suffix, prefix  or root.
* Use a paper dictionary, thesaurus and/or glossary as well as an internet search engine to search for and find the definition, pronunciation, synonym/antonym and part of speech for a given word.
* **Figure of Speech Jeopardy**

[**http://www.superteachertools.com/jeopardy/usergames/Oct201042/game1287415604.php**](http://www.superteachertools.com/jeopardy/usergames/Oct201042/game1287415604.php)Explain the meaning of specific figures of speech, idioms or colloquialisms when encountered in a text passage or used in verbal conversation.* Complete written vocabulary assignments using Tier 2 Vocabulary Words, such as ALRC Tier 2 Vocabulary Word Exercises.  Includes: knowledge rating scale, word definitions and prompts, part of speech, antonym/synonym, examples, fill in the blank, sentence completion, yes/no/why questions and read and respond. (over 38 lessons, 5 Tier 2 words per lesson)  <http://abspd.appstate.edu/vocabulary-lessons>
* Highlight signal words in a passage and interpret the meaning of the unknown words using signal words as context clues.  (i.e. therefore, however, consequently, despite).
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| **Learning Activities:*** Independent Computer Games for Review
* YouTube Tutorial Videos for Additional Lecture
* Vocabulary Flip Charts for Hands-on learners
* Flocabulary for Auditory Learners
* Instructor-led Tutoring
* Peer Tutoring
* Guided Group work
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| **List of Instructional Materials:*** Full-length books students are reading in class from which vocabulary words are chosen
* Six Way Paragraphs, Jamestown Publishing
* by Walter Pauk Advanced Level: 3rd Edition, page 136; ISBN 0-8442-2123-6
* Groundwork for a Better Vocabulary, by Kent R Smith, Townsend Press
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| **List of Technology Resources:*** <http://www.merriam-webster.com/>
* **Synonym and Antonym Game -** <http://www2.smarttutor.com/player/swf/Vocab_SynonymAntonym_L5_V1_T3a.swf>
* **ALRC Tier 2 Vocabulary Word Exercises (38 lessons)**

<http://abspd.appstate.edu/vocabulary-lessons>* **Figure of Speech Jeopardy**

 <http://www.superteachertools.com/jeopardy/usergames/Oct201042/game1287415604.php>    * **Prefix/Suffix Game**

[**http://www.vocabulary.co.il/prefixes/high-school/hs-prefix-meaning-match/**](http://www.vocabulary.co.il/prefixes/high-school/hs-prefix-meaning-match/)* **Examples of Prefix/Suffix/Root Flipbooks/Charts**
	+ <http://www.pinterest.com/pin/222365300323409584/>
	+ <http://www.pinterest.com/catalinapline/prefix-suffix/>
* **Flocabulary**

<http://www.flocabulary.com/>* **Readworks.org**
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| **Content Area: Reading** |  **NRS Level: 5** |
| **COMPREHENSION: LITERATURE (CL)** |
| 5.R.CL.1  /  5.R.CL.2  /  5.R.CL.3  /  5.R.CL.4  /  5.R.CL.5  /  5.R.CL.6  /  5.R.CL.7  /  5.R.CL.8  |
| **Essential Understandings:*** Analysis of the text should be supported by strong citation of textual evidence, both explicit and inferred.
* Text can be analyzed in a range from the level of word meanings up to the level of authorial interpretation of source material.
* Text can be analyzed for theme, plot, point of view, cultural experience, character development, and symbolism.
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| **Essential Questions:*** How can textual evidence for supporting an analysis be identified?
* How do theme, plot, point of view, cultural experience, character development, and symbolism influence literary readings?
* How do different artistic mediums affect authorial interpretation?
* How do language and structure vary depending on the author’s choice of medium?
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| **Students will be able to…..*** Form ideas about what has been read in a literary text, and use specific information from the text to support these ideas. **5.R.CL.1**
* Summarize themes in a work of literature by interpreting selected phrases, sentences, or passages. **5.R.CL.2**
* Recognize the parts of a plot while simultaneously identifying character development and a characters’ influence on plot. **5.R.CL.2**
* Analyze the use of figurative language, connotative meanings of words and phrases and how language can affect tone and setting. **5.R.CL.3**
* Examine how the structure of a text including sequencing of events and presentation of time spans is used to create build-up and suspense. **5.R.CL.4**
* Read literature from outside the United States in order to investigate differing cultural experiences and points of view **5.R.CL.5**
* Compare and contrast two mediums of the same subject matter identifying similarities, discrepancies, and the variance in emphasis **5.R.CL.6**
* Consider how an author implements the usage of sources to influence a piece. **5.R.CL.7**
* Respond critically to works of fiction, nonfiction, poetry, and drama; apply new ideas and concepts**. 5.R.CL.8**
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| **Evidence for Assessing Learning** |
| **Performance Tasks:*** CCC NRS Level 5 (Low ASE) Final Reading Assessment
* Reading journals
* Homework assignments
* Reading comprehension quizzes & exams
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| **Building the Learning Plan** |
| **Sample Classroom Activities and/or Lesson Plans:*** Independently read a variety of level appropriate literature including novels, magazines, newspapers, etc.
* Guided discussion about the reading in which students demonstrate comprehension of text by showcasing their ability to infer ideas, predict what comes next, draw conclusions, state opinions, compare and contrast characters, themes and ideas, distinguish between facts and opinions, identify plot and setting, mood and theme.
* Instructor led Think-Alouds: Instructor reads aloud and then pauses to discuss thoughts aloud (making predictions, verbalizing mental visualization, discussing obstacles in comprehension, discussing personal experience and connection with the text, etc.)
* Students practice metacognitive strategies (such as rereading what came directly before the part they didn’t understand, rereading what came directly after what they didn’t understand, rereading the part that is unclear, connecting what they are reading to things they already know, getting outside help) and keep a metacognitive log to track their progress.
* Students write different types of questions about a text they have read and then ask and answer one another’s questions.
* Read a given passage and write a summary, identifying the main idea (either implied or explicit) and the details that support that as the main idea
* Analyze a story to determine how the setting, characters, plot, and other elements interact with and influence each other
* Create character maps and discuss the how characters have changed throughout a text.
* Students use vivid adjectives to describe a character’s personality traits and find evidence in the text to support their claims.
* Students create Venn diagrams to compare and contrast characters or other information.
* Identify figurative language (similes, metaphors, alliterations) in a story and use them as a base to write original examples from their own experience
* Read a nonfiction account of an historical event and compare and contrast it to a fictional description of the same event.
* Read, for example, a newspaper account of the 1963 bombing of the 16th Street Baptist Church and compare it with the poem “The Ballad of Birmingham” by Dudley Randall.
* After reading a story and watching the film version, compare and contrast how the story or meaning changed based on the medium in which it was presented
* Define fiction, drama, poetry, fables, and legends, highlighting the specific features that distinguish each from the others
* Write in reading response journals.
* Write a “sequel” to a story, using the original text to predict probable outcomes.
* Write a “prequel” to a story, using the original text to imagine what would have happened before the story began.
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| **Learning Activities:***(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)** Group and Individual Think-Alouds
* Tutoring
* Explore literary devices through creative hands-on activities:
	+ Create a Simile Restaurant Menu in which food is described using similes
	+ Create product advertisements using metaphors and similes
	+ Create posters illustrating a figure of speech
	+ Make a list of objects in the classroom and share their personifications
* Explore character development through creative interaction:
	+ Conduct a role playing interview with a main character from the text
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| **List of Instructional Materials:*** Books at appropriate level to be read in class and at home, such as*: America’s Dream (*Santiago*),*Harper Perennial Books; *How the Garcia Girls Lost Their Accent (*Alvarez*),*Algonquin Books; *The Bean Trees (*Kingsolver*),* Harper Torch Books; *A Lesson Before Dying (*Gaines*),*Vintage Books; *Maggie’s American Dream (*Comer*),* Plume Books; *The Pact: Three Young Men Make a Promise and Fulfill a Dream* (Davis, Jenkins, Hunt, Frazier), Riverhead Books; *Coming of Age in Mississippi* (Moody*),* Dell Books; *La Vida Loca/Always Running: Gang Days in L.A.* (Rodriguez), Touchstone Books; *The Color Of Water* (McBride), Riverhead Books; *Things Fall Apart* (Achebe), Anchor Books.
* Poetry by a wide range of writers: Hughes, Giovanni, Carlos Williams, Dickenson, Angelou, Brooks, etc.
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| **List of Technology Resources:*** <http://www.vdoe.whro.org/elementary_reading/ThinkAloud1-20-2010_F8_FastStart_512k.swf> (Example Think Aloud Video Demonstration)
* <http://www.gutenberg.org/>
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| **Content Area: Reading** |  **NRS Level: 5** |
| **COMPREHENSION: INFORMATIONAL TEXT (CI)** |
| 5.R.CI.1  /  5.R.CI.2  /  5.R.CI.3  /  5.R.CI.4  /  5.R.CI.5  /  5.R.CI.6  /  5.R.CI.7  /  5.R.CI.8 5.R.CI.9  /  5.R.CI.10  /  5.R.CI.11  /  5.R.CI.12  /  5.R.CI.13  /  5.R.CI.14 |
| **Essential Understandings:*** Graphic organizers can be used to visually illustrate the importance of and relationships between ideas.
* Analysis of the text should be supported by strong citation of textual evidence, both explicit and inferred.
* The author’s analysis can be determined through the connection between the central idea and the development of the supporting details.
* The author’s choices with regard to craft and structure impact the reader’s understanding of the text.
* Sources of information can be evaluated for accuracy, validity, bias, relevance, and/or significance.
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| **Essential Questions:*** What criteria determine which graphic organizer is most appropriate for the information?
* How is the message affected when conveyed through different mediums?
* How does the reader evaluate information for accuracy, validity, bias, relevance, and/or significance?
* How can textual evidence for supporting an analysis be identified?
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| **Students will be able to…..***(What does mastery look like)** Organize ideas in a text using graphic organizers **5.R.CI.1**
* Justify conclusions and projections orally and written citing the text as evidence; make inferences and logical conclusions from reading passages. **5.R.CI.2**
* Summarize the main idea and supporting details from reading passages. **5.R.CI.3**
* Consider how an author presents ideas or events in a writing in order to build up to implicit and explicit conclusions **5.R.CI.4**
* Compare various texts, identifying the difference in tone, content and structure. **5.R.CI.5**
* Recognize a word and phrase meanings specific to context. Understand how specific words and phrases can be used to denote mood or tone and to draw emphasis on an idea or implied conclusion. **5.R.CI.6**
* Examine the development of a thought or assertion and how it is emphasized or supported through a particular sentence, paragraph or body of text **5.R.CI.7**
* Define an author’s viewpoint and how they express and emphasize it using language. **5.R.CI.8**
* Evaluate the validity and accuracy of information by differentiating fact from opinion. **5.R.CI.9**
* Compare and contrast varying mediums on the same subject matter identifying variance in emphasis. **5.R.CI.10**
* Scrutinize, defend and challenge an argument or claim asserted in a text for validity, suitability, and thoroughness. Identify insufficient or invalid reasoning. **5.R.CI.11**
* Explore important U.S. documents of historical and literary impact and consider their related motifs and theories. **5.R.CI.12**
* Independently read and understand nonfiction at the appropriate level. **5.R.CI.13**
* Display an ability to interpret information and follow directions understanding written content, including vocabulary and technical content. **5.R.CI.14**
* Apply advanced comprehension and visual processing skills to a variety of materials, such as periodicals, nontechnical journals and library reference materials, on common topics.
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| **Evidence for Assessing Learning** |
| **Performance Tasks:*** Graded homework
* Reading journals
* Learning journals
* Reading comprehension quizzes and exams
* CCC NRS Level 5 (Low ASE) Final Reading Assessment
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| **Building the  Learning Plan** |
| **Sample Classroom Activities and/or Lesson Plans:*** Compare/contrast a newspaper or magazine article to a radio or television story on same topic. **C**omplete a graphic organizer organizing ideas from the text. For example, listen to Second Chance Diploma – Radio documentary by American Radio Works. Use the internet to find a written article about the GED. Read, discuss and write about similar and contradicting ideas. Identify Facts vs. Opinions. Define the author’s viewpoint. Complete a Venn Diagram comparing the ideas presented in the 2 mediums.
* Read articles from a U.S. newspaper and a foreign newspaper reporting the same account. Discuss similarities and discrepancies in reports. Discuss as a class and in writing tone, author’s viewpoint, opinion vs. fact, validity of facts.
* Complete worksheets, quizzes and interactive online activities that test comprehension and understanding of tone.
* Discuss the list of key words that imply tone, and then read and find words in a written text.
* Highlight key words in a text that are clues for identifying opinion vs. fact. Verbally challenge the validity of an argument.
* Read summaries of significant Supreme Court decisions: Plessy v. Ferguson, Brown v. Board of Education, etc.
* Write summaries and create outlines of the main idea and supporting details of a text. For example, read, discuss, summarize important documents in U.S. history: Bill of Rights, sections of the Constitution, Gettysburg Address, Emancipation Proclamation, Washington’s Farewell Address, Douglass’s “*What to a Slave is the Fourth of* *July*?”, etc.
* Questioning activity: students write, ask, and answer one another’s questions.
* Questioning activity: as above, with the included requirement that students identify various types of questions: right there, pulling-it-together, text and me, on my own.
* Discuss and write projections, opinions, inferences and conclusions citing specific text passages.
* Answer comprehension questions that explore foreshadowing. Students write and discuss what they think will happen next and explain what clues in the text have led them to these conclusions.
* Write in learning journals.
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| **Learning Activities:***(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)** Tutoring
* Peer teaching
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| **List of Instructional Materials:*** The Change Agent
* The Pact (*Davis, Hunt, Jenkins, Frazier)* Riverhead Books
* The Bond (same as above) Riverhead Books
* Chew on This (*Schlosser and Wilson*) Houghton Miflin Books
* CCC science curriculum
* Maggie’s American Dream (*Comer*) Plume Books
* La Vida Loca: Always Running – Gang Days in L.A. (*Rodriguez*) Touchstone Books
* Narrative of the Life of Frederick Douglass (*Douglass*) Dover Books
* Having Our Say (*Delaney and Hill Hearth*) Dell Books
* The Color of Water (*McBride*) Riverhead Books
* Farewell to Manzanar (*Wakatsuki* *Houston*) Ember Books
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| **List of Technology Resources:** |
| * YouTube
* NYTimes.com
* <http://nces.ed.gov/nceskids/createagraph/default.aspx>
* http://theweek.com/
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| **Content Area: Reading** | **NRS Level: 5** |
| **READING IN THE CONTENT AREAS: HISTORY AND SOCIAL STUDIES (RH)** |
| 5.R.RH.1  /  5.R.RH.2  /  5.R.RH.3  /  5.R.RH.4  /  5.R.RH.5  /  5.R.RH.6  /  5.R.RH.7  /  5.R.RH.8  /  5.R.RH.9  /  5.R.RH.10  /  5.R.RH.11  /  5.R.RH.12 |
| **Essential Understandings:*** Information in primary and secondary sources can be analyzed in regard to date, origin, central idea, cause/effect, and sequence.
* Information can be analyzed in terms of vocabulary, structure, and point of view.
* Digital research tools and resources can be used to obtain information.
* The integration of quantitative and qualitative data, reasoning, and evidence are used to analyze and apply information learned from reading and comparing primary and secondary sources.
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| **Essential Questions:*** How can information derived from primary and secondary sources be applied to actual practice?
* What digital resources can be used to obtain information?
* What criteria can be used to analyze primary and secondary sources?
 |
| **Students will be able to…..***(What does mastery look like)** Determine the validity and relevance of a source using the date and origin as criteria. Properly cite specific relevant portions of a text in order to build a supportive analysis of text. **5.R.RH.1**
* Determine the main idea of a primary or secondary source and summarize how key events or concepts progress throughout the text. **5.R.RH.2**
* Analyze sequential events and determine if events are merely correlated sequentially or if causation exists. **5.R.RH.3**
* Comprehend words and phrases in context when used to describe political, social or economic aspects of history/social studies. **5.R.RH.4**
* Examine the outline of a text and how structure is used to deliver key ideas and arguments. **5.R.RH.5**
* Analyze multiple texts from different authors on the same or similar topics, comparing and contrasting point of view. Identify which details were included and/or emphasized and how this contributes to each author’s argument. **5.R.RH.6 5.R.RH.9**
* Incorporate relevant charts, data, graphs and other forms of quantitative analysis with written text. **5.R.RH.7**
* Analyze the quality of an author’s argument to determine the strength of supporting details in making a valid claim. **5.R.RH.8**
* Interpret information in order to practice real world application. **5.R.RH.10**
* Apply library technology skills to acquire research materials. **5.R.RH.11**
* Select an appropriate search engine or directory related to a specific task. **5.R.RH.11**
* Independently read and interpret history/social studies texts written at NRS Level 5. **5.R.RH.12**
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| **Evidence for Assessing Learning** |
| **Performance Tasks:*** Tests and quizzes
* Graded homework and in class assignments
* Participation in class discussions
* CCC NRS Level 5 (Low ASE) Final Reading Assessment
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| **Building the  Learning Plan** |
| **Sample Classroom Activities and/or Lesson Plans:** * Use print and digital resources to find valid sources and identify and discard invalid sources.
* Choose a controversial topic to research: marijuana legalization, same sex marriage legalization, changing the drinking age, reinstating the draft, changing the driving age, eliminating the death penalty, etc. Find 5-6 resources including: 1 video, 1 electronic article, 1 book, 1 radio/audio clip. Use notecards to cite and organize relevant details from sources that build upon the chosen stance.
* Create a poster or PowerPoint presentation taking a stance on a controversial topic. Cite sources to defend an argument; find and use charts/data/graphs in presentation.
* Read/watch/listen to two pieces from different authors on the same topic and discuss verbally or in writing why they agree or disagree with each author. Cite specific details from the author’s piece as support for a stance. Explain why one argument is more valid than another, based on the evidence presented.
* Create an outline or timeline of a text, video, or audio clip that successfully summarizes the main idea and key events.
* Read a primary or secondary source on a specific topic and then write a summary of the topic relying solely on textual evidence, without using prior knowledge or opinion.
* Write a summary of a history/social studies topic, integrating information from a variety of visual and textual sources.
* Use graphic organizers to properly identify cause and effect, compare and contrast, chronology.
* Verbally defend and/or write a defense of an argument that explains how one event impacted and caused another to occur.
* Read articles regarding social economics and debate in small groups whether one event has caused another or merely come before; for example, read Excerpt from “Freakonomics”: What Makes a Good Parent
	+ List examples of how some events may correlate without causality: It’s cold when it snows but the cold does not cause the snow.
* Read a primary or secondary source and identify how information is being presented (e.g. chronologically, comparatively, or causally).
* Define and use relevant NRS level 5 social studies vocabulary through online activity websites, flashcards, discussion, power point jeopardy trivia, and other appropriate resources.
* Read articles of opposing viewpoints and conduct in class debates, write independent essays and create pro vs. con list.
* Read a primary or secondary source and determine the author’s point of view or purpose, citing specific examples from the text as support.
* Read a primary and a secondary source on the same history/social studies related topic and compare/contrast how the two texts present similar information.
* Read social studies-themed articles from the New York Times. Create, ask and answer questions, to build comprehension and encourage a close reading of the text.
* Use maps and timelines whenever and wherever relevant to make clear the connections between the topic being studied and time and place. (See attached samples of maps and timeline.)
* Use the internet to find printed charts, data and/or graphs to pair with an informative argument based writing the student has completed.
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| **Learning Activities:*** Tutoring
* Peer teaching
* Partnered work
* Read and discuss articles aloud and have teacher model think-aloud; have students practice it.
* Rotate heterogeneous groups so that students with challenges are among stronger students
* Make recommendations that allow for more increased reading time for students. Chunk text into meaningful smaller segments.
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| **List of Instructional Materials:*** Excerpts from Freaknomics by Stephen Levitt Harper Perennial Books
* The Change Agent
* New York Times
* “A People’s History for the Classroom” (Bigelow) Rethinking Schools Publishing
* The Young Oxford History of African Americans (edited by Robin D. G. Kelley) Oxford University Press
* Globe Fearon Historical Case Studies: “The Great Migration”, “The Holocaust”, “The Civil Rights Movement”, “The Immigrant Experience”, “The Vietnam War”
* Readings from “Rethinking Popular Culture and Media” (edited by Marshall and Sensoy) Rethinking Schools Publishing
* Readings from “Teaching for Joy and Justice” (Christenson) Rethinking Schools Publishing
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| **List of Technology Resources:*** Social Studies Articles: <http://lessonplanspage.com/history-social-studies/ninth-grade/>
* Readworks.org
* Book list of books that present 2 sides to each argument: <http://multcolib.bibliocommons.com/list/share/274853777_multcolib_basicinfotools/325003367_multcolib_research_picks_two_sides_to_every_story>
* Cause/Effect Graphic Organizer: <http://www.slideshare.net/sglar226/cause-and-effect-graphic-organizer>
* Freakonomics Podcast: http://freakonomics.com/radio/freakonomics-radio-podcast-archive/
* Social Science Vocabulary Site: <http://www.vocabulary.com/lists/24274>
* Powerpoint
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| **Content Area: Reading NRS Level: 5** |
| **READING IN THE CONTENT AREAS: SCIENCE AND TECHNICAL SUBJECTS (RS)** |
| 5.R.RS.1  /  5.R.RS.2  /  5.R.RS.3  /  5.R.RS.4  /  5.R.RS.5  /  5.R.RS.6  /  5.R.RS.7  /  5.R.RS.8  /  5.R.RS.9  /  5.R.RS.10  /  5.R.RS.11  /  5.R.RS.12  /  5.R.RS.13 |
| **Essential Understandings:*** Specific textual evidence, including precise details of explanations or descriptions, must be used to support analysis of scientific and technical texts.
* An accurate summary of the text can be created by identifying the central idea and tracing a phenomenon, concept, or a complex process.
* A complex multistep procedure must be followed precisely when carrying out experiments, taking measurements, or performing technical tasks.
* Understanding symbols, key terms, and vocabulary is essential for science and technical subjects.
* The relationships among concepts in a text influence its meaning.
* Analysis must include defining the question the author seeks to address.
* Digital research tools and resources can be used to obtain information.
* Visual information can be more accurately interpreted by understanding how text is translated into visual information (and vice versa).
* In reading scientific and technical text, the reader must assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.
* Data from other sources can support or contradict previous findings presented in a text.
 |
| **Essential Questions:*** How can the reader’s analysis of scientific and technical texts be supported?
* How does lack of precision affect the outcome of a scientific procedure and the accuracy of a summary?
* What are the symbols, key terms, and vocabulary that are essential to know in order to comprehend scientific and technical text?
* What digital resources can be used to obtain information?
* What criteria should be used to separate fact from opinion?
* What criteria are used to assess the author’s reasoning and evidence in support of the claim for solving a scientific or technical problem?
 |
| **Students will be able to…..***(What does mastery look like)** Analyze a scientific or technical text, using specific details from the text to support conclusions **5.R.RS.1**
* Summarize a text, stating the main idea, major concepts and processes. **5.R.RS.2**
* Follow directions for scientific procedures precisely, while taking note of exceptions to the process. **5.R.RS.3**
* Decipher the meaning of symbols, scientific and technical jargon, and domain-specific vocabulary or phrases as used in context. **5.R.RS.4**
* Demonstrate understanding of major concepts in a text and how these concepts and key terms relate to one another. **5.R.RS.5**
* Determine an author’s intention in explaining or describing a scientific or technical process. **5.R.RS.6**
* Read and interpret scientific, technical or quantitative text and represent ideas visually using charts, tables and graphs. Read and interpret visual information and transcribe into written text. **5.R.RS.7**
* Determine the validity of an author’s claim or proposed scientific solution considering the strength of the author’s textual support. **5.R.RS.8**
* Complete a comparative analysis of findings presented in a scientific text with other texts and to one’s own experiments, noting when findings do and do not support previous explanations or accounts. **5.R.RS.9**
* Apply computer technology skills to acquire research materials. Select an appropriate search engine or directory related to a specific task. **5.R.RS.10**
* Demonstrate comprehension of information, data, and observations obtained from a text by applying to actual practice. **5.R.RS.11**
* Utilize the internet to research, draw conclusions, and distinguish between fact and opinion. **5.R.RS.12**
* Read and comprehend science/technical texts at NRS Level 5. **5.R.RS.13**
 |
| **Evidence for Assessing Learning** |
| **Performance Tasks:*** Learning journal
* Reading comprehension quizzes and tests
* Reading journal
* CCC NRS Level 5 (Low ASE) Final Reading Assessment
 |
| **Building the  Learning Plan** |
| **Sample Classroom Activities and/or Lesson Plans:*** Read the text and do all the activities and experiments in the CCC ASE Science lesson set.
* Write a summary of a text, write and/discuss opinions about scientific/technical text.
* Complete a hands-on set of technical or scientific directions.
* Work in pairs to complete a science project. Create a visual chart/graph and written explanation of experiment. Examples:
	+ Magnetic Linear Accelerator - <http://www.education.com/science-fair/article/magnetic-accelerator/>
	+ Do all liquids evaporate at the same rate? <http://www.education.com/science-fair/article/do-all-liquids-evaporate-at-the-same-time/>
	+ Mousetrap Car - <http://www.brighthubeducation.com/science-lessons-grades-9-12/37040-building-a-mousetrap-car-plan/>
* Read a scientific text and write a definition or explanation of unfamiliar scientific/technical symbols, jargon and domain specific vocabulary.
* Read science/technical texts at NRS Level 5. Demonstrate understanding by asking and answering questions about the text.
* Read and discuss articles independently, in a group, and aloud as a class.
* Read articles and write extended responses.
* Questioning activity: students read a given text; then each writes several questions about the text that can be answered by a close reading. Students take turns asking and answering one another's questions, which requires them to examine the text closely and makes clear what they understand and are confused about.
* Read a text that describes a scientific/technical process and explain (verbally and/or in writing) the author’s purpose.
* Create a table, chart and/or graph based on a written text.
* Write an interpretation of a table, chart and/or graph.
* Look at a table, chart, graph or written text of scientific/technological content and verbally or in written form express agreement or disagreement with the author’s claims using textual support.
* Find adequate and appropriate scientific and technical sources using internet search engines. Identify text that present fact vs. opinion.
* Complete a research project using multiple internet resources. Conduct an experiment or survey and include personal findings in final project. Discuss if personal findings match research. For example:
	+ Health Magazine Project
		- Choose a health topic to research. I.e. diabetes, cholesterol, hypertension, fitness, nutrition, smoking, etc.
		- Use search engines to find a minimum of 4 articles.
		- Distinguishing between fact and opinion, write an objective magazine article that presents their findings.
		- Conduct a survey or experiment and present findings visually (graph/chart etc.) with written text. Include an explanation of how findings are alike or different from research.
		- Teacher and students compile typed article, graphs/charts and pictures into one magazine that all students can read.
 |
| **Learning Activities:*** Teacher conducts think-alouds after reading
* Peer teaching
* Tutoring
 |
| **List of Instructional Materials:*** CCC ASE Science lesson set
* New York Times science section (Tuesdays)
* Steck-Vaughn Science (supplemental text for test practice)
 |
| **List of Technology Resources:*** Readings - <http://www.readworks.org/> (Search for physical science, earth science, life science passages etc. under domain)
* 9th-10th grade science experiments, readings and lesson plans <http://www.education.com/science-fair/article/magnetic-accelerator/>
* <http://www.discoveryeducation.com/search/page/-/-/lesson-plan/earth%20science/index.cfm>
* <http://www.smithsonianeducation.org/educators/lesson_plans/science_technology.html>
* <http://www.sciencebuddies.org/science-fair-projects/project_scientific_method.shtml#overviewofthescientificmethod>
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| **Content Area: Reading NRS Level: 5** |
| **FUNCTIONAL AND WORKPLACE SKILLS (FW)** |
| 5.R.FW.1  /  5.R.FW.2  /  5.R.FW.3 |
| **Essential Understandings:*** Knowledge of technology systems and resources is an essential skill.
* Information technology tools help workers to manage and perform work responsibilities.
* Application of environmental reading is a necessary life skill.
 |
| **Essential Questions:*** How is environmental reading incorporated into daily activities?
* What are the essential technology tools workers need in the workplace?
 |
| **Students will be able to…..***(What does mastery look like)** Display competency with a variety of technology interfaces, operating systems, software and hardware. 5.R.FW.1
* Utilize technology resources (e.g. a variety of calculators, electronic microscopes, digital recorders, productivity tools) in completing learning activities. 5.R.FW.1
* Implement basic algorithmic (i.e. step-by-step/procedural) concepts and methods (e.g., problem decomposition, data representation and abstraction, iteration, ordering of steps) to solve problems. 5.R.FW.1
* Communicate information via email (e.g. add attachments, forward feature, etc.) to instructors, supervisors, co-workers, and peers. 5.R.FW.2
* Navigate the internet, using technology and evaluative skills to acquire reliable research materials**.** 5.R.FW.2
* Utilize word processing programs to write, revise and save written work.5.R.FW.2
* Use the computer to complete job searches, applications, and resumes.5.R.FW.2
* Use technology to manage individual and group work schedules and contact information. 5.R.FW.2
* Read and interpret text addressed to employees, customers, etc., i.e. work emails, memos, directives, directions delivered in the workplace. 5.R.FW.3
* Interpret technical instructions in the workplace required for completing a task, i.e. copy machine malfunction directives. 5.R.FW.3
* Create and manage a career plan/portfolio to meet career objectives.5.R.FW.3
 |
| **Evidence for Assessing Learning** |
| **Performance Tasks:*** Flash drive progress checks
* Portfolio reviews
* Informal teacher observation of student working on above tasks on computer
 |
| **Building the  Learning Plan** |
| **Sample Classroom Activities and/or Lesson Plans:*** Complete a computer literacy assignment:
	+ Access assignment by downloading from email
	+ Use a word processing program to open/view assignment

and complete answers to questions* + Use an internet browser to search for answers to assignment questions
	+ Hand in the assignment by uploading and emailing
* Complete a monthly budget dividing fixed and variable expenses
	+ Beginning students use hand held or phone calculators to complete calculations and submit a handwritten budget
	+ Advanced students use Microsoft Excel to create a budget in spreadsheet format that includes formula based calculations
* Use popular job search engines: monster.com, indeed.com, craigslist.org etc.to create a list of 10 jobs.
* Use word processing software to create resumes and cover letters.
* Complete online mock job applications.
* Complete career portfolio projects
	+ Research 3 potential careers of interest, or 3 divisions of 1 career i.e. civil, mechanical, electrical engineer
	+ Complete set research criteria: salary range, education requirements, work conditions, other requirements, job description, etc.
	+ Create and present Powerpoint presentations of findings, including a specific measurable goal plan.
* Use cellular and computer devices to create and access contacts and calendars.
* Read and interpret sample memos, work emails, directions and answer comprehension questions.
 |
| **Learning Activities:***(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)** Pair students with lower computer literacy levels with students who have higher computer literacy levels
* Isolate skill sets by having students complete task on paper first so that when they work on the computer they can solely focus on learning the computer
* Step by step teacher demonstrations using the projector
* Students view multiple examples of completed projects
* Students watch Youtube tutorial videos on completing specific task on software applications
* Teacher provides step by step pictorial hand-outs of instructions
* Tutoring in the computer lab
 |
| **List of Instructional Materials:*** Computers, Printers
* Personal cell phone devices
* Calculators
* Projector
* CCC Career Foundations recommended readings
* What Color Is Your Parachute? 2014: A Practical Manual for Job-Hunters and Career-Changers, Ten Speed Press
 |
| **List of Technology Resources:*** Microsoft Office Suite
* Google Docs
* <http://aalrc.org/resources/tech/complit/welcome.html>
* <http://spclc.org/curricula-resources/computer-curriculum>
* <http://office.microsoft.com/en-us/>
* <https://www.myedu.com/>
* <http://www.gcflearnfree.org/computers>
 |

# CCC Curriculum Templates

# for Writing and Language

**NRS Level 5**

**Low ASE**

(TABE 9.0 – 10.9)

*Note: codes (e.g., 5.W.TT.2) refer to specific Illinois ABE/ASE Content Standards.*

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| **Content Area: Writing & Language NRS Level: 5** |
| **TEXT TYPES AND PURPOSES (TT)** |
| 5.W.TT.1  /  5.W.TT.2  /  5.W.TT.3 |
| **Essential Understandings:*** An argument contains a claim(s) supported by valid reasoning and relevant and sufficient evidence.
* An informative/explanatory text conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
* A narrative text develops real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
 |
| **Essential Questions:*** How is supporting evidence identified?
* What is the difference between informative/explanatory and narrative text?
 |
| **Students will be able to…..***(What does mastery look like)** Compose narrative, informative and persuasive writing to an essay prompt, using a scoring rubric as a guide, with a clearly focused main idea, followed by coherent and relevant details and examples. 5.W.TT.1; 5.W.TT.2; 5.W.TT.3
* Using the drafting/revising/editing process, write an evidence-based, audience-directed argument that clearly develops and states claims and counterclaims in a balanced, logically organized, and cohesive way, uses a formal style and objective tone, and provides a concluding statement that supports the argument presented. Use visual materials (graphs, tables, etc.) as needed to propel an argument. 5.W.TT.1
* Using significant and relevant facts and quotations, seamless transitions, and precise vocabulary, produce informative/explanatory texts that use a high level of organization, synthesis, and analysis to establish complex lines of thinking and reasoning that provide insight for the target audience. End with a strong conclusion. 5.W.TT.2
* Write about fictitious or real experiences using conscious points of view, a clear progression of events that introduces character, setting, and plot lines, and dialogue and other narrative techniques that allow a story to unfold in a well-paced, intentional text. Engage readers by elaborating on a problem, situation or observation with detailed, accurate, rich descriptions, sensory language, and vivid images to enhance the overall story. End with a conclusion that seamlessly and effectively resolves or reflects on the previous sections. 5.W.TT.3
 |
| **Evidence for Assessing Learning** |
| **Performance Tasks:*** Writing portfolio
* CCC NRS Level 5 (Low ASE) Final Writing Assessment
 |
| **Building the Learning Plan** |
| **Sample Classroom Activities and/or Lesson Plans:*** Write a collection of well-developed narrative, informative and persuasive essays that are presented as a student portfolio at term’s end. Each section will be developed, revised, and edited for a final paper that exemplifies learning objectives for each unit as detailed in the mastery section.
* Teacher hangs large blank sheets of paper with controversial topics around room divided with one side for pro and the other with con. Students are broken into groups and given sticky notes to put 3 ideas/pieces of evidence/arguments on each side of each board.  Ideas are then discussed as a class, and later used as a tool for creating persuasive essay outlines.
* Scramble parts of an outline/argument and have students organize.
* Newspaper activity. Use newspaper articles to track progression of story, looking for facts and evidence, and appropriate use of language and transitions.
* Supporting evidence scavenger hunt. Give students a topic and go to computer lab to locate 5 examples of credible sources, and 2 examples of non-credible sources.
* Transition word activity. Find a relevant text and remove transitions. Students then add them back in to text.
* Dialogue writing and performance activity. Give students a picture of a group of people. Students partner up and create a dialogue between characters. Students read dialogue out loud to class for authenticity.
* Provide students with picture of a setting. Students describe setting using vivid language.
* Build sensory language skills: each student is given an orange. Spend 5 minutes writing only on smell, touch, sight. Next 5 minutes write on taste, sounds.
* Students go through process of writing essays. Hand in brainstorming sheets, keyword outlines, detailed outlines, evidence organized on notecards, rough drafts, and final papers. Everything is turned in via portfolio at the end.
* Begin class with a writing prompt. Students write for 5 minutes in their journals.
* Outline creation. Use a previously written essay, and have students work backwards creating an outline.
* Students use graphic organizers as prewriting activity.
* Revise writing based on both peer and teacher review.
* Writing conversation with peers.
 |
| **Learning Activities:***(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)** Student-teacher one on-one writing conferences
* Tutoring
* Students work in groups, staggered by levels mixing high and low performing students, to work together to improve success
* Students present information to other students by using an alternative form of teaching than teacher originally used.
* See attached videos to address additional learning styles
* Peer editing
* Reading and critiquing sample essays
 |
| **List of Instructional Materials:*** Books at appropriate level to be read in class to serve as a source of information and inspiration for writing, such as: *America’s Dream* (Santiago), *How the Garcia Girls* *Lost Their Accent* (Alvarez), *The Bean Trees* (Kingsolver), *A Lesson Before* *Dying* (Gaines), *Maggie’s American Dream* (Comer), *The Pact: Three Young* *Men Make a Promise and Fulfill a Dream* (Davis, Jenkins, Hunt, Frazier), *Chew On This! Everything You Don’t Want to Know About Fast Food* (Schlosser & Wilson), *Coming of Age in Mississippi* (Moody) *La Vida Loca/Always Running:* *Gang Days in L.A*. (Rodriguez), *The Color Of Water* (McBride). (See previous section for publisher information.)
* San Francisco Writer’s Grotto. “642 Things to Write About”. Chronicle Books. ISBN-10: 1452105448
* *The Least You Should Know About English* by Paige Wilson, ISBN-13: 979-1413008943, Cengage Learning
* *Units of Study in Argument, Information, and Narrative Writing*  - Houghton, Mifflin, Harcourt
 |
| **List of Technology Resources:*** The Change Agent: changeagent.nelrc.org
* www.pro/con.org
* <http://www.k12reader.com/grade-level/grades-k-12/grades-9-12/>
* <http://abeged.com/GED/GED-LA-MostMissed-200703.pdf>
* <http://flavorwire.com/373384/12-great-videos-of-famous-authors-giving-advice-to-aspiring-writers>\
* <https://owl.english.purdue.edu/owl/resource/685/01/>
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| **Content Area: Writing & Language NRS Level: 5** |
| **PRODUCTION AND DISTRIBUTION OF WRITING (PD)** |
| 5.W.PD.1  /  5.W.PD.2  /  5.W.PD.3  /  5.W.PD.4 |
| **Essential Understandings:*** Clear, varied, and coherent writing includes an introduction, body, and conclusion, in which the development process, organization, and style are appropriate to task, purpose, and audience.
* Writing is developed and strengthened using a variety of sources and strategies.
* Effective workplace correspondence conveys information clearly and positively.
* Technology can be used to research, evaluate, write, produce, publish, and update individual or shared writing products.
 |
| **Essential Questions:*** How does the intended audience influence the choice of writing style and format?
* What are effective strategies for prewriting and revision?
* What technology tools are available to enhance writing tasks?
 |
| **Students will be able to…..***(What does mastery look like)** Produce clear, varied, and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience. Incorporate an introduction, body, and conclusion. 5.W.PD.1
* Create, revise, and improve writing by using constructive criticism, brainstorming, evaluating, rewriting, detail-oriented editing, or other approaches, as needed for the specific topic, purpose, and audience. Include visuals such as tables, graphs, and other visuals to enhance writing. 5.W.PD.2
* Communicate clearly and effectively with coworkers, customers, and employees through written correspondence in all types of business settings. 5.W.PD.3
* Produce compositions and multimedia works using technology for real or potentially real situations in academic, professional, and civic contents (e.g. college applications, job applications, business letters, and petitions). 5.W.PD.3
* Utilize technology, including the internet, for research, evaluation, and publication of individual or shared writing and to connect and share information flexibly and dynamically. 5.W.PD.4
 |
| **Evidence for Assessing Learning** |
| **Performance Tasks:*** CCC NRS Level 5 (Low ASE) Final Writing Assessment
* Writing portfolio
* Teacher observation of writing process in class
 |
| **Building the Learning Plan** |
| **Sample Classroom Activities and/or Lesson Plans:*** Create various types of writing, some based on connections to in-class reading texts.
* Create brainstorming bubbles to show effective progression from original idea to written work.
* Expand and clarify writing by engaging in writing conversations with peers.
* Revise writing based on writing conversations, peer reviews and teacher review.
* Use sentence-combining whole class lessons to correct grammar and mechanical errors in writing as part of the editing process.
* Peer-edit and critique other essays, including other student essays.
* Type writing and create class book.
* Write cover letters and resumes that apply directly to a position each student is interested in.
* Review and critique cover letters and resumes.
* Students send professional emails to professional in a variety of fields asking for feedback and comments on cover letters and resumes. Revise based on feedback.
* Mock interview including professional portfolio.
* Create and present PowerPoint presentation.
* Create, edit and publish online blog/website
 |
| **Learning Activities:***(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)** Tutoring
* Student-Teacher one-on-one writing conferences
* Students work in staggered level groups to peer edit. Peer teaching.
* In-class group brainstorming, paper writing, editing.
 |
| **List of Instructional Materials:*** The Cover Letter Book: Your definitive guide to writing the perfect cover letter (2nd Ed.). By James Innes. FT Press ISBN: 0273776665
* The Resume Handbook: How to Write Outstanding Resumes and Cover Letters for Every Situation. By Arthur D Rosenberg. Adams Media ISBN: 1598694596
 |
| **List of Technology Resources:*** http://www.mville.edu/images/stories/Undergraduate\_StudentLife/ServicesForStudents\_CCD/PDFs/Education\_Cover\_Letter\_Handbook.pdf
* <https://owl.english.purdue.edu/owl/resource/632/1/>
* <http://www.writeexpress.com/writing-business.html>
* <http://wordpress.org/>
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| **Content Area: Writing & Language NRS Level: 5** |
| **RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB)** |
| 5.W.RB.1 |
| **Essential Understanding:*** Research projects are used to answer a question or solve a problem.
 |
| **Essential Question:*** What are the steps to writing a research project?
 |
| **Students will be able to…..***(What does mastery look like)** Create short and sustained research projects that answer a question or solve a problem. 5.W.RB.1
* Use advanced computer search tools to extract relevant, useful information from multiple authoritative digital and print sources. 5.W.RB.1
* Synthesize and integrate information from multiple sources into the text through paraphrasing and quotations, maintaining standard format for citation. 5.W.RB.1
* Draw evidence from literary or informational texts to support analysis, reflection, and research. 5.W.RB.1
 |
| **Evidence for Assessing Learning** |
| **Performance Tasks:*** Written report on research project
* Oral presentation of research project
* PowerPoint presentation on research project
* Notes taken for research project
* List of titles and authors relevant to project
 |
| **Building the Learning Plan** |
| **Sample Classroom Activities and/or Lesson Plans:*** Research scavenger hunt: find reliable sources using computer search engines and digital and print sources on a given topic.
* Using a variety of articles on one topic, order from most relevant to least relevant.
* Students create PowerPoint presentations for class that outlines where they found relevant information, how they located it, and which information was relevant and reliable, and which they would discard from a paper or project.
* Students create keyword and extended outlines to prepare for paper organization.
* Students write a research paper using appropriate sources to adequately convince readers of paper’s purpose.
* Using given quotes, embed them into sentences in a cohesive manner.
 |
| **Learning Activities:***(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)** Staggered groups based on performance level to research, brainstorm, and develop.
* Practice writing with a partner. Swap with another pair and edit. Ask clarifying questions. Return and revise/rewrite.
* Swap writing in a circle, editing previous text and giving suggestions.
* Use notecards that catalog information derived from sources.
 |
| **List of Instructional Materials:*** The Change Agent
* Books and periodicals
 |
| **List of Technology Resources:*** <http://www.readwritethink.org/files/resources/lesson_images/lesson983/organizer-form.pdf>
* <http://www.yale.edu/graduateschool/teaching/goodpapers.html>
* <http://www.readwritethink.org/classroom-resources/lesson-plans/wading-through-teaching-internet-983.html>
* <http://www.edudemic.com/students-better-online-researchers/>
* <http://www.cmu.edu/teaching/solveproblem/strat-cantresearch/cantresearch-01.html>
* <https://owl.english.purdue.edu/owl/resource/553/01/>
* <https://owl.english.purdue.edu/owl/resource/559/01/>

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| **Content Area: Writing & Language NRS Level: 5** |
| **RANGE OF WRITING (RW)** |
| 5.W.RW.1 |
| **Essential Understanding:*** Writing for specific tasks, purposes, and audiences is done over both extended and brief time frames.
 |
| **Essential Question:*** What is the relationship between the writing process and the writing task?
 |
| **Students will be able to…..***(What does mastery look like)** Write over extended periods of time (time for research, reflection and revision) and short periods of time (single sitting, day or two) for a variety of tasks, purposes, and audiences. 5.W.RW.1
 |
| **Evidence for Assessing Learning** |
| **Performance Tasks:*** CCC NRS Level 5 (Low ASE) Final Writing Assessment
* Teacher observation of in-class writing tasks
* Writing portfolio
 |
| **Building the Learning Plan** |
| **Sample Classroom Activities and/or Lesson Plans:*** Students produce written evidence that shows ability to perform written assignments in short periods of time. Ex. One paragraph in a class period.
* Free-write for first 5 minutes of class. Optional- put on a song and students write for length of song. Write in response to a prompt that is related to the day’s reading/learning activities.
* Start each class with quote or proverb. Write on quote for 5-10 minutes in journal. Students pick one quote and accompanying journal entry towards end-of-semester to write paper about content.
* Copy several sentences from the text you are reading that are especially meaningful to you. In writing, explain why these sentences speak to you. Share writing aloud with classmates.
* In preparation for standardized texts, in one sitting, write the first draft of an argumentative essay based on reading two texts that have differing opinions on the same topic.
* Students produce written evidence that shows ability to perform written assignments over an extended period of time. Ex. Research paper researched, revised, perfected, over a month time period.
* Write an argumentative essay based on analysis of two provided texts. Draft, revise, and edit over 3 or 4 class periods, engaging in peer and/or teacher review and citing passages in the texts as sources.
 |
| **Learning Activities:***(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)** Use self-regulated strategy development (SRSD) to guide students and improve performance. (<http://iris.peabody.vanderbilt.edu/module/srs/>)
* *Re-*teach material on one-to-one specifically going over strengths and weaknesses- recommend writing lab if available.
* Student-teacher conferences
* Tutoring and/or writing centers
 |
| **List of Instructional Materials:*** Journals
* Books at appropriate level to be read in class to serve as a source of information and inspiration for writing, such as: *America’s Dream* (Santiago), *How the Garcia Girls* *Lost Their Accent* (Alvarez), *The Bean Trees* (Kingsolver), *A Lesson Before* *Dying* (Gaines), *Maggie’s American Dream* (Comer), *The Pact: Three Young* *Men Make a Promise and Fulfill a Dream* (Davis, Jenkins, Hunt, Frazier), *Chew On This! Everything You Don’t Want to Know About Fast Food* (Schlosser & Wilson), *Coming of Age in Mississippi* (Moody) *La Vida Loca/Always Running:* *Gang Days in L.A*. (Rodriguez), *The Color Of Water* (McBride) (See previous section for publisher information.)
* San Francisco Writer’s Grotto. “642 Things to Write About”. Chronicle Books. ISBN-10: 1452105448
* *The Least You Should Know About English* (Paige Wilson) Cengage Learning
* The Change Agent
 |
| **List of Technology Resources:*** <https://owl.english.purdue.edu/owl/section/2/9/>
* <http://penzu.com/>
* (<http://iris.peabody.vanderbilt.edu/module/srs/>)
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| **Content Area: Writing & Language NRS Level: 5** |
| **CONVENTIONS OF STANDARD ENGLISH (CS)** |
| 5.W.CS.1  /  5.W.CS.2 |
| **Essential Understanding:*** Conventions of Standard English must be applied.
 |
| **Essential Question:** * What are the conventions of Standard English?
 |
| **Students will be able to…..***(What does mastery look like)***In the context of producing clear and meaningful writing for authentic purposes and audiences, students will be able to form and use** **conventions of Standard English** **grammar** with reasonable accuracy **as follows:*** Apply the conventions of Standard English grammar and usage when writing;

see Conventions of Standard English, NRS Levels 1 - 4. 5.W.CS.1* Use parallel structure by ensuring that a series of words, phrases, or clauses joined by a coordinating conjunction uses the same pattern of words (e.g. *He likes swimming, jogging, and hiking.* not *He likes, swimming, jogging and to hike*.) 5.W.CS.1
* Use various types of phrases and clauses to add clarity, diversity and interest to writing. 5.W.CS.1

**In the context of producing clear and meaningful writing for authentic purposes and audiences, students will be able to form and use conventions of Standard English capitalization, punctuation, and spelling** with reasonable accuracy **as follows:*** Appropriately use the conventions of Standard English punctuation and capitalization; see Conventions of Standard English, NRS Levels 1 - 4. 5.W.CS.2
* Use a semicolon; a comma and coordinating conjunction; or a semicolon, conjunctive adverb, and comma to join two or more closely related independent clauses. 5.W.CS.2
* Use a colon to introduce a list or quotation. 5.W.CS.2
* Use correct spelling. 5.W.CS.2
 |
| **Evidence for Assessing Learning** |
| **Performance Tasks:*** Spelling quizzes
* CCC NRS Level 5 (Low ASE) Final Writing Assessment
* Teacher observation of student ability to identify and correct errors in own writing as appropriate to level, writing task, and phase of writing process
* GED Practice Test
 |
| **Building the Learning Plan** |
| **Sample Classroom Activities and/or Lesson Plans:*** Use the sentence-combining activity to correct sentences and paragraphs taken from students’ own work: Pass out a typewritten paragraph of student writing that was copied with fragments, comma splices, run-ons, etc. intact. Have students work in pairs to combine/revise sentences where they think there are errors. Put the paragraph on the overhead or document camera. Have a student come up and make the corrections he made with his partner. Discuss as a class: Does this correction/revision make sense? Are there other ways to correct/revise this sentence(s)? How? Have students justify their responses.
* Using students’ own writing, define a comma splice and have students identify and correct them.
* Using students’ own writing, define a run-on sentence and have students identify and correct them.
* Using students’ own writing, define a sentence fragment and have students identify and correct them.
* Editing game - Pass out typewritten copies of two paragraphs of student writing that you have chosen before the class with all the grammar and spelling mistakes intact.
	+ Have students read the first paragraph and underline the grammar and spelling issues they find. While students are doing that, copy the paragraph on the board with all the mistakes intact.
	+ Put students into groups of 3 and have them compare the issues they have identified and talk about what the problems are for each of the underlined items.
	+ Choose a member from one team to come up to the board, underline a problem, and correct it.
	+ Ask the student who made the correction:
	+ What is the grammar or spelling rule that you are applying?
	+ Ask the class:
	+ Is the underline in the right place? Is this the right correction?
	+ If yes, give one point to the team that made the correction; give the team a second point if they correctly identified the grammar or spelling rule that they applied.
	+ Go around to all the teams and have a different student come to the board and repeat the process.
* Keep team scores on the board until the paragraph has been corrected.
* Repeat this process for the second paragraph.
* Print out song lyrics and have students correct them to be grammatically correct.
* [Getting Paragraphing Down P.A.T.](http://www.learnnc.org/lp/pages/writing3142003705):
* Indent and begin a new paragraph when (P) the place changes, (A) the action changes, and (T) the time changes (P-A-T). To learn how to identify appropriate places to indent new paragraphs in their writing:

1. Have students use reading materials such as library books, reading texts, etc. to locate paragraph indentations. Show a sample from a book or Internet without paragraphs. Brainstorm a list of places to make new paragraphs. 2. Tell students that one way to remember when to indent to begin a new paragraph is when (P) the place changes, (A) the action changes, and (T) the time changes (P-A-T). (In a later lesson, add (S) for when the speaker changes.) Mark the indentations using the paragraphing editing symbol. Compare their choices for indenting with the author’s choices. * [Mumbling Together](http://www.learnnc.org/lp/pages/writing3142003234): To learn to proofread, have students read their first drafts aloud to identify left-out words and other errors.
* Have students read over a first draft of their writing looking for mistakes and use editing marks to make corrections with a pencil.
* Explain that “Mumbling Together” is a strategy that helps writers find left out words and other errors that they might miss while reading silently.
* Everyone reads their writing out loud pointing to each and every word with a pencil eraser. Remind students not to stop to fix mistakes, but to make a quick annotation in the left margin of the paper.
* Explain that at the word, “Go” the whole class will read their writing out loud, pointing to each word. Everyone will be mumbling together, stopping only to make a very quick check mark where they see mistakes. When finished, everyone will correct any mistakes.
* Print out humorous grammar errors from everyday mistakes and have students fix. (<http://www.huffingtonpost.com/2013/03/04/national-grammar-day_n_2805383.html>)
* Use Our Timelines to teach tense: <http://www.ourtimelines.com/>
* Students produce written evidence (papers) that demonstrate command of the conventions of Standard English grammar
* Students create a PowerPoint presentation that accurately demonstrates an understanding of Standard English
 |
| **Learning Activities:***(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)** Student-Teacher writing conferences
* Academic Support Services-Tutoring
 |
| **List of Instructional Materials:*** *How to Teach Grammar* by Scott Thornberry. ISBN: 0582339324
* McGraw Hill Common Core Basics Reading and Writing
* Scoreboost 2014 GED Sentence Structure
* *The Least You Should Know About English* by Teresa Ferster Glazier Cengage Learning
 |
| **List of Technology Resources:*** <http://dailyinfographic.com/15-grammar-mistakes-that-can-make-you-look-silly-infographic>
* <http://www.huffingtonpost.com/2013/03/04/national-grammar-day_n_2805383.html>)
* <http://www.ourtimelines.com/>
* http://www.education.com/worksheets/high-school/
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| **Content Area: Writing & Language NRS Level: 5** |
| **KNOWLEDGE OF LANGUAGE (KL)** |
| 5.W.KL.1  /  5.W.KL.2 |
| **Essential Understandings:*** Language choices affect meaning, style, and comprehension.
* Writing should conform to the guidelines required for the discipline and writing type.
 |
| **Essential Question:*** How do guidelines assist effective writing?
 |
| **Students will be able to…..***(What does mastery look like)** Demonstrate understanding of how language functions in various contexts. 5.W.KL.1
* Use knowledge of language to make appropriate choices for meaning or style. 5.W.KL.1
* Use knowledge of language to improve reading and listening comprehension.

 5.W.KL.1* Ensure that writing conforms to guidelines from a style manual appropriate for the discipline and type of writing. 5.W.KL.2
 |
| **Evidence for Assessing Learning** |
| **Performance Tasks:*** Teacher observation of student ability to comprehend and choose appropriate words and phrases to accomplish speaking, listening, reading, and writing tasks, both formal and informal, at this level
* Writing journals
* CCC NRS Level 5 (Low ASE) Final Reading and Writing Assessments
 |
| **Building the Learning Plan** |
| **Sample Classroom Activities and/or Lesson Plans:*** Examine and analyze text the class is reading to determine the style and cite evidence to support your opinion.
* Read texts expressing the same information in both an informative style and a persuasive style and analyze how the language affects the different styles.
* Read texts on the same topic, but written for different audiences, to determine how language affects the meaning and/or style.
* Take a previously written paper and use new vocabulary and a different style to maintain the context, but change tone and audience it’s written for.
* Write a letter to a newspaper editor and to a best friend containing the same opinion and information, but in a style designed to engage different audiences.
* Write two texts that contain the same information and/or opinion, but written for different audiences.
 |
| **Learning Activities:***(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)** Teacher-student writing conferences
* Academic Support Services -Tutoring
 |
| **List of Instructional Materials:*** Books and plays the class is reading to analyze syntax and language choice, such as*: America’s Dream, How the Garcia Girls Lost Their Accent, The Bean Trees, A Lesson Before Dying, Maggie’s American Dream, The Pact: Three Young Men Make a Promise and Fulfill a Dream*, *Coming of Age in Mississippi, La Vida Loca/Always Running: Gang Days in L.A.*, *The Color Of Water, Things Fall Apart, All My Sons, Fences, A Raisin in the Sun* (See previous section for publisher information.)
 |
| **List of Technology Resources:*** Common Core Lesson Plans Using Tone Effectively: <http://www.elacommoncorelessonplans.com/language-standards/tone-in-writing.html>
* <http://www.thinkport.org/technology/template.tp>
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| **Content Area: Writing & Language NRS Level: 5** |
| **VOCABULARY USAGE (VU)** |
| 5.W.VU.1  /  5.W.VU.2 |
| **Essential Understandings:*** Figurative language and word relationships affect meaning.
* Acquisition and use of Tier Two and Tier Three words is necessary for writing at the college and career readiness level.
 |
| **Essential Questions:*** What are Tier Two and Tier Three words?
* What strategies can be applied to identify and interpret figurative language?
 |
| **Students will be able to…..***(What does mastery look like)** Interpret and analyze the use of satire, sarcasm, and other figures of speech in context. 5.W.VU.1
* Demonstrate understanding of nuances in meanings of words with similar derivations. 5.W.VU.1
* Accurately use level-appropriate general academic and domain-specific words and phrases. 5.W.VU.1
* Independently gather knowledge of specific words and phrases important to comprehension or expression. 5.W.VU.1
 |
| **Evidence for Assessing Learning** |
| **Performance Tasks:*** CCC NRS Level 5 (Low ASE) Final Writing Assessment
* Student-created personal dictionary (vocabulary list/journal)
* Teacher observation of student use of vocabulary in speech and writing
* Vocabulary quizzes, texts, homework.
 |
| **Building the Learning Plan** |
| **Sample Classroom Activities and/or Lesson Plans:*** Students listen to podcast on Fanny Howe and come to class ready to discuss.

<http://www.poetryfoundation.org/features/audioitem/4810>* Read and discuss the language choices in David Sedaris’ essay “Stepping Out: Living the Fitbit Life”

<http://www.newyorker.com/magazine/2014/06/30/stepping-out-3>* Prepare and give presentations that explain new vocabulary, including building sentences and sharing with classmates.
* Accurately use vocabulary from selected reading passages to record antonyms and synonyms, including those that have different connotations during pre-reading.
* "Become" a character in a short story or a book in order to describe themselves and other characters using powerful adjectives while writing.
* Rewrite Lewis Carroll’s “Jabberwocky” poem, inserting appropriate alternative vocabulary where possible, <http://www.poetryfoundation.org/poem/171647>
* Write poetry that uses figurative language
* Write essays that include figurative language and figures of speech
* Use vocabulary words from social studies and science in their writing.
 |
| **Learning Activities:***(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)** Have students write brief definitions of vocabulary items pre- and post-instruction (as diagnostic *and* progress assessment tool)
* Pre-teach difficult vocabulary for class reading assignments
* Recycle words over time
* Group work, including checking/review of homework
* Student-Teacher individual writing conferences
* Tutoring Center (with guidance/recommendations from teacher)
 |
| **List of Instructional Materials:*** *Words Their Way* by Flanagan, Hayes, Templeton, et al, Pearson Publishing
* Books, articles, essays students are reading in class from which vocabulary words are chosen
 |
| **List of Technology Resources:*** <http://www.westga.edu/~scarter/Figurative_Language1.htm>
* <http://languagearts.pppst.com/figurative.html> (Power Point Presentations)
* <http://www.poetryfoundation.org/>
* <https://owl.english.purdue.edu/owl/>
* [http://www.merriam-webster.com/](http://www.merriam-webster.com/%09)
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| **Content Area: Writing & Language NRS Level: 5** |
| **WRITING STANDARDS FOR LITERACY IN HISTORY, SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (WL)** |
| 5.W.WL.1  /  5.W.WL.2  /  5.W.WL.3  /  5.W.WL.4  /  5.W.WL.5  /  5.W.WL.6  /  5.W.WL.7  /  5.W.WL.8 |
| **Essential Understandings:*** Effective arguments, focusing on discipline-specific content, use domain-specific words and phrases at the college and career readiness levels.
* Informative/explanatory writing conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
* The methods of production and distribution should be appropriate to task, purpose, and audience.
* Research projects answer a question or solve a problem, demonstrate an understanding of the subject under investigation, and use information drawn from a variety of print and digital resources.
 |
| **Essential Questions:*** How is the most effective method chosen for production and distribution of content-specific projects?
* What are the domain-specific words and phrases that make arguments more effective?
 |
| **Students will be able to…..***(What does mastery look like)** Write cohesive, formal, discipline-appropriate arguments and/or theses that make precise, knowledgeable claims and counter-claims, support those claims thoroughly with relevant evidence, and anticipate the reader’s knowledge level.

5.W.WL.1* Write cohesive, well-organized and -developed informative/explanatory texts, including the narration of historical events, scientific procedures /experiments, or technical processes. Use precise language and domain-specific vocabulary and attend to the norms and conventions of the discipline, establishing and maintaining a formal style and objective tone. 5.W.WL.2
* Produce clear and coherent writing with development, organization, and style appropriate to the task, purpose, and audience. 5.W.WL.5
* Use the writing process – planning, revising, editing, rewriting - to develop and strengthen writing as needed in order to sufficiently address both purpose and audience. 5.W.WL.6
* Use the internet and other forms of technology to produce and publish writing that clearly and effectively presents the relationships between various ideas and pieces of information. 5.W.WL.7
* Conduct shorter and more sustained research projects to answer a question or solve a problem, demonstrating understanding of the subject under investigation.

5.W.WL.8* Gather relevant information from multiple print and digital sources to support analysis, reflection, and research, making effective use of quoting or paraphrasing, integrating information into the text, and following a standard format for citation. 5.W.WL.9
* Write routinely over both shorter time frames (a single sitting) and extended time frames (with time for reflection and revision) for a range of discipline-specific tasks, purposes, and audiences. 5.W.WL.10
 |
| **Evidence for Assessing Learning** |
| **Performance Tasks:*** CCC Level 5 (Low ASE) Final Writing Assessment
* Writing portfolio
* Teacher observation of in-class writing tasks and process
* Teacher- and self-evaluation of writing using appropriate rubrics
 |
| **Building the Learning Plan** |
| **Sample Classroom Activities and/or Lesson Plans:*** Write a variety of arguments/theses that are appropriate to a specific discipline.
* Conduct research projects and write reports. For example:
* Using the CCC lesson set on U.S. History of the 20th century:
	+ Read about and research three historical figures from the Progressive era: Teddy Roosevelt, Jane Addams and Ida B. Wells. Write a persuasive essay on which figure you admire the most and/or which was the most influential and why, citing evidence from your research.
	+ Read about and research the issues facing immigrants of the early 20th century and the issues facing today’s immigrants. Write an essay and prepare a PowerPoint presentation for the class comparing and contrasting those issues.
	+ Read about and research the life of an early 20th-century immigrant (Rose Freedman, for example, the last survivor of the Triangle Factory Fire) and the life of an African-American who participated in the Great Migration (Ida Mae Brandon Gladney, for example, from *The Warmth of Other Suns* by Isabel Wilkerson). Write a paper comparing and contrasting the issues faced by urban immigrants and African Americans of the Great Migration.
	+ Interview a participant of the Great Migration and write a paper based on your findings about why the participant left the South and how her/his life in the North compared with the life s/he left behind.
* Interview residents of your neighborhood about what problems are the most pressing and what could be done to resolve those problems. Prepare a written report with graphs or charts to illustrate what you learned.
* Conduct a survey of adult education students in your class and/or on your campus. Find out why they left school when they were young. Prepare a written report as well as charts and/or graphs to illustrate your information. Present it to your class and/or administrators at your college as a PowerPoint presentation.
* Research an environmental issue in your neighborhood (for example, air or noise pollution) and write a letter to your alderman describing the problem and asking for his/her support to resolve it. Share his/her response with the class.
* Using the scientific method, conduct a science experiment related to the life or physical science the class is studying. Write up your procedure and results.
* Research and write an argument on a particular social studies topic. Each student picks person, place or event within content being studied.
* Research and write a narrative of an historical event.
* Write a report on a technical process, such as how to troubleshoot a particular problem with computer software.
* Assign each student/or a group to be a topic expert for the week. That student/group helps lead the class discussion.
* Use the writing process to strengthen writing
* Use technology to produce, publish, and update writing and to gather information that supports claims
* Use technology to present writing in a public setting that shows understanding of new information
 |
| **Learning Activities:***(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)** Re-teach material one-on-one.
* Put students in staggered level groups.
* Tutoring Center
* Writing Center
 |
| **List of Instructional Materials:*** CCC lesson set on U.S. History of the 20th century
* Young Oxford History of African Americans (Oxford University Press)
* Historical Case Studies series(published by Globe Fearon)
* *Urban Renewal or Urban Renewal? A Grassroots Look at Chicago’s Land Grabs and the Struggle for Home and Community* (Chicago GrassrootsCurriculum Taskforce)
* Books from the public library on science experiments and science fair projects
* The Change Agent
 |
| **List of Technology Resources:**<http://smithsonianeducation.org><http://www.educationworld.com><http://www.pbslearningmedia.org>

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| **Text Types and Purposes: History, Social Studies, Science, and Technical Subjects** |
| * https://owl.english.purdue.edu/owl/resource/685/01/
 |
| **Production and Distribution of Writing: History, Social Studies, Science, and Technical Subjects** |
| * <http://my.hrw.com/nsmedia/intgos/html/igo.htm>
 |
| **Research to Build and Present Knowledge: History, Social Studies, Science, and Technical Subjects** |
| * <https://owl.english.purdue.edu/owl/section/2/8/>
 |
| * <http://dp.la/>
 |
| **Range of Writing: History, Social Studies, Science, and Technical Subjects** |
| * <http://penzu.com/>
 |

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# CCC Curriculum Templates

# for Speaking and Listening

**NRS Level 5**

**Low ASE**

(TABE 9.0 – 10.9)

*Note: codes (e.g., 5.S.CC.2) refer to specific Illinois ABE/ASE Content Standards.*

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| **Content Area: Speaking & Listening** | **NRS Level: 5** |
| **COMPREHENSION AND COLLABORATION (CC)** |
| 5.S.CC.1  /  5.S.CC.2  /  5.S.CC.3  /  5.S.CC.4  /  5.S.CC.5 |
| **Essential Understandings:*** Collaborative discussions consist of building on the ideas of others and expressing one’s own ideas clearly and persuasively.
* Oral information should be understood and evaluated, leading to a predicted outcome or solution.
* Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively.
* New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously.
* Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.
 |
| **Essential Questions:*** What are the essentials for effective oral communication in discussions?
* What are effective habits that promote active listening with accurate understanding?
* What are the traits of adaptability that students will need in the future for personal and workplace success?
 |
| **Students will be able to…*** Initiate and effectively engage in one-on-one, small-group, large-group and teacher-led discussions about level-appropriate texts and topics, connecting with and building on group members’ ideas and clearly expressing own ideas. 5.S.CC.1
* Prepare for discussions in advance by reading or studying required material; during these discussions, refer to evidence from these materials or other research on the topic to engage in a thoughtful, well-reasoned exchange. 5.S.CC.1
* Collaborate with others to set rules for collegial discussions and decision-making, individual roles within the group, and goals and deadlines for the group as a whole. 5.S.CC.1
 |
| * Keep conversations going by asking and responding to questions that connect the current discussion to broader themes or ideas; actively bring other group members into the discussion; and clarify, verify or challenge others’ ideas and conclusions. 5.S.CC.1
* Respond thoughtfully to different points of view and summarize points of agreement and disagreement. When needed, qualify or justify own views and understanding in light of the evidence and reasoning presented by others in the group. 5.S.CC.1
* Synthesize information from multiple sources presented in a variety of media or formats (e.g., visually, quantitatively, orally), analyzing the credibility and accuracy of each source. 5.S.CC.1
* Analyze a speaker’s point of view, reasoning, and use of evidence and rhetoric, determining whether they are sound, relevant, and sufficient. 5.S.CC.1
* During discussions, effectively utilize active listening skills, applyingverbal and nonverbal strategies and using restatement and clarification techniques to strengthen communication. 5.S.CC.2
* Demonstrate comprehension of key elements of information presented orally, including cause and effect, comparisons and contrasts, conclusions, context, purpose, evaluation/critiques, mood, persuasive language, sequence, summaries, and technical subject matter. 5.S.CC.3
* Identify and evaluate oral information for accuracy, clarity, conclusions/outcomes/solutions, fact/opinion, propaganda, relevancy, validity, relationship of ideas, assumptions, and purpose. 5.S.CC.4
* Make predictions and find solutions to issues through effective group communication. 5.S.CC.5
 |
| **Evidence for Assessing Learning** |
| **Performance Tasks:*** Teacher observation of developing speaking and listening behaviors, including participation in group and pair work, debates, speeches, and panels
* Student reflection (written or oral) on own speaking and listening behaviors, including participation in group and pair work, debates, speeches, and panels
 |
| **Building the Learning Plan** |
| **Sample Classroom Activities and/or Lesson Plans:*** Teacher initiates and students engage in whole class, small group, and pair discussions on topics the class is exploring, reading and writing about, such as family, community, work, health, friendship, education, current events, history, science,etc.
* Read and respond to seminal speeches in US. history, including Frederick Douglass’s “What, to a Slave, Is the 4th of July?” and “Power Concedes Nothing Without a Demand”, Abraham Lincoln’s “Gettysburg Address”, Sojourner Truth’s “Ain’t I a Woman?”, and various speeches of Martin Luther King, Jr.
* Ask and answer clarifying questions using this questioning activity (called ReQuest): students create their own questions about a text they are reading and then take turns asking and answering one another’s questions, so that each student must ask and answer at least one question; thus ensuring that no student is allowed to dominate the discussion, while others do not participate at all.
* Hold class debates on topics the class is exploring, reading, and writing about (see above), with some students volunteering to argue one position on a given topic and others to argue the opposing position.
* Give informal and formal speeches
* Panels (3 or more students) present and field question and answer sessions
* Student-inspired opportunities to develop/ demonstrate speaking and listening skills
* Develop standards for effective listening and speaking activities
* Evaluate/edit outlines/documents of listening and speaking tasks
* Planning guides for improving qualities of listening and speaking skills
* Illustrate cause and effect as a result of a particular position on an issue
 |
| **Learning Activities:***(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)** More practice in class
* Speak individually and privately to students who have difficulty listening and responding actively and/or appropriately.
 |
| **List of Instructional Materials:**Texts to read, think, write, and speak about on topics relevant to adults, such as the New York Times,The Change Agent, *America’s Dream (*Santiago*), How the Garcia Girls Lost Their Accent (*Alvarez*), The Bean Trees (*Kingsolver*), A Lesson Before Dying (*Gaines*), Maggie’s American Dream (*Comer*), The Pact: Three Young Men Make a Promise and Fulfill a Dream* (Davis, Jenkins, Hunt, Frazier), *Coming of Age in Mississippi* (Moody*) La Vida Loca/Always Running: Gang Days in L.A.* (Rodriguez), *The Color Of Water* (McBride) *Things Fall Apart* (Achebe) The Pact (*Davis, Hunt, Jenkins, Frazier)*, *The Bond* (same as above), *Chew on This* (Schlosser and Wilson), CCC science curriculum, *Maggie’s American Dream* (Comer), *La Vida Loca: Always Running* – *Gang Days in L.A*. (Rodriguez), *Narrative* *of the Life of Frederick Douglass* (Douglass), Having Our Say (Delaney and HillHearth), *The Color of Water* (McBride), *Farewell to Manzanar* (Wakatsuki Houston) (See previous section for publisher information.) |
| **List of Technology Resources:*** Web sites with listening devices for effective pronunciation lessons
* Media cart with computer and projector
* Smart Board
* Video players with white wall space for projection capability
* CD players and other medium players for historical listening (LPs, tapes, etc.)
* [**http://www.voxopop.com/**](http://www.voxopop.com/)
* [**http://www.ted.com/**](http://www.ted.com/)
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| **Content Area: Speaking & Listening** | **NRS Level: 5** |
| **PRESENTATION OF KNOWLEDGE AND IDEAS (PK)** |
| 5.S.PK.1  /  5.S.PK.2  /  5.S.PK.3  /  5.S.PK.4  /  5.S.PK.5 |
| **Essential Understandings:*** Information and ideas must be presented clearly, concisely, and logically.
* Using digital media in presentations enhances understanding and adds interest.
* Presentations should be adapted to a variety of contexts and tasks.
 |
| **Essential Questions:*** What can be used to enhance a presentation?
* What determines if a presentation has been effective?
 |
| **Students will be able to…..*** Deliver a clear, concise, well-reasoned oral presentation of information, findings, and supporting evidence. Ensure that the organization, development, substance and style of the presentation are appropriate to its purpose and audience. 5.S.PK.1
* Effectively use digital media (e.g., textual, graphic, audio, visual, and interactive elements) to support understanding of findings, reasoning, and evidence and to add interest to presentations. 5.S.PK.2
* Troubleshoot computer systems and applications, using online resources to help solve hardware and software problems. 5.S.PK.3
* Adjust vocabulary, rate of speech, and complexity of grammar structures to adapt speech to a range of contexts, tasks, audiences, and purposes as appropriate. 5.S.PK.4
* Give both formal and informal presentations, including informative, descriptive, and persuasive speeches. 5.S.PK.5
 |
| **Evidence for Assessing Learning** |
| **Performance Tasks:*** Outlines of speeches
* Journals from listening activities in class
* Self- and peer-evaluation documents
* Teacher observation of presentations
 |
| **Building the Learning Plan** |
| **Sample Classroom Activities and/or Lesson Plans:*** Give both formal and informal presentations, including:
* Presentations on topics related to what the class is reading and learning about
* Presentations on topics of personal interest, such as hobbies or a vocation
* Presentations of science experiments from the CCC Science lesson set
* Presentations on careers of interest, including the steps needed to train for those careers
* Group discussions with presentations to other classes
* Create an outline/plan for speeches, meetings, and expressive occasions
* Use visual aids
* Use technology tools for effective communication other than face to face listening and speaking (i.e. video chats, Skype, google voice, telephone meetings, webinar participation, etc.)
* Adjust speech to adapt to a range of contexts, audiences, and purposes, distinguishing between formal and informal speech and participating in group discussions (meetings, classroom learning activities, community events, work group planning, etc.)
* Conduct ask and answer sessions following presentations
* Review peer presentations, using a rubric to suggest positive ways to improve
* Use structured methods of meeting organization (Robert’s rules of order, less formal structures of meetings where listening and speaking skills are necessary, etc.)
* Research journals?
 |
| **Learning Activities:***(interventions for students who are not progressing, instructional strategies, differentiated instruction, re-teaching options)** More practice in class
* Meet individually with students to ascertain causes of difficulty/reluctance to present.
* Have those students present in pairs and/or make very brief presentations.
 |
| **List of Instructional Materials:*** Presentation outline template- Illustrates the format of a well-structured presentation
* Media carts where smart boards are not possible
* Document cameras for visual aide needs and other visual needs
* Podium
* Whiteboard for listing notes of discussions and presentations
* PowerPoint software available
* Prezi and other online tools for presentations
* Print reference material such as dictionaries, thesauruses, style books with grammar and mechanics references.
* Daily Classroom Internet Access CCC U.S. History lesson set
* CCC Science lesson set
* Famous speeches in U.S. history related to the time period the class is studying
 |
| **List of Technology Resources:*** Projector/ Computer with PowerPoint installed/ internet access (media cart)
* [*https://****owl****.english.****purdue****.edu/****owl****/*](https://owl.english.purdue.edu/owl/)
* [English-Zone.Com](http://english-zone.com/)
* [www.**readtheory**.**org**/](http://www.readtheory.org/)
* Pronunciation guides
* Google Groups
* Blackboard
* <http://dp.la/>
* <https://www.youtube.com/>

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