

English I Regular and Honors (9th Grade English)

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English I - 9

By Flaherty, Andy

Concept English Unit and Lesson Plan Requirements 2017/2018 [8/18/2017 to 8/21/2017]

Notes

The Concept English Unit and Lesson Plan Requirements describes how ALL 6-12 Units are laid out. Color Key: Black = Content, Blue = Research-based strategies from Concept Toolkit, Green = Writing/Reading/Speaking/Listening from HMH online, Orange = suggestions, Green = research-based strategies to be used/writing. We provide for 6 -12th grade core English classes. Using Focus Standards and examples of test question types our Units are built backwards from the Performance Based Assessment (PBA). In addition, Concept English provides a model week of elements that need to be included in each teacher's lesson plans. Teachers compact the curriculum and/or add to it based on the current data of her/his students. Our units have more than 600 attachments to help teachers facilitate the delivery of instruction. Teachers also receive professional development and a quick Tool Kit for instructional strategies. The body of the unit is written in black (do), green (research based strategies and writing connected to PBA), and orange (activities and ideas to build background knowledge and create interest). Each teacher needs a Teacher's Manual and their online access codes from Houghton Mifflin Harcourt (HMH) Collections to be able to benefit from these marvelous resources. IF THERE ARE ANY PROBLEMS OR MISSING LINKS CONTACT: aflaherty@conceptschoools.org

Standards

Essential Questions

Each unit indicates the Essential Question/Enduring Understanding. Essential questions are essential but can be modified to fit the classroom. These elements provide a focus for instruction. It is a way to chunk a unit of study and allows the teacher to select only aspects of instruction that impact the larger understanding you want students to have over time. There will be other questions, of course, but this is the one teachers return to throughout the unit. In addition, teachers may also develop smaller, more specific questions for individual readings.

For Example

Enduring Understanding: Fear affects the brain and the body. Essential Question: What role does fear play in shaping who I am and what I do?

Enduring Understanding: Change is part of who we are. Essential Question: What does my response to change say about who I am?

Content/Academic Vocabulary

Color Key: Black = content, Blue = Research-based strategies, Green = Writing/Speaking/Listening from HMH, Orange = Ideas/Suggestions

NOTE: Honors Classes read ALL content in Collections plus additional readings assigned by teachers, plus BOTH PBA's at the end of the Unit.

Each unit has a brief, paragraph summary of the whole unit. This helps the teacher see the context for learning the individual readings and why the essential question/enduring understanding has been chosen. In addition, there will be academic vocabulary - Tier 2 - words teachers should model and repeat throughout the unit. Teachers add additional vocabulary from the readings and determine which strategies they believe will help their students.

Insert Concept English At-A-Glance (Chart will not print but is attached)

The following example (6th grade) demonstrates how the Content/Vocabulary section works for ALL 6-12 Units.

Unit Overview

Students explore how people experience fear and how fear affects the brain and body. Students analyze a variety of fiction, non-fiction, and poetry selections learning to cite textual evidence and describe the elements of a particular story, informational text, or poem. Students are expected to delve deeper into readings using Close Reading strategies and writing assignments to demonstrate what they have read.

FOCUS STANDARDS* (align these with tools like Measuring Up and AR 360)

CCSS (Illinois, Michigan, Minnesota, Wisconsin) Focus Standards: RL.6.3, RI.6.3, 4 & 5, SL.6.1, L.6.4, W.6.2

Indiana Focus Standards: 6.RL.2.3, 6.RN.3.2, SL.2.1, 6.RV.2.1, 6.W.3.2.b

Missouri Focus Standards: 6.RL.2.D, 6.RI.1.C & 2.A, 6.SL.1.B, 6.W.2.A.b

Ohio Focus Standards: RL.6.3, RI.6.2 & 5, SL.6.1, L.6.4.c, W.6.2

* Every state has a standard that asks students to cite textual evidence. No matter what standard is being tested students will be asked to prove it with evidence (Standard 1 in most states). Using evidence implies students can infer and analyze.

Academic Vocabulary

evident

factor

indicate

similar

specific

Sample Lesson Plan Activities

Facing Fear selections appear on Page 2d of the HMH Collections Teacher's Manual. Teachers plan lessons using research-based strategies that allows them to deliver instructions and build the skills necessary to master the 2 Anchor Texts and Final Performance Task. This means that since the Units reference the FOCUS STANDARDS, teachers must add additional standards/skills to their Units that students may need. It is also suggested that teachers add readings from Newsela and ReadWorks to support group work. If schools have budgets we highly recommend Leveled Reader bundles from Scholastic.

Refer to the HMH online resources for support. On the dashboard are the [Interactive Writing & Speaking Activities](#). Also, under the Teacher Resource Tab you will find a drop down: [English Workshop](#), [Grammar Notes](#), [Graphic Organizers](#), [History/A & E Videos](#), etc.

Insert Concept High School Weekly Model (Chart will not print but is attached)

Student objectives (I can statements)

Lesson Plan/Activities/Strategies

August 18, 2017, Friday

BEFORE

Teachers indicate the way they will establish a tone or direction for the lesson. This may include **bell ringers** that activate prior knowledge, practice new skills, and introduce I can statements.

In addition to the Before, During, and After format teachers will be asked to select the **standards** being taught that day.

It is important that Concept teachers state the I can and post the I can repeating it throughout the lesson.

DURING

Teachers **describe** how they will engage students in the content. This should include the steps and focus on how students will master the standards.

Steps to the lesson and the strategies being used to deliver content instruction. This can also become the agenda for the day.

Remember that Concept English promotes a **balanced literacy approach** to instruction and expects teachers to use the **gradual release model** of modeling, practicing together, and then students working independently (I do, We do, You do).

AFTER

Teachers indicate how they will bring closer, wrap up, and/or summarize the learning. In addition, teachers describe how they will measure the learning. This may be an **exit ticket**, a summary paragraph, or a check quiz.

August 21, 2017, Monday

Accommodations/Differentiation

Assessments/Assignments

Resources

Reflections

Attachments

Standards

[StandardsWhatHowWhythirteen.org.pdf](#)

Essential Questions

[EssentialQEstiontraining.ppt](#)

[CreatingEnduringUnderstandingsandEssentialQuestions.pdf](#)

Content/Academic Vocabulary

[YearAtAGlanceEnglish2017=2018.docx](#)

[MiddleSchoolWeeklyModel.docx](#)

[ISBE Academic Vocabulary.pptx](#)

Accommodations/Differentiation

[SmallGroupDiffChart.pdf](#)

[GroupTypes.pdf](#)

[Co-TeachingIdeas.pdf](#)

[ASCDDifferentiationNotes.pdf](#)

[Copy of Differentiation with Social Media Tools \(1\).xlsx](#)

[Lesson Plan/Activities/Strategies](#)

[5 step lesson plan format.pdf](#)

[Five Common Mistakes in Writing Lesson Plans.html](#)

[Assessments/Assignments](#)

[EudtopiaTypesOfAssessment.pdf](#)

[Unit Reflections](#)

[KolbModelReflection.pdf](#)

English I Regular and Honors (9th Grade English)

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English I - 9

By Flaherty, Andy

Establishing Rituals and Routines [8/22/2017 to 9/1/2017]

Notes

Please refer to the first 20 day handout attached. Also, the Concept English At-A-Glance document under Concept English Unit and Lesson Plan Requirements.

Standards

Essential Questions

How does knowing who you are and how you think help you be a better student?

Let students know that behind every essential question is an enduring understanding of something that you want them to know. For this question it is when you know who you are and how you think chances are you can be a better student.

This question helps you focus instruction to master the standards. A great website for many topics is <http://www.thirteen.org/edonline/concept2class/standards/index.html> and it gives some great information on what standards are. Students need to have understanding of what these standards are and why we want them to master them.

Content/Academic Vocabulary

Color Key: Black = Content, Blue = Research-based strategies, Green = Writing vis HMH, Orange = Ideas/Suggestions

Unit Overview

Teachers lay out his/her expectations for the year and build rapport with the students. This unit is the time to select activities to help students understand how they learn best and to build cooperative inter-dependence between students in the class. It is highly suggested that teachers employ learning style indicators, determine preliminary ability groupings, develop shared classroom rules, introduce journal and reading log procedures, set up portfolios, and implement diagnostics. All of these activities can help the teacher lay out the road map for the year ahead and help students master the standards. One area that CCSS and now Ohio ask us to consider as we create rigorous learning environments is Bloom and Webb's Depth of Knowledge. Remember that the word "analysis" appears more than 70 times in our standards.

Schools/Teachers should also consider how to use their character educations or PBIS approaches during this unit to strengthen policy/rules across the school, halls, and subject classrooms.

Layout of the Classroom

In/out box

Student Folders/Portfolios

Materials/Libraries

Anchor Charts - to be referred to throughout the year

Writing Process - stages of the writing process

Stations or Areas

Levels of Thinking (Chart does not print but attached)

Of no less importance is the establishment of daily rituals and routines that students become aware of and count on to be in place. Students should become familiar with the sections of the daily lesson (Bellringers, I cans, strategies, Exit slips, etc.), where materials are stored, the various work stations throughout the rooms, homework policy, and expectations that are outlined in the **course syllabus** (attached).

We strongly encourage the use of a Binder System that asks students to become responsible for their learning. It is checked monthly, first with students assessing their own work and then teachers using the same rubric to check for accuracy. The binder is organized around the systems introduced during the rituals and routines unit. Each day students put into their notes section, the agenda, learning standards and, as necessary classroom notes. Each quarter students first fill out their own **rubric** (attached).

Academic Vocabulary

Select key process words (20) that you plan to use throughout the year. Reward their use.

Things to include in this unit:

- syllabus
- learning style indicator or survey
- binder systems - set up and have students self check with a binder rubric modified for grade level
- scavenger hunt of text/text structures
- portfolio set-up
- a favorite exit-slip
- a checklist for informational writing
- setting a purpose and annotating/close reading
- group work contracts
- steps for enhancing discussions
- text dependent questions
- blooms question stems

Cover how and where you want these kept for handy reference in student binders!

Student objectives (I can statements)

I can statements reflect the teachers deconstruction of the standard to kid friendly language. While we have them here for you to select (after you have chosen the standards above) they may be further deconstructed in the classroom. To focus instruction, there should usually be one or two only, per period.

Lesson Plan/Activities/Strategies

August 22, 2017, Tuesday

BEFORE

DURING

AFTER

August 23, 2017, Wednesday

BEFORE

DURING

AFTER

Accommodations/Differentiation

Two handy references - ASCD Differentiation Notes and an Excel Spreadsheet of differentiation techniques with social media tools.

You will also be co-teaching with Special Education teachers. Attached is a great resource on co-teaching.

Assessments/Assignments

Teachers in 6, 7, and 8th grade use one of these days to do the pre-writing assessment. Focus is on how students read a passage and use this passage in their writing to answer a question/prompt.

Teachers/schools work with specialists/APA's using NWEA and/or other data tools like Measuring Up Live and AR 360 to begin identifying those students in need of RTI or other forms of intervention.

Resources

These are indicated above in the Content/Academic Vocabulary section for this Unit.

Reflections

Reflection is the key to success. Try Kolb's Model of Reflection.

Attachments

Standards

[StandardsWhatHowWhythirteen.org.pdf](#)

Content/Academic Vocabulary

[BloomWebbDepthofKnowledge.pdf](#)

[AGuideToCreatingTextDependentQuestions.pdf](#)

[3SampleCourseSyllabi.pdf](#)

[LearningStyle1.pdf](#)

[LearningStyle2.pdf](#)

[LearningStyle3.pdf](#)

[Afbinderrubric.pdf](#)

[ScholasticTextScavengerHunt.pdf](#)

[Portfolios.pdf](#)

[ArticleonPortfoliosATeacherJourney.pdf](#)

[2+2ExitSlip.pdf](#)

[InformationalWritingChecklist.pdf](#)

[AnnotationCloseReading.pdf](#)

[edutopiagroupworkcontracts.pdf](#)

[Enchancing Discussions.pdf](#)

[BloomsGraphicwQuestionStems.pdf](#)

Student Objectives(I Can Statements)

[Deconstructing CCSS standards attachment.pdf](#)

Accommodations/Differentiation

[ASCD Differentiation Notes.pdf](#)

[Copy of Differentiation with Social Media Tools.xlsx](#)

[Co-TeachingIdeas.pdf](#)

English I Regular and Honors (9th Grade English)

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English I - 9

By Flaherty, Andy

Unit/Collection 1 - Finding Common Ground [9/8/2017 to 10/21/2017]

Notes

This unit utilizes the reading and writing activities included in the textbook, "Collections" for 9th grade, published by Houghton Mifflin Harcourt (2015). A curriculum map and Focus Standards overlay was provided to teachers April 2017 and was then posted on the Concept English website. Teachers follow the 6 unit scope and sequence but can make adaptations to fit their individual situations as informed by student data from NWEA, EOC's, and other tools like Measuring Up and AR 360. Teachers change the dates (From/To) above to fit their school calendar and then the lesson plans will populate with the correct dates. Second, teachers read through the explanation/context of the unit under Content/Academic Vocabulary (use the scrollbar). Within each section (all headings created by SIS are orange) requirements appear in black, strong suggestions are in orange, and blue indicates the researched-based strategies to use and green indicates the writing/speaking/listening strategies from HMH. Once the teachers have an understanding of the unit he/she can begin compacting and/or adding to the unit (also informed as the receive data on student performance). Teachers must add standards, beyond the Focus Standards, depending on the necessary skills that must be taught to reach mastery of all standards by years end. Finally, it is important that lesson plans allow us to see what is happening in the classroom following the before, during, and after format. Teachers attach resources, activities, and other strategies that they are using if they do not already appear in SIS.

Standards *(Only your state standards will appear here - focus standards only)*

L.9.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.9.2c - Spell correctly.

L.9.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

L.9.3a - Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type

L.9.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies

L.9.4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase

L.9.4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)

L.9.4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology

L.9.4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

RI.9.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RI.9.5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9.6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

RI.9.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning

RL.9.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RL.9.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text

RL.9.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)

- RL.9.5 - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise
- RL.9.6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature
- SL.9.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
- SL.9.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
- SL.9.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
- W.9.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- W.9.1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence
- W.9.1b - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns
- W.9.1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
- W.9.1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- W.9.1e - Provide a concluding statement or section that follows from and supports the argument presented
- W.9.2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
- W.9.2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
- W.9.2c - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts
- W.9.2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic
- W.9.2e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- W.9.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)

Essential Questions

Essential Question: When do you join, when do you walk away?

Enduring Understanding: Human beings struggle to belong.

Content/Academic Vocabulary

Color Key: Black = required, Blue = research-based strategies, Green = writing/speaking/listening via HMH, Orange = Ideas/suggestions

NOTE: Honors Classes read ALL content in Collections plus additional readings assigned by teachers, plus BOTH PBA's at the end of the Unit.

Unit Overview

Students read a variety of fiction and non-fiction texts as well as visual texts to explore how individuals and societies interact. While exploring the question of joining or not, students compare the struggle individuals face being part of a society to a nation's struggle to unite for a common cause. This unit provides an opportunity for teacher and students to work on building a strong relationship by investigating things that bond us together and issues that pull us apart. Students site textual evidence to support their opinions and focus on how opinions become arguments while

engaging in speaking and listening activities that help them learn from each other. Students are expected to delve deeper into readings using close reading strategies. The unit will culminate when students write and present a speech. As their final assessment students must make a claim (teach argument), based on these texts and their own experience about the individuals role in society.

FOCUS STANDARDS* (align these with tools like Measuring Up and AR 360)

CCSS (Illinois, Michigan, Minnesota, Wisconsin) Focus Standards: RL.9-10.5 & 6, RI.9-10.5 & 6, SL.9-10.4 & 6, L.9-10.3 & 4, W.9-10.1 & 2

Indiana Focus Standards: 9-10.RL.3.1 & 3.2, 9-10.RN.3.2 & 4.1, 9-10.SL.2.1, 9-10.RV.3.2, 9-10.W.3.1 & 3.2

Missouri Focus Standards: 9-10.RL.2.A & 2.B, 9-10.RI.2.B & 2.D, 9-10.SL.1.A & 1.B, 9-10.W.2.A

Ohio Focus Standards: RL.9-10.5 & 6, RI.9-10.5 & 8, SL.9-10.1 & 4, W.9-10.1

Academic Vocabulary (add 25 additional words)

enforce

entity

internal

presume

resolve

*Every state has a standards that asks students to cite textual evidence. No matter what standard is being tested students will be asked to prove it with evidence (Standard 1 in most states). Using evidence implies students can infer and analyze.

Lesson Plan Activities:

For a full list for Finding Common Ground selections on Page 2d of the Teacher's Manual. The standards from the unit come from the Anchor texts and when additional texts are selected, additional standards should be added by the teacher. Each textbook selection is marked with Common Core Standards and a Lexile measure.

Daily Lesson Plan Design

Teachers are expected to create a safe and curious environment for students that reflects a Balanced Literacy approach and employs the Gradual Release Model of instruction. If teachers need support with these models there is information on the Concept English website (<http://english.conceptschoools.org/resources/>) and Webinars are offered as well.

Possible Activities to Get Into the Unit (orange means suggestions):

1. Share PP on Society and Community and the role of "I."
2. Access awareness as to what students think there community looks like. Try activities in "What Does Community

Look Like?"

3. Maybe try some of the lessons outlined in the attachment Identifying Community Issues (worksheet too)
4. Look at the role of symbols in community in the attached lesson plan.

Possible ways to get at the conflict this enduring understanding entails:

5. Have students read and debate the article "Caution Peer Pressure" attached.
6. Have students do the "Ties That Bind" Activity attached
7. Perhaps complete the assimilation and acculturation worksheet attached.
8. Read "Making Gangs Good" (8 and 9 together)
9. Assign the reading/activities on Gangs for the duration of Unit 1. Or use pieces of it.

Content Readings Unit 1

Use these research-based strategies from the Concept Toolkit: Word Study strategy, Paraphrasing Activity, Summary writing fiction/non, FOR strategy, It Says, I say, and So, Argument Visual Organizer

See Digital Overview on Page 2c (Teacher's Manual) for full list of Teacher eBook materials, interactive whiteboard lessons, etc.

Close Reader blog "Making The Future Better, Together" - Trace and Evaluate an Argument (suggested pacing 2 days)

CCSS Standards: RI.9-10.1 & 8 (Trace vs. Delineate)

Indiana Standards: 9-10.RN.2.1 & 4.1

Missouri Standards: 9-10.RI.1.A & 2.D

Ohio Standards: RI.9-10.1 & 8

What do your students know about arguments?

Pages 10b - 10f for Close Reading notes.... great source of student notes

Use evidence chart (graphic organizer) on 10c

Complete Short Response (writing activity) on 10f

Close Reader short story "Night Calls" - Determine a theme or central idea of a text (suggested pacing 3 days)

CCSS Standards: RL.9-10.2 & 3

Indiana Standards: 9-10.RL.2.2 & 2.3

Missouri Standards: 9-10.RL.1.D & 2.D

Ohio Standards: RL.9-10.2 & 3

Pages 20b - 20h Close Reading

Use evidence chart ([graphic organizer](#)) on 20c

Complete Short Response ([writing activity](#)) on 20h

Close Reader speech "Oklahoma Bombing Memorial Address" - Analyze how an author uses rhetoric to advance her/his causes ([suggested pacing 2 days](#))

CCSS Standards: RI.9-10.1 & 6

Indiana Standards: 9-10.RN.2.1 & 3.3

Missouri Standards: 9-10.RI.1.A & 2.B

Ohio Standards: RI.9-10.1 & 6

Pages 32b - 32e for Close Reading

Use evidence chart ([graphic organizer](#)) on 32c

Complete Short Response ([writing activity](#)) on 32e

Anchor Text argument "A Quilt of a Country" - evaluate the argument that America is both unified and fractured ([suggest pacing 5 to 6 days](#))

CCSS Focus Standards: RI.9-10.6 & 8

Indiana Focus Standards: 9-10.RN.3.3 & 4.1

Missouri Focus Standards: 9-10.RI.2.B & 2.D

Ohio Focus Standards: RI.9-10.6 & 8

A close reading, text dependent approach to reading is indicated in the margins of the Teacher's Manual. See Teacher's Manual for further explanation and suggestions on annotating.

Delineate and Evaluate an Argument; claims, reasons, evidence, Page 7

Analyze and Evaluate an Author's Claim, Page 7

Write an Argument Practice and Apply, Page 10a (Teacher's Manual)

Analyzing the Text Questions, Page 8

Performance Task, Writing Activity - Write and support a claim, Page 8

Vocabulary Strategy - Patterns of Word Changes, Page 9

Language Strategy - Noun Clauses, Page 10

SAMPLE QUESTION STEMS FROM END OF UNIT TEST MEASURING FOCUS STANDARDS:

1. _____ purpose for giving the speech was?
2. What evidence does the author cite to support the claim that "_____?"
3. Which statement best paraphrases the main claim the author makes in paragraph ____?
4. What of these lines is a counterargument addressed in the author's speech?

Anchor Text short story "Once Upon A Time" - lesson in the fairy tale about the tension within a deeply divided society in a time of upheaval. (suggested pacing 6 to 7 days)

CCSS Focus Standards: RL.9-10.5 & 6

Indiana Focus Standards: 9-10.3.1 & 3.2

Missouri Focus Standards: 9-10.RL.2.A & 2.D

Ohio Focus Standards: RL.9-10.5 & 6

A close reading, text dependent approach to reading is indicated in the margins of the Teacher's Manual. See Teacher's Manual for further explanation and suggestions on annotating.

Analyze Author's Choices: Text Structure, Page 17

Write a Narrative Collaborative Discussion, Page 20a (Teacher's Manual)

Support Inferences About Theme, Page 17

Analyzing Text Questions, Page 18

Performance Task, Speaking Activity - Perform Fairy Tale with Partner, Page 18

Vocabulary Strategy - Words From Latin, Page 19

Language Strategy - Prepositional Phrases, Page 20

SAMPLE QUESTION STEMS FROM END OF UNIT TEST MEASURING FOCUS STANDARDS:

1. The author chose to start the story with a confrontation between characters and share the background later. How does this choice affect the story?
2. The author reveals _____ guilt or joy only as _____ reacts to _____ words. What

effect does this have?

3. Why does the author choose to end the paragraph, section, or scene, with _____'s reflection about _____?

TEACHERS ADD ADDITIONAL READINGS TO COMPLETE THE UNIT AND PRACTICE THE FOCUS STANDARDS:

Collection 1 - "Rituals of Memory", "The Gettysburg Address", "Views of the Wall", "The Vietnam Wall"

Specific activities are included in the text. However, you may also try the Literature and Informational strategies attached.

Other – "Olaudah Equiano", "Chinese-Americans Recall When US Tried to Keep Out Their Ancestors", "French Government Tried To Reach Out to Suburbs", "Sibling Face Off", "Key Excerpts from the Majority Opinion, Brown Vs. The Board of Education", "President and First Lady Push A Global Program To Help Educate Girls", "The Mayflower"

Note: Assessments are referred to as Performance Tasks. Each unit/collection has a number of small performance tasks after each reading selection, and two at the end that are summative at the end of each unit and one has been selected and listed under the assessment tab below. Teachers will also add their own quizzes, check tests, and alternative assessments as needed. See the reference from Edutopia about ideas for assessments.

Student objectives (I can statements)

Teachers select I can statements from the drop down menu that correspond to the standards selected in the master unit as well as those added by the teacher as she/he adapts the unit.

Lesson Plan/Activities/Strategies

September 8, 2017, Friday

BEFORE

DURING

UNIT 1 - INTRODUCE YOUR GO TO STRATEGY

AFTER

September 11, 2017, Monday

BEFORE

DURING

UNIT 5 - INTRODUCE A NEW STRATEGY - YOUR CHOICE SEE ATTACHED (RESEARCH SKILLS)

AFTER

Accommodations/Differentiation

Differentiation is essential for our Concept students. We have a wide variety of learning styles and grade level abilities in addition to our special needs students. NWEA and other diagnostics will have an impact on accommodations, but we know that IEP's will populate this page and provided a handy reference for teachers. Teachers will also do learning style indicators and other personality surveys during the first week of school that will help them determine how to group and for what purpose. Information will also be gleaned from tools they use like AR 360. An attachment of differentiation strategies and ideas will be included in each Unit.

We expect teachers to use small group differentiation at least **twice a week**. Teachers should consider this chart.

Insert Group Differentiation Graphic (Chart will not print but is attached)

Assessments/Assignments

Concept students need **multiple forms of assessments and feedback**. In addition to NWEA and State tests, we expect our teachers to create authentic assessments and execute the Performance Based Task (PBA) at the end of each of the 6 units. Teachers are encouraged to review released State tests. In addition, writing rubrics for each State are attached. It is best practice to have students compare/contrast rubrics (PBA vs. State for similarities).

Depending on your situation, teachers may sense ability levels vary throughout the classroom. Schools/teachers may want to consider the Benchmark Assessment System (BAS) advocated by our Director of Upper Elementary Education. This diagnostic will help you with ability groupings and will also help facilitate an effective use of Leveled Classroom libraries.

PBA for 9th Grade Unit 1 - Prepare 1 day a week throughout Unit and 2 days at the end

Teachers assign the PBA with the rubric at or near the beginning of the Unit and scaffold necessary sub-standards/skills that will lead to mastery. It is expected that teachers take students through the writing process throughout the Unit and provide formative feedback to help meet the needs of individual student writers.

Use Interactive White Board Lesson on writing as a process

PBA: Write and Deliver a Speech (Rubric in book should be compared to state rubrics)

CCSS Focus Standard: W.9-10.1/2, SL.9-10.2 & 6

Illinois - <https://www.isbe.net/Pages/Teachers.aspx>

Michigan - <http://www.michigan.gov/mde/0,4615,7-140-22709---,00.html>

Minnesota - <http://education.state.mn.us/MDE/fam/tests/index.htm>

Wisconsin - <https://dpi.wi.gov/assessment>

Indiana Focus Standard: 9-10.W.3.1/2, 9-10.SL.2.1 (Note Indiana will have teacher created Quarterly assessments as well)

Indiana - <http://www.doe.in.gov/assessment>

Missouri Focus Standard: 9-10.W.2.A, 9-10.SL.1.A/B

Missouri - <https://dese.mo.gov/college-career-readiness/assessment>

Ohio Focus Standard: W.9-10.1, SL.9-10.1 & 4

Ohio - <https://education.ohio.gov/Topics/Testing>

There are, also, many smaller tasks throughout the 6 Collections Units that address the smaller, sub-standards/skills. They have been indicated in green. Also, the HMH online resources have many options such as the Interactive Whiteboard Lessons. **We do not suggest teachers give the whole end of unit test as it is very, very challenging. The best option is to use only test items that align with the focus standards and/or teacher's create their own quizzes using the Focus Standards.**

Schools have a number of different tools for teachers to chart student progress between the larger assessments. In addition to helping students individually, these tools have the ability to help our teachers group by ability and skill level. **THIS YEAR WE EXPECT 2 DAYS A WEEK TO HAVE SMALL GROUP DIFFERENTIATION. We encourage teachers to have a system for tracking formative and summative assessments/behaviors as well as having students maintain a Data Folder.**

Note: SIS Grade book allows you to track student work by standard.

If teachers are making their own tests, here is a handy link from Edutopia: <http://www.edutopia.org/assessment>.

We strongly encourage assessment of student public speaking and group work since we know that oral language proceeds the written word. Building skill orally will have a positive impact on student writing.

6-8th grade students complete a **pre** and **post** writing assessment. Teachers use the tools (AR 360/Measuring Up) in their buildings to practice skills between the three NWEA tests and implement reteaching.

9-12th grade students complete 3 EOC assessments - each of these have constructed response items as well as an essay and align with College Readiness (ACT/SAT). They align in large part to the Focus Standards. Based on the results of each EOC teachers create a re-teach plan by skill/standard.

Resources

Houghton Mifflin Harcourt (HMH) **Collections** is the chosen Concept English textbook for grades 6-12. Note: Teachers obtain their online pass codes from school administrators or directly from the HMH Rep for their region. See chart on Concept English website.

The Fountas & Pinnell BAS System tool recommended by our Director of Upper Elementary Education is strongly suggested.

Phyllis C. Hunter **Classroom Libraries** from Scholastic are strongly suggested, especially for 6-8th grade independent reading.

Units also include attached **Readings** that can be modified by Lexile for small group differentiation from **Newsela** and **ReadWorks**. (indicated in orange).

Novels. Teachers chose novels from the approved list on our website under Resources (<http://english.conceptschoools.org/resources/>) or submit a request, following the guidelines provided indicating how it will be used in our Unit. Schools should discuss during common planning time which novels are being used and where to avoid duplications. NO MORE THAN 3 NOVELS PER YEAR.

Other Favorite Resources

<http://www.readwritethink.org/>

<http://www.tolerance.org/classroom-resources>

<http://www.facinghistory.org/>

<http://newsela.com/>

<http://www.readworks.org/>

<http://www.k12reader.com/>

<http://learning.blogs.nytimes.com/category/language-arts/>

<http://www.sharemylesson.com/middle-school-english-language-arts-teaching-resources/>

<http://www.ted.com/>

<http://lesson-plans.theteachercorner.net/writing/>

Reflections

Think about what worked, what didn't, and what should change. Check out Kolb's Model of Reflection.

Attachments

Content/Academic Vocabulary

[ISBE Academic Vocabulary.pptx](#)

Accommodations/Differentiation

[ASCDDifferentiationNotes.pdf](#)

Lesson Plan/Activities/Strategies

[9thIdentifyingCommunityIssuesLessons.pdf](#)

[9thIdentifyingCommunityIssuesWorksheet.pdf](#)

[9thSocietyandCommunityPP.ppt](#)

[9thWhatDoesCommunityLookLike.pdf](#)

[9thCommunityandSymbols.pdf](#)

[9CautionPeerPressure.pdf](#)

[9thTiesThatBindActivity.pdf](#)

[AssimilationAcculturation.pdf](#)

[GangPacket.pdf](#)

[InformationalStrategies9-10.pdf](#)

[LiteratureStrategies9-10.pdf](#)

Assessments/Assignments

[NinthUnit1AssessmentSpeech.pdf](#)

[EudtopiaTypesOfAssessment.pdf](#)

Resources

[NinthUnit1AQuiltofCountry.pdf](#)

[NinthUnit1OnceUponaTime.pdf](#)

[NinthUnit1-3PairedTextsOlaudahEquiano&AfricanImmigrationToColonialAmerica.pdf](#)

[NinthUnit1ChineseAmericansRecallWhenUSTriedToKeepOutTheirAncestors - AlsoReadWriteWorkshop.pdf](#)

[NinthUnit1o3SiblingFaceOff.pdf](#)

[NinthUnit1FrenchGovernmentToReachOutToTroubledSuburbs-AlsoReadWriteWorkshop.pdf](#)

[NinthUnit1o3SiblingFaceOff.pdf](#)

[NinthUnit1or2ProConHowToImproveUSHistoryAndCivicsClasses.pdf](#)

[NinthUnit1PresidentAndFirstLadyPushAGlobalProgramToHelpEducateGirls.pdf](#)

[NinthUnit1TheMayflower.pdf](#)

