

English III Regular and Honors (11th Grade English)

Created : 6/29/2017 9:44 AM

English III - 11

By Flaherty, Andy

Concept English Unit and Lesson Plan Requirements 2017/2018 [8/8/2017 to 8/9/2017]

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

RI.6.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text

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

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 Middle School Weekly Model (Chart will not print but is attached)

Note: The elements listed in the model week are essential. Teachers may reach out for support at any time via email and telephone. Teachers will need to "chunk" parts of the Anchor Texts and use the "Analyze Text" questions that follow the readings to create bell ringers and exit slips. Sample question stems aligned to Focus standards follow the readings.

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. Students are presented a PP on Managing Emotions and take 2 column notes (attached)
2. Students review a PP on phobias (attached)
3. Students work on the etymologies of phobia words (attached)

Sample Daily Lesson Plan

Content Readings Unit 1

Use these research-based strategies from the Concept English Toolkit for the Anchor Texts: Word Webs, QAR's, Dialectic Journals, It Says, I Think

Close Reader short story "The Jumping Tree" - analyze how an author develops point of view through a characters feelings and actions to advance the plot (suggested pacing 2 days)

CCSS Focus Standard: RL.6.1

Indiana Focus Standard: 6.RL.2.1

Missouri Focus Standard: 6.RL.1.A

Ohio Focus Standard: RL.6.1

Pages 16b - 16f for Close Reading guidance

Students use evidence chart (graphic organizer) on page 16c

Complete short response (writing activity) on page 16f - teaching writing on demand is essential for test preparation and rigor. These activities can be included in journals to build fluency for the PBA as well.

On-line Interactive White Board Lesson - Participating in Collaborative Discussions

Close Reader magazine article "Face Your Fears..." - cite textual evidence to support main ideas (suggested pacing 2 days)

CCSS Focus Standard: RI.6.2

Indiana Focus Standard: 6.RN.2.1

Missouri Focus Standard: 6.RI.1.A

Ohio Focus Standard: RL.6.1

Pages 50b - 50e for Close Reading guidance

Students use evidence chart (graphic organizer) on page 50c

Complete short response (writing activity) on page 50e - practice writing on demand, summary writing, and restating (paraphrases)

Close Reader magazine article "Face Your Fears and Scare the Phobia Out Of Your Brain" - determine central idea and analyze how ideas and events impact each other (suggested pacing 2 days)

CCSS Focus Standard: RI.6.2

Indiana Focus Standard: 6.RN.2.2

Missouri Focus Standard: 6.RI.1.D

Ohio Focus Standard: RI.6.2

Pages 58b - 58e for Close Reading guidance

Students use central idea chart (graphic organizer) on page 58c

Complete short response (writing activity) on page 58e

On-line Interactive White Board Lesson - Writing as a process to get students involved in "thinking down the arm" and gathering ideas/notes in their folders for the PBA

Anchor Text short story "The Ravine" - describe characters and setting and make inferences in the context of a short story (suggested pacing one week)

CCSS Focus Standards: RL.6.1, RL.6.3, RL.6.5, SL.6.1

Indiana Focus Standards: 6.RL.2.1, 6.RL.2.3, 6.SL.2.1

Missouri Focus Standards: 6.RL.1.A, 6.RL.2.D, 6.SL.1.B

Ohio Focus Standards: RL.6.1, RL.6.3, SL.6.1

Refer to the Teacher's Manual for a Close Reading, text dependent question approach.

Character and Setting, Page 13

Conflict Practice and Apply, Page 16a of Teacher's Manual (good information to be included in student notes)

Making Inferences, Page 13 - repeat of Close Reader above

Analyzing Text, Page 14 (preview these questions, break them up into small group discussions, and create bell ringers)

Performance Task, Writing Activity - Essay, Page 14

Vocabulary Strategy, Context Clues, Page 15 (keep in binder under Vocabulary tab)

Language Strategy, Recognize variations from standard English, Page 16

SAMPLE QUESTION STEMS FROM END OF UNIT TEST MEASURING FOCUS STANDARDS RL.1 & 3

1. The speaker of this essay/poem suggests that...
2. Why does this character act the way he/she does?
3. What is the purpose of this stanza or line or section?

Anchor Text online article "Fears and Phobias" - cite textual evidence to analyze text features and structure
(suggested pacing 4 days)

CCSS Focus Standards: RI.6.1, RI.6.4, RI.6.6, SL.6.1

Indiana Focus Standards: 6.RN.2.1, 6.RN.3.2, 6.SL.6.1

Missouri Focus Standards: 6.RI.1.A, 6.RI.2.A, 6.SL.1.A

Ohio Focus Standards: RI.6.1, RI.6.5, SL.6.1

Refer to the Teacher's Manual for a Close Reading, text dependent question approach.

Cite Textual Evidence, Page 47

Analyze Structure, Page 47 (good information for student notes, combined with teacher information)

Analyzing the Text, Page 48 (preview these questions, break them up into small group discussions, and create bell ringers)

Performance Task, Summary, Page 48 (Teach students summary writing. This skill is essential for test preparation as many answers on multiple choice tests are written either summaries or paraphrases)

Vocabulary Strategy, Prefixes, Page 49

Language Strategy, Subjective and Objective Pronouns, Page 50

SAMPLE QUESTION STEMS FROM END OF UNIT TEST MEASURING FOCUS STANDARDS RI.1 & 4

1. From the context in this paragraph, what does the technical term _____ mean?
2. Which paragraph could BEST be cited to support the idea that _____ thinks _____?
3. Which paragraph supports the idea that _____ does _____?

TEACHER'S ADD ADDITIONAL READINGS TO COMPLETE THE UNIT and PRACTICE THE FOCUS STANDARDS:

Collections - "Fine?" short story, "Stuff That Scares Your Pants Off" information text, "Wired for Fear" online Science article

Newsela - "The Tree House," "The Office"

Other - Teacher Choice

Student objectives (I can statements)

I can statements reflect the deconstruction of the standards into more kid friendly language. You may also reduce them further to fit the needs of your students.

Once you have selected the standards for the unit, you will have the option to select the I Cans from a drop down menu.

For Example

1. If you check the standard - Determine an author's point of view in a text and explain how it is conveyed in the text.
2. You will have the option to check one of the two I cans below.

I can determine an author's point of view or purpose in a text.

I can analyze how an author conveys his/her purpose in a text.

NOTE: These can be reduced even further in the classroom. I can figure out what the author is saying by how she says certain things in the article.

Lesson Plan/Activities/Strategies

August 8, 2017, Tuesday

BEFORE

This is where 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

This is where 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

This is where teachers indicate how they will bring close, 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 9, 2017, Wednesday

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.

Example PBA for 6th 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.

Unit 1 for each grade level contains links to your state website assessments and rubrics.

PBA: Expository Essay (Rubric in book should be compared to State Rubrics attached)

CCSS Focus Standard: W.6.2

Indiana Focus Standard: 6.W.3.2.b (Note Indiana will have teacher created Quarterly assessments as well)

Missouri Focus Standard: 6.W.2.A.b

Ohio Focus Standard: W.6.2

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:

<http://english.conceptschoools.org/resources/>

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

On-going reflection is essential for the Concept English Master Teacher. You may want to try the Kolb's Model of Reflection (Attached) or simply keep and open word document on your desk top. Dedicate ten minutes at the end of your day to type in something that worked, something that didn't, and something you want to try again.

Attachments

Standards

[StandardsWhatHowWhythirteen.org.pdf](#)

Essential Questions

[EssentialQuestiontraining.ppt](#)

[CreatingEnduringUnderstandingsandEssentialQuestions.pdf](#)

Content/Academic Vocabulary

[ISBE Academic Vocabulary.pptx](#)

Accommodations/Differentiation

[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 III Regular and Honors (11th Grade English)

Created : 6/29/2017 9:46 AM

English III - 11

By Flaherty, Andy

Establishing Rituals and Routines [8/11/2017 to 8/18/2017]

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.

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

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.

Reflections

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

Attachments

Standards

[StandardsWhatHowWhythirteen.org.pdf](#)

Content/Academic Vocabulary

[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 III Regular and Honors (11th Grade English)

Created : 6/29/2017 9:47 AM

English III - 11

By Flaherty, Andy

Unit /Collection 1 - Coming To America [8/24/2017 to 10/13/2017]

Notes

This unit utilizes the reading and writing activities included in the textbook, "Collections" for 11th 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 for you only)*

- L.11.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- L.11.3a - Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading
- L.11.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies
- L.11.4a - 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
- RI.11.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RI.11.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text
- RI.11.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text
- RI.11.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- RI.11.9 - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features
- RL.11.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RL.11.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
- RL.11.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- SL.11.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
- SL.11.1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas

- W.11.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- W.11.1b - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases
- W.11.1c - Use words, phrases, and clauses as well as varied syntax 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.11.2b - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
- W.11.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research

Essential Questions

Essential Question: How does society decide whose beliefs and values will be represented?

Enduring Understanding: Countries are made up of complex people.

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

In this unit students explore how America (might be argued for all countries today) is a land shaped by the different experiences of its immigrants. Students first read a historical introduction that will give them the necessary background information to fully understand the non-fiction documents in this collection. In addition, students read a variety of genres to look at the role immigration plays in our lives including the conflict and unity that result. Students cite 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. As the first unit of the year it might be helpful to create an analogy between joining a classroom and becoming part of a country. How do we all get represented? In addition, there students will read excerpts from *The Tempest* and compare it to a film version and explore possible connections/themes to America. As their final assessment students are asked to write an argument in which they articulate a point of view about how immigration changed America and those who have come here.

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

CCSS (Illinois, Michigan, Minnesota, Wisconsin) Focus Standards: RL.11-12.4, RI.11-12.2 3 & 9, SL.11-12.2 & 6, L.11-12.4, W.11-12.1 & 9

Indiana Focus Standards: 11-12.RL.4.2, 11-12.RN2.2 & 4.3, 11-12.SL.4.1, 11-12.RV.3.2, 11-12.W.3.1 & 5

Missouri Focus Standards: 11-12.RL.1.B, 11-12.RI.1.D 2.B 2.C & 3.C, 11-12.SL.1.B & 2.A, 11-12.W.1.A & 2.A

Ohio Focus Standards: RL.11-12.4, RI.11-12.2 5 & 8, SL.11-12.3 & 6, L.11-12.1 & 5, W.11-12.1 & 8

Academic Vocabulary

adapt

coherent

device

displace

dynamic

*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 their answer with evidence (Standard 1 in most states). Using evidence implies students can infer and analyze.

Lesson Plan Activities:

A complete list of readings for Coming To America appears on Page 2d of the 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)

Note: The elements listed in the model week are essential. Teachers may reach out for support at any time via email and telephone. Teachers will need to "chunk" parts of the Anchor Texts and use the "Analyze Text" questions that follow the readings to create bell ringers and exit slips. Sample question stems aligned to Focus standards follow the readings.

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 can be scheduled.

Possible Activities to get you into the unit (orange means suggestions):

1. Who Would You Let In? Activity/discussion attached.
2. Working in groups students create Utopias. Try using Create Utopia 1 attached.
3. As a comparison to the Plymouth reading have students read and discuss Puritans handout.
4. Have students read information on Citizenship.

5. Complete activities from "Building Community by Taking Perspectives." Go to Facing History in Ourselves website <https://www.facinghistory.org/> and create a free account for full details. Contact director if there is a problem.
6. Consider using the activities from "Defining Community: The Universe of Obligation." This goes well with students in a learning community and addresses the question What is your obligation?
7. Use "Who Votes?" as it addresses whose voices are heard and leads well into the Unit 2.

Content Area Readings Unit 1

Use these research-based strategies from the Concept Toolkit: Word study, Four Corners, They Say, I think, Argument organizers or text dependent questions/notes

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

NOTE: With so much necessary history, we do not follow our traditional approach with Close Reader first.

Main textbook historical introduction - analyze the selections in terms of historical context (suggested pacing 2 days)

CCSS Standards: RI.11-12.3 & 9

Indiana Standards: 11-12.RN.2.3 & 4.2

Missouri Standards: 11-12.RI.1.D & 3.C

Ohio Standards: RI.11-12.3 & 9

Teach or re-teach timelines, Page 3

Use HMH History Chanel "The Lost Colony of Roanoke"

Analyze accounts in Different Mediums, Page 4a (Teacher's Manual)

Analyze Author's Order: Sequence of Events, Page 4a (Teacher's Manual)

Anchor Text historical account from "Of Plymouth Plantation" - identify and analyze the central ideas of a foundational document (suggested pacing 6 days)

Use HMH History Chanel on William Bradford

CCSS Focus Standards: RI.11-12.2 3 & 9

Indiana Focus Standards: 11-12.RN.2.2 2.3 & 4.1

Missouri Focus Standards: 11-12.RI.1.D 2.A & 3.C

Ohio Focus Standards: RI.11-12.2 3 & 9

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

Determine Central Ideas, Page 19

Analyze Foundational Texts, Historical Documents, Page 19

Use chart on page 19 - terms like historical document, primary source, foundational text, and rhetorical features.

Support Inferences and Draw Conclusions, Practice and Apply, Page 22A (Teacher's Manual)

Analyzing Text Questions, Page 20

Performance Task, Journal Entry and Letter, Page 20 (strongly suggested to DO ALL OF THIS!)

Vocabulary Strategy - Archaic Vocabulary, Page 21

Language Strategy - Active and Passive Voice. Page 22

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

1. Which sentence best represents the central idea of paragraph 4?
2. _____ is considered to be a foundational document because?
3. What is the central idea of the 1st sentence of paragraph 6?
4. Which sentence best expresses the importance of _____ as a foundational text?

Close Reader historical narrative from "The General History of Virginia" - determine and support the central ideas with evidence from the text (suggested pacing 3 days)

CCSS Standards: RI.11-12.6 & 9

Indiana Standards: 11-12.RN.3.3 & 4.3

Missouri Standards: 11-12.2.B & 3.C

Ohio Standards: RI.11-12.6 & 9

Pages 22c -22g for Close Reading

Use evidence chart (graphic organizer) on 22c

Complete Short Response (writing activity) on 22g

Anchor Text from "The Tempest" - cite textual evidence to support and argument (suggest pacing 7 days)

CCSS Focus Standards: RL.11-12.1 & 4

Indiana Focus Standards:

Missouri Focus Standards:

Ohio Focus Standards:

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

Support Inferences, Draw Conclusions, Page 69

Analyze Language, Page 69

Support Inferences and Draw Conclusions, Practice and Apply, Page 70a (Teacher's Manual)

Analyzing Text Questions, Page 70

Performance Task, Writing Activity - Essay, Page 70

Extended Learning: Compare and Contrast two interpretations of The Tempest - how does the film compare to the play? What is the same/different particularly in the excerpted scenes? After, compare to parts of two different films: BBC and Taymor

CCSS Standards: RL.11-12.7 & SL.11-12.1

Indiana Standards: 11-12.4.1 & 11-12.SL.1

Missouri Standards: 11-12.3.A & 11-12.SL.1.A

Ohio Standards: RL.11-12.7 & SL.11-12.1

Use Interactive Whiteboard lessons Participating in Collaborative Discussions

BBC Production:

Analyze Interpretations of Drama, Page 72

Analyzing Text/Media Questions, Page 72

Performance Task, Review, Page 72

Taymor Version:

Analyzing Interpretations of Drama, Page 75

Analyzing Text/Media Questions, Page 75

Analyzing Interpretations of Drama, Practice, and Apply, Page 76a (Teacher's Manual)

Performance Task, Writing Activity, Captions, Page 75

Compare The Two Adaptations to Text:

Analyzing Text/Media Questions, Page 76

Performance Task, Speaking Activity, Page 76

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

1. What tone is conveyed in the first paragraph of the essay?
2. The image conveyed in paragraph 3, " _____," is to serve what purpose?
3. The repetition (symbolism, etc.) is designed to convey a tone of?

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

Collection 1 - "Balboa," "Mother Tongue" Close Reader, "Blaxican's and Other Reinvented Americans," "New Orleans"

Specific activities are included in the text. However, you should try the Information and Literature strategies attached under lesson plans.

Other - "Centuries of Peace," "In Russia, Early African-American Migrants Found The Good Life," "U.S. Cuba Begin Talks on Normalizing Relations, Official Says," "Rioting in Baltimore Shuts Down Most of City, Worst Since 1969"

Note: Assessments are referred to as Performance Tasks. Each unit/collection has a number of small performance tasks after each reading. Teachers will add their own quizzes and alternate assessments.

Student objectives (I can statements)

I can statements reflect the deconstruction of the standards into more kid friendly language. You may also reduce them further to fit the needs of your students.

Once you have selected the standards for the unit, you will have the option to select the I Cans from a drop down menu.

For Example

1. If you check the standard - Determine an author's point of view in a text and explain how it is conveyed in the text.
2. You will have the option to check one of the two I cans below.

I can determine an author's point of view or purpose in a text.

I can analyze how an author conveys his/her purpose in a text.

NOTE: These can be reduced even further in the classroom. I can figure out what the author is saying by how she says certain things in the article.

Lesson Plan/Activities/Strategies

August 24, 2017, Thursday

Remember research-based strategies in blue. Look at the Concept Toolkit for explanations and use. For printable handouts/templates see #1 and #2 to left under attachments. You may also request strategies from Director.

BEFORE

DURING

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 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 me the needs of individual student writers.

Use Arguments and Textual Evidence and the Professional Development Podcast for the Task

PBA: Write and Argument Essay (Rubric in books should be compared to State Rubrics)

CCSS Focus Standard: W.11-12.1 & 9

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: 11-12.W.3.1 (Note Indiana will have teacher created Quarterly assessments as well)

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

Missouri Focus Standard: 11-12.W.2.A

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

Ohio Focus Standard: W.11-12.1 & 9

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:

<http://english.conceptschools.org/resources/>

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.conceptschools.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

On-going reflection is essential for the Concept English Master Teacher. You may want to try the Kolb's Model of Reflection (Attached) or simply keep and open word document on your desk top. Dedicate ten minutes at the end of your day to type in something that worked, something that didn't, and something you want to try again.

Attachments

Content/Academic Vocabulary

[ISBE Academic Vocabulary.pptx](#)

Accommodations/Differentiation

[ASCDDifferentiationNotes.pdf](#)

Lesson Plan/Activities/Strategies

[InformationalStrategies11-12.pdf](#)

[LiteratureStrategies11-12.pdf](#)

[EleventhUnit1WhoWouldYouLetInActivity.pdf](#)

[EleventhUnit1CivicParticipationActivityTakingAStand.pdf](#)

[EleventhUnit1CreateUtopia1.pdf](#)

[EleventhUnit1or2CitizenshipTerms.pdf](#)

[EleventhUnit1PerspectivesActivitiesBuildingCommunity.pdf](#)

[EleventhUnit1Puritans \(needs questions\).pdf](#)

[EleventhUnit1WhoVotesQuestions.pdf](#)

Assessments/Assignments

[EleventhUnit1AssessmentArgument.pdf](#)

[EudtopiaTypesOfAssessment.pdf](#)

Resources

[EleventhUnit1OfPlymouthPlantation.pdf](#)

[EleventhUnit1TheTempestAct1.pdf](#)

[EleventhUnit1TheTempestAct2.pdf](#)

[EleventhUnit1CenturiesOfPeace.pdf](#)

[EleventhUnit1CenturiesOfPeace.pdf](#)

[EleventhUnit1InRussiaEarlyAfricanAmericanMigrantsFoundTheGoodLife.pdf](#)

[EleventhUnit1InRussiaEarlyAfricanAmericanMigrantsFoundTheGoodLife.pdf](#)

[EleventhUnit1or2USCubatoBeingTalksOnNormalizingRelationsOfficialSays.pdf](#)

[EleventhUnit1RiotingInBaltimoreShutsDownMuchOfCityWorstSince1968.pdf](#)

