

Common Core Instructional Tools:

For special education teachers whose students will be assessed using the next generation of alternate assessment based on alternate achievement standards. These materials align with the Common Core State Standards and the Dynamic Learning Maps Essential Elements and are created specifically for use with students with severe cognitive disabilities.



English Language Arts Reading, Writing, Speaking Listening High School



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This resource is the result of a collaborative effort of North Dakota Teachers, the Dynamics Learning Maps Alternate Assessment Consortium materials, the North Dakota Curriculum Initiative project, and the North Dakota Department of Public Instruction. We would like to thank the following educators for their dedication and diligence in working on these instructional materials to provide tools to help special education teachers whose students will take the alternate assessment based on alternate achievement standards and the Common Core State Standards.

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Resources:

- **Common Core State Standards** documents at http://www.dpi.state.nd.us/standard/common_core.shtm
- **North Dakota Curriculum Initiative** documents at http://ndcurriculuminitiative.org/common_core
- **Dynamic Learning Maps**<http://dynamiclearningmaps.org/>
Common Core Essential Elements and Assessment Achievement Level Descriptors
Dynamic Learning Maps Essential Elements Versions 1 and 2
- **Kansas State Education Department** website: <http://www.ksde.org/>
- **Microsoft Office Clip Art**

Document Description:

This document is arranged by grade level so that teachers can access a single grade or multiple grades as needed. These materials are based on the Common Core State Standards and align with the Dynamic Learning Maps Essential Elements. North Dakota is a member of the Dynamic Learning Maps (DLM) Consortium of states creating the next generation of alternate assessments based on alternate achievement standards for assessing students with severe cognitive disabilities.

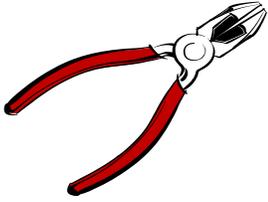
These materials are created by North Dakota teachers, for teachers, to assist them in accessing the Common Core State Standards in a meaningful fashion. Our goal was to provide teachers of students with severe cognitive disabilities with tools to get them started with the Common Core. They are intended to be tools for teachers to start with and build upon within their own local curriculum. They are not mandatory, but because they are linked to the DLM Essential Elements, they may be helpful in teaching the new standards which will begin to be assessed in 2014-15.

These tools are:

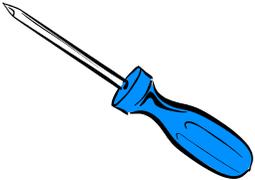
- ✓ Resources for teachers to use to access the Common Core State Standards (CCSS)
- ✓ Linked to the Dynamic Learning Maps (DLM) "Essential Elements"
- ✓ Ideas for learning activities based on CCSS
- ✓ Ideas on how to collect data on student performance
- ✓ Ideas on how to plan collaboration activities with general educators
- ✓ Resources to plan for "Communication Opportunities" for students who are learning a communication mode

These tools are not:

- ✓ Not meant for test preparation purposes
- ✓ Not mandatory for use by educators
- ✓ Not meant to serve as curriculum



Element Cards - A collection of Common Core State Standards materials specific to the Dynamic Learning Maps Essential Elements at each grade. These are meant to provide you with instructional ideas, key vocabulary, real world connections, and mapping of the concept the grade before and the grade after.



Educator Collaboration Plan - Planning sheets to prepare students for communication needs and for data collection in general education settings. Communication is key in teaching and assessing all students and especially those with severe cognitive disabilities. If a student does not have a consistent and reliable means of communicating what he/she knows and is able to do, it is very difficult to measure progress. More importantly, lack of a consistent communication system (high tech, low tech, or no tech) will affect the student's entire life in a negative way.



"I Can" Checklist - data sheet template for teacher use.



Website Resources - lists of web addresses where a variety of educational ideas can be found.

Standard RL. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Essential Element EERL.9-10.1: Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.
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Grade 8 Essential Element EERL. 8.1: <ul style="list-style-type: none"> Cite text to support inferences from stories and poems. 	Grade 11-12 Essential Element EERL. 11-2.1: <ul style="list-style-type: none"> Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.
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I Can Statements: <ul style="list-style-type: none"> I can use text to make inferences. I can use text to draw conclusions. I can use text to support details. I can identify quotes from a text. 	
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Key Vocabulary: <ul style="list-style-type: none"> infer / inferences imply conclusion predict 	Supports (specific to student): (e.g. assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> T-charts * card game of attributes graphic organizers * wikki stix highlighters * sequencing cards/activities high/Low reader novels *You Tube clips Book Share
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Instructional Examples: <ul style="list-style-type: none"> Highlight specific information Highlight information that draws inferences in another color Student identifies one quote of two provided that is derived from the text Identify the quote that the main character did to solve a problem from two quotes provided 	
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Real World Connections: <ul style="list-style-type: none"> “If you don’t have enough money at the movie theater, what will happen”? “If you don’t look both ways before crossing the street, what will happen”? Interpreting pictures of facial expressions / body language Categorizing objects 	
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Resources: <ul style="list-style-type: none"> www.tips-for-teachers.com/inferencing_mini_lessons 	
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<p>Standard RL.9-10.2: 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.</p>	<p>Essential Element EERL.9-10.2: Recount events related to the theme or central idea, including details about character and setting.</p>
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<p>Grade 8 Essential Element EERL. 8.2:</p> <ul style="list-style-type: none"> Recount an event related to the theme or central idea, including details about character and setting. 	<p>Grade 11-12 Essential Element EERL. 11-12.2:</p> <ul style="list-style-type: none"> Recount the main events of the text which are related to the theme or central idea.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can determine the central idea of the text and select details that relate to it. I can recount details that relate to the text. I can identify between the central idea and details in a text. I can describe the theme of the novel. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> setting theme 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> Venn diagram digital camera / iPad Boardmaker
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Select the appropriate attribute when provided with three choices to describe three characters. Compare yourself to one character. Given three choices, identify the theme (main idea) of the novel. Given three choices, identify the setting of the novel. Arrange three pictorial events in sequential order. 	
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<p>Real World Connections:</p> <ul style="list-style-type: none"> Take pictures of student's schedule throughout the day, print using Boardmaker, and have student arrange in proper sequence. Job task analysis Understanding soft skills in the work place (e.g., being on time, attendance, appropriate conversation, following directions) Planning a meal, weekly meal planning 	
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Resources:

www.studyzone.org

New York State Elementary State Test Center, 2001, 2003

Brigance Life Skills Inventory

www.brainpopjr.com/readingandwriting/comprehension/mainidea/grownups.weml

You Tube Ninth Planet (Social skill video clips)

<p>Standard RL. 9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>Essential Element RLEE. 9-10.3: Determine how characters change or develop over the course of a text.</p>
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<p>Grade 8 Essential Element RLEE. 8-3.:</p> <ul style="list-style-type: none"> Identify which incidents in a story or drama lead to subsequent action. 	<p>Grade 11-12 Essential Element RLEE. 11:12.3:</p> <ul style="list-style-type: none"> Determine how characters, setting, or events change over the course of the story or drama.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can identify words that describe characters. I can identify character interaction. I can describe interactions between characters. I can describe how characters develop and interact. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> theme conflict protagonist interact antagonist 	<p>Supports (specific to student): (e.g. assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> DVDs Book Share High/Low readers Venn diagram *flash drive with literature *graphic organizer
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> From choices of descriptive words, choose one that describes a character. Identify the things characters do when they interact. Given three choices, identify what two characters in a story do when they are together. Select a word(s) to describe what one character did in response to another's action. Describe interactions between characters. Describe how characters develop and interact with other characters. Describe how the main character develops throughout the story and how interactions with other characters impact the change. Highlight details in the novel projected on a whiteboard. Sort a list of story-related details and central idea statements into the appropriate group. 	
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- Identify the main idea of the story and identify two details related to the main idea.
- Teaching prefixes (e.g., “pro”, “anti”) to relate to characters

Real World Connections:

- Watch the movies “To Kill a Mockingbird”, “Of Mice and Men”, “The Outsiders” and verbally discuss the conflict, characters situations, etc.
- Analyze your own character (likes vs. dislikes)

Resources

- www.lessonplanet.com
- www.ic-schools.net
- www.Learn.lexiconic.net/characters.htm
- www.readwritethink.org/classroom-resources

<p>Standard RL.9-10.4: 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).</p>	<p>Essential Element EE.RL.9-10.4: Determine the meaning of words and phrases as they are used in a text including idioms, analogies, and figures of speech.</p>
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<p>Grade 8 Essential Element EERL.8.4:</p> <ul style="list-style-type: none"> Determine connotative meanings of words and phrases in a text. 	<p>Grade 11-12 Essential Element EERL.11-12.4:</p> <ul style="list-style-type: none"> Determine how words or a phrases in a text, including words with multiple meanings and figurative language, impact the meaning.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can identify the meaning of words used in the text. I can determine the meaning of words and phrases used in the text. I can determine the meaning of words and phrases used in the text including common figures of speech. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Idioms figures of speech 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> Power Points of idioms iPad apps YouTube clips
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Point to a picture that depicts the meaning of a word as it was used in the story. Identify the definition of a word that matches the way it was used in the text. Determine which illustration best reflects the meaning of a phrase as it is used in a text. Given a figure of speech used in the story and three choices, determine the correct meaning of the figure of speech as it was used in the text. 	
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<p>Real World Connections:</p> <ul style="list-style-type: none"> Accepting constructive criticism Understanding idioms in advertising and in casual conversation 	
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Resources:

- www.idiomsbitethedust.com
- www.spellingcity.com/analogy.html
- <http://appfinder.lissoft.com/app/idioms-their-origins-111-popular.html>
- <http://www.appbrain.com/app/word-analogy/cs.WordAnalogy>

<p>Standard RL. 9-10.5: 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 muster, tension, or surprise.</p>	<p>Essential Element EE.RL.9-10.5: Identify where a text deviates from a chronological presentation of events.</p>
<p>Grade 8 Essential Element EE.RL. 8.5:</p> <ul style="list-style-type: none"> • Compare and contrast the structure of two or more texts (e.g., stories, poems, dramas). 	<p>Grade 11-12 Essential Element EE.RL. 11-12.5:</p> <ul style="list-style-type: none"> • Determine how the author’s choice of where to end the story contributes to the meaning.
<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can identify events from a story. • I can identify beginning, middle and end of a text with a clear sequence. • I can determine the sequence of four or more events in a story or drama. • I can determine the actual sequence of events in a story or drama that has a manipulated sequence (flashbacks). 	
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • drama • sequence 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> • flashback • transition word cards/list
<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Given a list of events, identify events that occurred in the story. • Use a switch to confirm whether each event presented was or was not in the story as the teacher reads each event and asks, “Was this in the story?” • Given three events from a story, determine which happened in the beginning, middle, and end. • Arrange sentence strips to show at least four events in correct sequence from a story. • Complete a graphic organizer that shows the events that happened at the beginning, middle and end. • Given four or more events in a story, arrange the events in chronological order. • Given several events in the story, arrange the events in the story as they actually happened as opposed to the order they were told by the author. 	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Follow recipe in proper order, follow directions to certain location, follow bus schedule • Conversation skills (sequence of events) • Turn taking in conversation 	

- Long term project planning/on the job work completion
- Time management

Resources:

- www.studyzone.org/testprep/ela4/o/chronorderl.cfm
- www.ask.com/Sequence+E+Pictures
- www.Worksheet.webcrawler.com
- www.Alhae.com/Story+Sequence+Worksheets

<p>Standard RL. 9-10.6: 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.</p>	<p>Essential Element EE.RL. 9-10.6: Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience.</p>
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<p>Grade 8 Essential Element EE. RL. 8.6:</p> <ul style="list-style-type: none"> Determine the difference in the points of view of a character and the audience/reader in a text with suspense or humor. 	<p>Grade 11-12 Essential Element EE. RL. 11-12.6:</p> <ul style="list-style-type: none"> Determine the point of view when there is a difference between the author’s actual language and intended meaning.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can recognize a character doing an action. I can identify the experience of a character in a story or drama from outside the United States. I can connect the experiences of characters in a story or drama from outside the United States with personal experience. I can compare and contrast the cultural experiences of characters in a story or drama from outside the United States with personal experience. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> contrast diversity 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> video clips YouTube clips Books (e.g., <i>Number the Stars</i>, <i>Invention of Hugo Cabret</i>, <i>Roll of Thunder, Hear My Cry</i>, <i>Out of the Dust</i>, <i>Acorn People</i>)
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Identify a character on a video or in a book/magazine that is doing something familiar. With the text projected on an interactive whiteboard, highlight all the sentences that tell about the character’s experience. Connect an experience of the character in the story from another culture of an experience of the student, (e.g., “Have you even been to the beach? How was it like what Jesse in the story saw at the beach?”). Connect the experiences of characters in a story or drama from outside the U.S. with personal experience. Given a list of experiences, identify those that the character in a book experienced. Connect an experience of a character to a personal experience of the student. After reading a story about a person in another country, compare and contrast the life of that character with the student’s life. 	
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Real World Connections:

- Obtaining a passport
- Obtaining forms of identification for student transition portfolio (birth certificate, etc.)
- Use of student identification in the school setting
- Sharing a family tradition
- Being respectful of different cultures

Resources:

- www.peacecorps.gov/www/educators/lessonplans/section.cfm?gid=2
- http://hs.hastings.k12.mn.us/Cultural_Experience.html

<p>Standard RL. 9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musee des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>	<p>Essential Element EE. RL.9-10.7: Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).</p>
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<p>Grade 8 Essential Element EE. RL. 8.7:</p> <ul style="list-style-type: none"> Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text. 	<p>Grade 11-12 Essential Element EE. RL. 11-12.7:</p> <ul style="list-style-type: none"> Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can identify an illustration that depicts a topic of a poem. I can match poetry with illustrations that represent them. I can compare the representation of the subject or topic in two different mediums. I can compare and contrast the representation of the subject or topic in two different mediums. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> contrast compare illustration poem song lyric 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> newspaper ad internet access/iPad/iPod YouTube video clips <u>Where the Sidewalk Ends</u> comic books / graphic novels
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Given two illustrations, identify the one that depicts the topic of a poem read aloud. Given a selection of illustrations from <u>Where the Sidewalk Ends</u>, match them to the appropriate poems. Compare a video cartoon to a comic book containing the same story (e.g., “What is the same?”) Compare and contrast a video cartoon to a comic book containing the same story (e.g., “What is the same?” and” What is different?”) 	
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<p>Real World Connections:</p>	
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- Compare grocery fliers to products on store shelves
- Follow directional signs to a designated location
- Download song lyrics and interpret the meaning of the song

Resources:

- <http://illuminations.nctm.org/LessonDetail.aspx?ID=L202>
- [http://engres.ied.edu.hk/nss/tasks/NSS_08_09/NSS09_ModelE/ModelE\(C.J.lp\)PoemsSongs.pdf](http://engres.ied.edu.hk/nss/tasks/NSS_08_09/NSS09_ModelE/ModelE(C.J.lp)PoemsSongs.pdf)
- <http://eduscapes.com/sessions/digital/activity1.htm>

Standard RL. 9-10.8: Not applicable to Literature	Essential Element EE. RL.9-10.8: Not applicable to literature
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Grade 8 Essential Element EE. RL. 8.8: <ul style="list-style-type: none"> Not applicable to literature 	Grade 11-12 Essential Element EE. RL. 11-12: <ul style="list-style-type: none"> Not applicable to literature
I Can Statements: <ul style="list-style-type: none"> Not applicable to literature 	
Key Vocabulary: <ul style="list-style-type: none"> 	Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none">
Instructional Examples: <ul style="list-style-type: none"> 	
Real World Connections:	
Resources: <ul style="list-style-type: none"> 	

<p>Standard RL. 9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>Essential Element EE. RL.9-10.9 Identify when an author draws upon or references a different text.</p>
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<p>Grade 8 Essential Element EE. RL. 8.9:</p> <ul style="list-style-type: none"> • Compare and contrast themes, patterns of events, or characters across two or more stories or dramas. 	<p>Grade 11-12 Essential Element EE. RL. 11-12.9:</p> <ul style="list-style-type: none"> • Demonstrate explicit understanding of recounted versions of foundational works of American literature.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can identify two books on the same topic. • I can identify parts of two texts that are similar. • I can identify when an author references one text to another text. • I can determine how an author has drawn upon or included references to another text. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • events • evidence • character • topic 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> • Venn diagram • graphic organizer • internet access • newspaper
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Shown three books, two of which are the same topic, select the two that are on the same topic. • Given three books, two of which are about the same character with the name in the title, select the two that are about the same character. • Given two stories about the same character, identify parts of the texts that are the same. • After reading two stories on similar topics, identify parts of the texts that are the same. • Relate how information from one author’s text is found in another author’s text. • Identify when information from a previous book in a series is referenced in a later book in the same series. • Relate information from a previous book in a series to a later book in the same series. 	
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Real World Connections:

- Access information using multiple sources (e.g., newspaper, TV, internet) to review weather, upcoming movies, job listings, housing, breaking news
- Use public access as resource for multiple sources

Resources:

- http://curriculum.austinisd.org/la/resources/documents/instResources/LA_res_connAcrrsTxts_ORs.pdf

<p>Standard RL. 9-10.10: By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p>Essential Element EE. RL.9-10.10: Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems.</p>
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<p>Grade 8 Essential Element EE. RL. 8.10:</p> <ul style="list-style-type: none"> • Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry. 	<p>Grade 11-12 Essential Element EE. RL. 11-12.10:</p> <ul style="list-style-type: none"> • Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can identify words from a text. • I can determine which citations demonstrate what the text says explicitly. • I can determine which citations demonstrate what the text says explicitly as well as inferentially. • I can cite textual evidence to draw inferences from the text. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • character • topic 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> • graphic organizer • wikki stix • highlighter tape
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> • After shared reading of a familiar text, respond by nodding or using a switch to identify a statement read aloud as from a familiar informational text. • Given a statement of what the text says explicitly, find the citation in a teacher-selected portion of the text. • Underline text that tells how a task should be completed. • Use a graphic organizer with a two-column chart, “What I Know” and “Facts”. Fill in the graphic organizer by using examples from the text. 	
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Real World Connections:

- Read through and understand user's manuals
- Read through and understand employee handbook

Resources:

- http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2008/literacy/reading/LR_DiLo/LR_DiLo_s12a.htm
- http://curriculum.austinisd.org/la/resources/documents/instResources/LA_res_connAcrssTxts_ORs.pdf

<p>Standard RL.11-12.1: 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.</p>	<p>Essential Element EE.RL.11-12.1: Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.</p>
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<p>Grade 9-10 Essential Elements EE.RL.9-10.1:</p> <ul style="list-style-type: none"> Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can with guidance and support, recognize when a story does not answer a question. I can recognize when the text leaves matters uncertain. I can cite textual evidence to determine where the text leaves matters uncertain. I can cite evidence to support inferences when the text leaves matters uncertain. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> infer / inferences imply conclusion predict 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> T-charts graphic organizers highlighters high/Low reader novels Book Share card game of attributes wiki stix sequencing cards/activities You Tube clips
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Identify something you don't know from the story. Identify (via pictures or spoken word) something else not stated you would like to know about a character in the passage. Recognize that information is missing from the story. Given a text projected on an interactive whiteboard, highlight the parts of the text that surround missing information When asked, "What does the story hint at that you wish you knew more about?" the student cites text that provides the hint. Use two or more pieces of textual evidence to support an inference about missing information in the story. Cite events and the outcome of a story to project future possibilities when the author leaves the reading hanging. 	
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Real World Connections:

- Interpreting pictures of facial expressions / body language
- Categorizing objects
- Newspaper/News
- Classified Ads

Resources:

- www.tips-for-teachers.com/inferencing_mini_lessons

<p>Standard RL.11-12.2: 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.</p>	<p>Essential Element EE.RL.11-12.2: Recount the main events of the text which are related to the theme or central idea.</p>
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<p>Grade 9-10 Essential Elements EE.RL.9-10.2:</p> <ul style="list-style-type: none"> • Recount events related to the theme or central idea, including details about character and setting. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> • Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can identify a title for a text. • I can provide a summary of a portion of a text. • I can provide a summary of an unfamiliar text. • I can provide an objective summary of an unfamiliar text. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • main event • details 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> • graphic organizers (Venn diagram) • digital camera / iPad • Boardmaker
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Given an array of possible choices for a text, identify a plausible title. • Before reading a chapter in a book, summarize what has happens so far (e.g. the teacher asks the student to summarize what has happened thus far.). • While reading a story summarizes what happened) e.g., the teacher stops after reading an important episode and asks the student to summarize what happened.). • When asked to summarize a text, provide a summary. • Provide a written summary of a story. • When asked to summarize an unfamiliar text “in your own words,” provide an objective summary of the complete text. 	
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<p>Real World Connections:</p> <ul style="list-style-type: none"> • Take pictures of student’s schedule throughout the day, print using Board maker, and have student arrange in proper sequence. • Job task analysis 	
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- Understanding soft skills in the work place (e.g., being on time, attendance, appropriate conversation, following directions)
- Planning a meal, weekly meal planning

Resources:

- www.studyzone.org
- New York State Elementary State Test Center, 2001, 2003
- Brigance Life Skills Inventory
- www.brainpopjr.com/readingandwriting/comprehension/mainidea/grownups.weml
- You Tube Ninth Planet (Social skill video clips)

<p>Standard RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>Essential Element EE.RL.11-12.3: Determine how characters, the setting or events change over the course of the story or drama.</p>
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<p>Grade 9-10 Essential Elements EE.RL.9-10.3:</p> <ul style="list-style-type: none"> Determine how characters change or develop over the course of a text. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can identify a word that describes a character. I can describe a character. I can explain how characters develop over the course of a story. I can explain how the change of the setting impacts the development of the character. I can explain how story elements impact how characters develop over the course of the story. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> interact antagonist consequence figurative theme conflict protagonist 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> DVDs Book Share High/Low readers Venn Diagram *flash drive with literature *graphic organizer
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Identify a word from a list of adjectives that describes the character. Select several words from an AAC device that describe the character. Using a graphic organizer, record words that describe a character. Explain how the character’s feelings change throughout the story. Explain how the character’s leadership changes over the course of the story. Explain how the change of the setting impacts the development of the character. Explain how events impact the development o a character (e.g., A character’ reaction to something that happens in the story that changes what the character does next.) 	
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Real World Connections:

- Watch movies and verbally discuss the conflict, characters, situations, etc.
- Analyze your own character (likes vs. dislikes)

Resources:

- www.lessonplanet.com
- www.ic-schools.net
- www.Learn.lexiconic.net/characters.htm
- www.readwritethink.org/classroom-resources
- <http://www.readwritethink.org/classroom-resources/lesson-plans/infering-characters-change-858.html?tab=4>
- <http://learni.st/users/109/boards/3582-analyze-complex-ideas-events-over-the-course-of-a-text-common-core-standard-11-12-ri-3>

<p>Standard RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>Essential Element EE.RL.11-12.4: Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.</p>
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<p>Grade 9-10 Essential Elements EE.RL.9-10.4:</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can identify the meaning of words as they are used in a text. I can identify meaning of multiple meaning words as they are used in a text. I can determine how words or phrases with multiple meanings have an impact on meaning or tone of a text. I can give two or more examples of how the author’s choices of words and phrases impact the meaning(s) and tone of the story. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> figurative analogies Idioms figure of speech 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p>
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Identify a picture that represents the meaning of a word as it is used in a text. Locate an example that shows how the author’s choice of words impacts the meaning and tone of the story. Interpret word meanings within a passage according to connotation (tone, emotion) or context. Choose words or phrases that would change the story if multiple meaning words were substituted. Select examples from the story and explain how the words or phrases impact meaning. 	
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<p>Real World Connections:</p> <ul style="list-style-type: none"> Accepting constructive criticism Understanding idioms in advertising and in casual conversation Reading body language and facial expressions 	
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Resources:

- <http://www.readwritethink.org/classroom-resources/lesson-plans/inferring-characters-change-858.html?tab=4>
- <http://learni.st/users/109/boards/3582-analyze-complex-ideas-events-over-the-course-of-a-text-common-core-standard-11-12-ri-3>
- <http://www.learnnc.org/lp/pages/3971>

<p>Standard RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>Essential Element EE.RL.11-12.5: Determine how the author’s choice of where to end the story contributes to the meaning.</p>
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<p>Grade 9-10 Essential Elements EE.RL.9-10.5:</p> <ul style="list-style-type: none"> Identify where a text deviates from a chronological presentations of events. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can identify the beginning and ending of a story. I can identify alternative endings that match the overall meaning of the story. I can determine how the author’s choice of here to end the story contributes to the meaning. I can explain how the story would be different if the author chose to end it at a different point. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> drama sequence flashback 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> transition word cards/list Never ending stories / Novels
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Using sequence cards select or point to beginning and ending. After reading a story and demonstrating understanding of the overall meaning, select an alternative ending that would change the meaning of the story from a choice of three. Determine how the story would be different if it ended at a different point (e.g., before Scrooge went to visit the Cratchet family). 	
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<p>Real World Connections:</p> <ul style="list-style-type: none"> Follow recipe in proper order, follow directions to certain location, follow bus schedule Conversation skills (sequence of events) Turn taking in conversation Long term project planning/on the job work completion Time management 	
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Resources:

- www.studyzone.org/testprep/ela4/o/chronorderl.cfm
- www.ask.com/Sequence+E+Pictures
- www.Worksheet.webcrawler.com
- www.Alhae.com/Story+Sequence+Worksheets
- http://curriculum.dpsk12.org/lang_literacy_cultural/literacy/sec_lit/archives/planning_guides/7/7_2_Short_Story_lessons.pdf

<p>Standard RL.11-12.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>Essential Element EE.RL.11-12.6: Determine the point of view when there is a difference between the author’s actual language and intended meaning.</p>
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<p>Grade 9-10 Essential Elements EE.RL.9-10.6:</p> <ul style="list-style-type: none"> Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can identify something a character said. I can recognize the literal meaning of what the author said. I can identify the intended meaning to match what an author wrote. I can describe the difference between what the author or a character said and what he or she really meant. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> contrast diversity sarcasm culture literal 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> video clips YouTube clips Books (e.g., <i>Number the Stars</i>, <i>Invention of Hugo Cabret</i>, <i>Roll of Thunder, Hear My Cry</i>, <i>Out of the Dust</i>, <i>Acorn People</i>)
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Given choices, identify something a character said. Identify the picture that best illustrates a sentence written by the author. Given choices, identify a word or phrase that means the same thing as what the author intended. From choices, select an author said one thing but meant another (e.g., The author said “That’s just great!” but really meant “That’s not good”) Given something an author said, select from choices a statement that best describes what the author really meant. 	
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Real World Connections:

- Obtaining a passport
- Obtaining forms of identification for student transition portfolio (birth certificate, etc.)
- Use of student identification in the school setting
- Sharing a family tradition
- Being respectful of different cultures

Resources:

- www.peacecorps.gov/www/educators/lessonplans/section.cfm?gid=2
- http://hs.hastings.k12.mn.us/Cultural_Experience.html
- <http://www.elacommoncorelessonplans.com/lesson-plan-teaching-point-of-view-in-literature.html>
- <http://www.ereadingworksheets.com/point-of-view/teaching-point-of-view/>

<p>Standard RL.11-12.7: 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.)</p>	<p>Essential Element EE.RL.11-12.7: Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.</p>
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<p>Grade 9-10 Essential Elements EE.RL.9-10.7:</p> <ul style="list-style-type: none"> • Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration). 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> • Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can identify the familiar book that matches a video version of the same story. • Compare a familiar story with a video version of the same story. • Compare two ways that the same event is present in two different interpretations of the same story (e.g., In the video, the ending is happy; in the story, the ending was sad.). 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • contrast • compare • illustration • poem • song • lyric 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> • newspaper ad • internet access/iPad/iPod • YouTube video clips • <u>Where the Sidewalk Ends</u> • comic books / graphic novels
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> • After watching a portion of a video based on a familiar story, select the book that matches the idea from a selection of two or more books. • Using a Venn diagram, find similarities between a familiar story and a video on the same story. • Compare two ways that the same event is presented in two different interpretations of the same story (e.g., In the video, the ending is happy; in the story, the ending was sad.). • Using graphic organizer, compare two ways that the same character is presented in two different interpretation of the same story) e.g., In the video, this person was bad; in the story, this person was good.). 	
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Real World Connections:

- Compare grocery fliers to products on store shelves
- Follow directional signs to a designated location
- Download song lyrics and interpret the meaning of the song
- List pros and cons for decision making
- Choosing trustworthy friends

Resources:

- <http://illuminations.nctm.org/LessonDetail.aspx?ID=L202>
- [http://engres.ied.edu.hk/nss/tasks/NSS_08_09/NSS09_ModelE/ModelE\(C.J.lp\)PoemsSongs.pdf](http://engres.ied.edu.hk/nss/tasks/NSS_08_09/NSS09_ModelE/ModelE(C.J.lp)PoemsSongs.pdf)
- <http://eduscapes.com/sessions/digital/activity1.htm>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/reel-scoop-comparing-books-46.html?tab=4#tabs>
- <http://www.scholastic.com/teachers/classroom-solutions/2011/11/books-vs-movies-teaching-visual-literacy-and-literature-through-film>

Standard RL.11-12.8: (Not applicable to Literature)	Standard EE.RL.11-12.8: (Not applicable to Literature)
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Grade 9-10 Essential Elements: <ul style="list-style-type: none"> (Not applicable to Literature) 	Post High School Essential Elements: <ul style="list-style-type: none">
I Can Statements: <ul style="list-style-type: none"> 	
Key Vocabulary: <ul style="list-style-type: none"> 	Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)
Instructional Examples: <ul style="list-style-type: none"> 	
Real World Connections:	
Resources: <ul style="list-style-type: none"> 	

<p>Standard RL.11-12.9: Demonstrate knowledge of eighteenth-nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>Essential Element EE.RL.11-12.9: Demonstrate explicit understanding of recounted versions of foundational works of American Literature</p>
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<p>Grade 9-10 Essential Elements EE.RL.9-10.9:</p> <ul style="list-style-type: none"> Identify when an author draws upon or references a different text. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can identify similarities between elements of American Literature and self. I can compare and contrast elements of American Literature to self. I can compare and contrast elements of American Literature to other literary works, texts, self, or one’s world. (Compare themes, topics, locations, context, and point of view,). 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> events evidence character topic 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> Venn Diagram graphic organizer internet access newspaper
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Identify similarities between the character(s) in a piece of American Literature and self (e.g., “both boys”). Identify similarities between the setting in a piece of American Literature and where they live (e.g., “trees”). Compare and contrast the setting (time and location) of the story where they live (e.g. “The story was long ago, not today.”). Compare relationships of characters in the story and their relationship with others) e.g., “He has a friend and I do too.”).Compare and contrast the settings of a work of American Literature and another literary works. Compare and contrast common themes across more than one source of American Literature (e.g., “What is something you have read about in more than one book or story?”). Analyze theme (e.g., education, family culture in American Literature and relate them to won experience or world literature. 	
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Real World Connections:

- Access information multiple sources (e.g., newspaper, TV, internet) to review weather, upcoming movies, job listings, housing, breaking news
- Use public access as resource for multiple sources

Resources:

- http://curriculum.austinisd.org/la/resources/documents/instResources/LA_res_connAcrrsTxts_ORs.pdf
- <http://www.besthistorysites.net/index.php/american-history/1700/constitution>

<p>Standard RL.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Essential Element EE.RL.11-12.10 : Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems. This Literature Essential Element references</p>
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<p>Grade 9-10 Essential Elements EE.RL.9-10.10:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> • Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> • Refer to “I Can” Statements found on previous Grade 9-10 Reading (Literature) Element Cards. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • character • topic 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> • graphic organizer • wiki stix • highlighter tape
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Refer to instructional examples found on previous Grade 9-10 Reading (Literature) Element Cards. 	
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<p>Real World Connections:</p> <ul style="list-style-type: none"> • Read through and understand user’s manuals • Read through and understand employee handbook 	
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<p>Resources:</p> <ul style="list-style-type: none"> • http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2008/literacy/reading/LR_DiLo/LR_DiLo_s12a.htm • http://curriculum.austinisd.org/la/resources/documents/instResources/LA_res_connAcrrsTxts_ORs.pdf • http://www.readwritethink.org/professional-development/strategy-guides/teacher-read-aloud-that-30799.html 	
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<p>Standard RI. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Essential Element EE. RI.9-10.1: Determine which citations demonstrate the text’s meaning, explicitly as well as inferentially.</p>
<p>Grade 8 Essential Element EE. RI. 8.1:</p> <ul style="list-style-type: none"> • Cite text to support inferences from informational text. 	<p>Grade 11-12 Essential Element EE. RI. 11-12.1:</p> <ul style="list-style-type: none"> • Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.
<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can identify words from a text. • I can determine which citations demonstrate what the text says explicitly. • I can determine which citations demonstrate what the text says explicitly as well as inferentially. • Cite textual evidence to draw inferences from the text. 	
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • inference • citation 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> • picture recipe book or visual recipe card • tourism booklets • assembly directions for furniture • News 2 You
<p>Instructional Examples:</p> <ul style="list-style-type: none"> • After shared reading of a familiar informational text, respond by nodding or using a switch to identify a statement read aloud from a familiar informational text. • Underline text that tells how a task should be completed. • Draw an inference about an informational text (e.g., <i>It is important to know the weather to plan activities for the day.</i>) and select two facts from a weather report that support the inference (e.g., <i>the weather will be sunny in the morning but it will rain in the afternoon</i>). • While reading a historical text, infer what will happen next in the text using textual evidence to support the inference (e.g., <i>the soldiers gathered on the battle field</i> supports an inference that there is going to be a battle). 	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Cooking using a picture and/or word recipe • Gathering information about tourism to plan a vacation • Assembling furniture using written and/or visual directions 	
<p>Resources:</p> <ul style="list-style-type: none"> • http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2008/literacy/reading/LR_DiLo/LR_DiLo_s12a.htm 	

<p>Standard RI. 9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Essential Element EE. RI.9-10.2: Determine the central idea of the text and select details to support it.</p>
<p>Grade 8 Essential Element EE. RI. 8.2:</p> <ul style="list-style-type: none"> • Provide a summary of a familiar informational text. 	<p>Grade 11-12 Essential Element EE. RI. 11-12.2:</p> <ul style="list-style-type: none"> • Determine the central idea of a text; recount the text.
<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can recognize a detail from text. • I can recall details from the text. • I can determine the central idea of the text and select details that support it. • I can determine central and key ideas throughout the text and identify details that support them. 	
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • central idea • Key idea 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> • safety signs • informational pamphlets • <i>I Have a Dream</i> speech • World War II timeline • Book Share
<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Highlight a detail from a label – circle or point to the skull and crossbones. • Given a sign (e.g., safety sign), point to an important detail. • Provide at least two details about the text. • Recall basic details from directions. • Given an informational pamphlet, tell what it is about based on the title and select at least two details about the topic from the contents of the pamphlet. • Given an instruction sheet, determine what it is about and select at least two important instructions from the contents. • After reviewing a timeline of events that occurred during WWII with the teacher pointing out the key ideas from the timeline, identify more than one key idea about the war. 	

- After reading an excerpt of the *I Have A Dream* speech, identify more than one key idea that Martin Luther King dreamed.

Real World Connections:

- Referencing user manuals
- Completing job applications
- Following recipes
- Referencing tourist pamphlets

Resources:

- <http://betterlesson.com/lesson/26920/supporting-author-s-purpose-with-evidence-from-the-text>

<p>Standard RI. 9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>Essential Element EE. RI.9-10.3: Determine logical connections between individuals, ideas, or events in a text.</p>
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<p>Grade 8 Essential Element EE. RI. 8.3:</p> <ul style="list-style-type: none"> Recount events in the order they were presented in the text. 	<p>Grade 11-12 Essential Element EE. RI. 11-12.3:</p> <ul style="list-style-type: none"> Determine how individuals, ideas, or events change over the course of the text.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can identify information from text. I can recognize how ideas or events in a text are related. I can determine connections drawn between ideas or events in informational text. I can determine connections drawn between ideas or events to make a point in informational text. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> events informational text connections fiction 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> graphic organizers informational text user manual assembly directions
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> After listening to the teacher read a short informational text (e.g., rules for the swimming pool), use a switch to confirm whether a detail was in a text as the teacher reads it After a shared reading and discussion of an informational text, select from choices an illustration from the text (e.g., point to a picture of a bottle with an X across it from rules for the swimming pool). Identify details from informational text to make decisions (e.g., use a weather forecast to decide clothing to wear that day). Given choices, recognize the relationship between information and events that follow, (e.g., “It was raining and the girl did not have an umbrella, she got wet. What should the girl do so she does not get wet?”). Use graphic organizers to show relationships in an informational text, (e.g., if I run a stop sign, I will get a ticket; if a person has a stomachache, call the 	
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doctor.).

- Use the sequence of two or more events to show how they are related to an informational text (e.g., bringing glass to the swimming pool, glass is dropped and broken, someone gets cut).
- Determine the connections drawn between an event and the event that directly preceded it (e.g., after studying Martin Luther King Jr., the students recognize that all of the marches that he led were for equal rights).
- Determine the connection between an idea and what preceded it (e.g., after studying the American Revolution, students recognize that the American colonies wanted freedom from Great Britain and fought the British to get it.).

Real World Connections:

- Developing student-led IEP's
- Following a set of assembly directions
- Daily time planning
- Reading a bus map/road map

Resources:

- <http://exchange.smarttech.com/details.html?id=9c1a1e0f-8c6a-414c-9e2e-a342cf52e904>
- http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2008/literacy/reading/LR_Cold/LR_Cold_s23a.htm
- <http://exchange.smarttech.com/details.html?id=5aae7713-1c93-4741-b3d1-f3c4c2537651>
- <http://exchange.smarttech.com/details.html?id=48c9a5c2-5993-4d63-a029-8ed9ecf33be7>

<p>Standard RI. 9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>Essential Element EE. RI.9-10.4: Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.</p>
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<p>Grade 8 Essential Element EE. RI. 8.4</p> <ul style="list-style-type: none"> Determine connotative meanings of words and phrases in a text. 	<p>Grade 11-12 Essential Element EE. RI. 11-12.4</p> <ul style="list-style-type: none"> Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning of the text.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can recognize words and phrases used in a text. I can determine meanings of words and phrases in informational text. I can determine meanings of words and phrases in informational text including figurative language. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> idiom words phrases 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> conversation starters social skills curriculum / stories self-awareness /self-advocacy curriculum contact with age appropriate peers
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Name or point out words and phrases in an article. Given a key word from an article, point to it in the article. Identify meaning of key words using context clues. Use a dictionary to look up the meaning of key words. Given more than one meaning of key vocabulary words, select the one that best matches the reading passage. Make idiom books and write the real meaning (e.g., <i>you're driving me up a wall</i> = <i>you are making me crazy</i>). 	
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<p>Real World Connections:</p>	
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- Understanding constructive criticism
- Understanding product directions
- Understanding medicine directions
- Engaging in appropriate conversation settings

Resources:

- <http://www.ereadingworksheets.com/text-structure-worksheets/identifying-text-structure-1.pdf>
- http://www.heinemann.com/shared/onlineresources/E00407/k_lesson7.pdf
- http://www.kaplank12.com/admin/resources/Sample%20Lessons/FOR_SL1.pdf
- <http://www.uen.org/core/core.do?courseNum=4280>

<p>Standard RI. 9-10.5: 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).</p>	<p>Essential Element EE. RI.9-10.5: Locate sentences that support an author’s central idea or claim.</p>
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<p>Grade 8 Essential Element EE. RI. 8.5</p> <ul style="list-style-type: none"> Locate the topic sentence and supporting details in a paragraph. 	<p>Grade 11-12 Essential Element EE. RI. 11-12.5</p> <ul style="list-style-type: none"> Determine whether the structure of a text enhances an author’s claim.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can identify a detail. I can identify one detail from an article. I can determine which sentences in a text support the claims of the author. I can determine the author’s claims and identify which sentences support his or her claims. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> central idea analyze detail topic sentence 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> Local legislative updates Copy/Audio/You Tube of the “State of the Union Address”
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Given choices, identify a detail in response to “wh” questions. After reading/ listening to an article on a current event, point to a picture depicting a detail. Read /listen to the text and tell which sentences tell a detail. Using a passage projected on an interactive whiteboard, read/ listen and discuss a claim made in the text; highlight which sentences tell about the author’s claim. Read/ listen to the text and tell which sentences tell about the author’s claim (e.g., that we need better recycling programs). Read/ listen to a historical text, state the author’s claim and underline the sentences that tell about the author’s claim (e.g., after reading and discussing an excerpt of Franklin Roosevelt’s <i>State of the Union</i> address, students identify a claim Roosevelt makes and a sentence that supports the President’s claim). After reading/listening to a science text, select from choices what the author’s claim is and tell which sentences show that is what he or she thinks (e.g., sentences that tell about the author’s claim that we need better recycling programs). 	
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Real World Connections:

- Reading political blogs
- Use of internet, social media, and text messaging

Resources:

- <http://learnzillion.com/lessons/1775-determine-the-authors-purpose-in-an-informational-text>
- <http://chinaodysseyguide.weebly.com/analyzing-informational-texts.html>
- <http://betterlesson.com/lesson/26920/supporting-author-s-purpose-with-evidence-from-the-text>
- <http://betterlesson.com/lesson/26832/determining-author-s-purpose>

<p>Standard RI. 9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Essential Element EE. RI.9-10.6: Determine author’s point of view and compare with own point of view.</p>
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<p>Grade 8 Essential Element EE. RI. 8.6:</p> <ul style="list-style-type: none"> Determine an author’s purpose or point of view and identify examples from text that describe or support it. 	<p>Grade 11-12 Essential Element EE. RI. 11-12.6:</p> <ul style="list-style-type: none"> Determine author’s point of view and compare and contrast it with own point of view.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can request a resource by topic or purpose. I can identify a resource based on its author’s claim. I can determine an author’s purpose or point of view. I can determine an author’s purpose and point of view and identify an opposing point of view. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> point of view bias purpose rhetoric claim 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> Science text (audio, hard copy) Read, Write, Gold
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Ask for a resource by topic or purpose (e.g., the teacher says, “What do you want to read about?” and students says, “bugs.”). Use a preprogrammed AAC device to request an informational text by topic or purpose. Select text about snakes from at least three different options. Select text about a historical figure from choices provided by the teacher. After reading an informational text, state the author’s purpose (e.g., after reading about a U.S. President, answer, “What is the author trying to tell you?” say “good president”). After reading and discussing a science text, select from related and unrelated choices the purpose of the text (e.g., germs make you sick). 	
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<p>Real World Connections:</p> <ul style="list-style-type: none"> Recognize fact vs. opinion in social media and Internet Understanding advertising media and sales pitches 	
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Resources:

- http://macmillanmh.com/ccsreading/imagineit/grade6/ccslh_g6_ri_2_2d.htm
- <http://www.pdesas.org/module/content/resources/13035/view.ashx>

<p>Standard RI. 9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>Essential Element EE. RI.9-10.7: Analyze two accounts of a subject told in different mediums to determine how they are the same and different.</p>
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<p>Grade 8 Essential Element EE. RI. 8.7:</p> <ul style="list-style-type: none"> Determine whether a topic is best presented as audio, video, multimedia, or text. 	<p>Grade 11-12 Essential Element EE. RI. 11-12.7:</p> <ul style="list-style-type: none"> Analyze information presented in different media on related topics to answer questions or solve problems.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can recognize the meaning of an informational message. I can identify that two sources refer to the same individual. I can compare a selection of informational text about a person with another medium. I can compare and contrast a selection from text about a person with other mediums. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> compare source 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> Internet access Access to Martin Luther King’s <i>Letter from a Birmingham Jail</i>)
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Recognize the topic of an electronic article when read aloud (e.g., about the president). Given an informational message, respond to the message (e.g., recognize a fire alarm’s connection to a fire drill). Identify who two sources are about in a television commercial or brief video (YouTube) and a newspaper article about the same person. Given a newspaper article and shown two news reports, match the newspaper article to the same person that is presented in a news report. Tell what the same is in a biographical video about a person to a text or passage about the same person (e.g., He was/is president”). Compare a letter written by a subject to a section in a biography or news report telling about the same event (Martin Luther King’s <i>Letter from a Birmingham Jail</i>). Describe similarity or differences between an informational text about a person and a painting, photograph, or film clip about them. 	
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<p>Real World Connections:</p> <ul style="list-style-type: none"> Book or magazine vs. YouTube Similarities between book vs. movie or cartoon 	
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- Contrast between local and national news
- Internet search of art works, photographs, visual literacy

Resources:

- http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf#page62
- http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf#page67

<p>Standard RI. 9-10.8: Delineate and evaluate the argument specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>Essential Element EE. RI.9-10.8: Determine how the specific claims support the argument made in an informational text.</p>
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<p>Grade 8 Essential Element EE. RI. 8.8:</p> <ul style="list-style-type: none"> Determine the argument made by an author in an informational text. 	<p>Grade 11-12 Essential Element EE. RI. 11-12.8:</p> <ul style="list-style-type: none"> Determine whether the claims and reasoning enhance the author’s argument in an informational text.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can recognize that an event occurred. I can identify a fact from a text. I can delineate statements that support an argument. I can use evidence and statements to support an argument. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> argument fact opinion evidence 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> Social stories Power cards (confrontational situations) Problem solving template
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> After the teacher reads a brief account of something that happened and discusses it, use a switch to indicate whether an event occurred in the passage (e.g., “did this happen?”). After two statements are read by the student or teacher, identify which is a fact versus which is an opinion using key words such as <i>I think, I believe, I feel</i>, (e.g., “the body needs food to live.” Versus “some people think sugar is bad for you.”). As statements are read by the teacher from a historical passage, identify which is fact versus opinion using key words such as <i>I think, I believe, I feel</i>, (e.g., “Lincoln was president of the United States.” Versus “many believe he was a great man”). After reading text about the president in which all of the statements are about the president except for one statement, identify the statement that is not about the president. Given two statements related to an argument, select the one that supports the argument (e.g., select from “there is no red and green light” and “the street sign is a rectangle” to support “crossing the street in the middle of the block is dangerous”). Ask and answer questions about whether key details support the central idea or claim of an author in the text. 	
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Real World Connections:

- Express opinion respectfully, listen to others opinion
- Role play
- Problem solving for everyday situations (e.g., rehearsal, confrontation, rejection, constructive criticism)

Resources:

- http://www.superteacherworksheets.com/causeeffectfactopinion/animalfactopinion_WBNNF.pdf
- <http://www.factchecked.org/Downloads/LessonPlans/BuildingaBetterArgument/building.better.argument.lesson.plan.pdf>

<p>Standard RI. 9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p>Essential Element EE. RI.9-10.9: Make connections between texts with related themes and concepts.</p>
<p>Grade 8 Essential Element EE. RI. 8.9:</p> <ul style="list-style-type: none"> Identify where two different texts on the same topic differ in their interpretation of the details. 	<p>Grade 11-12 Essential Element EE. RI. 11-12.9:</p> <ul style="list-style-type: none"> Compare and contrast arguments made by two different texts on the same topic.
<p>I Can Statements:</p> <ul style="list-style-type: none"> I can classify fact and fantasy. I can recognize a historical fact. I can make connections between U.S. documents of historical and literary significance based on related themes and concepts 	
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Fact Literary significance 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> Pictures of real people and fictional characters You Tube famous speeches (e.g., Chief Joseph’s” I will Fight No More”, Martin Luther King, “I Have a Dream”). Reality TV Clips Magazines (e.g., <i>People</i>, <i>WWF</i>, <i>National Enquirer</i>, <i>Star</i>)
<p>Instructional Examples:</p> <p>Categorize pictures of objects and people as real or not real (e.g., a U.S. President and a cartoon character).</p> <ul style="list-style-type: none"> Given historical non-fiction on presidents and asked, “Is this a fact? The president lives in the White House, “answers, “yes”. After reading /listening to speeches by two famous people and discussing them, identify similarities and differences. 	
<p>Real World Connections:</p> <ul style="list-style-type: none"> Reality TV Craze is not the real world Public persona of celebrities vs. real life 	

Resources:

- <http://www.prometheanplanet.com/en-us/Resources/Item/27467/fact-or-fiction#.UbH7DtMo7IU>
- <http://olc.spsd.sk.ca/DE/PD/instr/strats/compareconstrast/index.html>
- <http://www.youtube.com/watch?v=54F6Gy9R4kg&noredirect=1>

<p>Standard RI. 9-10.10: By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.</p>	<p>Essential Element EE. RI.9-10.10: Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.</p>
<p>Grade 8 Essential Element EE. RI. 8.10:</p> <ul style="list-style-type: none"> • Demonstrate understanding while actively reading or listening to literary nonfiction. 	<p>Grade 11-12 Essential Element EE. RI. 11-12.10:</p> <ul style="list-style-type: none"> • Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.
<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can classify fact and fantasy. • I can recognize a historical fact. • I can make connections between U.S. documents of historical and literary significance based on related themes and concepts. 	
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • fact • history 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> • Social media access • newspaper
<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Categorize pictures of objects and people as real or not real (e.g., a U.S. President and a cartoon character). • Given historical non-fiction on presidents and asked, “Is this a fact? The president lives in the White House, “answers, “yes”. • After reading / listening to speeches by two famous people and discussing what is the same about them, identify similarities and differences. 	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Read and discuss letters to the editors • Discuss blogs, tweets and wikis • Social media etiquette 	
<p>Resources:</p> <ul style="list-style-type: none"> • http://www.busyteacherscafe.com/literacy/comprehension_strategies.html 	

<p>Standard RI.11-12.1: 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.</p>	<p>Essential Element: EE.RI.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.</p>
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<p>Grade 9-10 Essential Elements EERI.9-10.1 :</p> <ul style="list-style-type: none"> Determine which citations demonstrate what the text says explicitly as well as inferentially. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can identify types of informational texts. I can identify meaning(s) and purpose of the text. I can cite textual evidence to determine where informational text leaves matters uncertain. I can cite evidence to show how information that is missing or leaves matters uncertain in the text impacts meaning(s) and purpose. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> textual evidence sequence informal text relates 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> computer that has spam or pop ups examples of advertising
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Identify one key idea in the text. Sequence events in the text. Identify the intended audience for the text. Identify what information is missing from the text. Tell if people will buy a product of a commercial because the commercial is believable or not. Explain how stated information is used to support unstated opinions. Cite details as evidence for conjectures about what might happen that was not stated in text (e.g., The man will get the job because he answered all the questions in the interview.). Use evidence from the text to identify where information is missing or uncertain or ambiguous. Use textual evidence to make inferences about information that is missing or uncertain in the text. Describe how claims are used in propaganda to persuade opinions. 	
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Real World Connections:

- Discuss TV commercials and advertising
- Infomercials (You Tube videos “Is it as good as it says”)
- Pop ups and spam email

Resources:

- <http://education.wm.edu/centers/ttac/documents/packets/inferential.pdf>
- <http://exchange.smarttech.com/details.html?id=dedfb755-0ca9-4f44-aff3-3c0d7f078e5e> (Smart Exchange – Free Membership)

<p>Standard RI.11-12.2: 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.</p>	<p>Essential Element: EE.RI.11-12.2 Determine the central idea of a text; recount the text.</p>
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<p>Grade 9-10 Essential Elements EERI.9-10.2:</p> <ul style="list-style-type: none"> Determine the central idea of the text and select details to support it. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can identify forms of media. I can provide a summary of a portion of a text. I can provide a summary of an informational text. I can provide a summary of an informational text for a specified purpose. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> summarize central ideas media 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> different forms of media
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Describe the type of information presented in media. Name the types of media (e.g., “Which one is a newspaper?”). Before reading a chapter in a book, summarize what has happened so far (e.g., The teacher asks the student to summarize what has happened thus far.). While reading an informational text, summarize what happened (e.g., the teacher stops after reading an important section and asks the student to summarize what happened,). Summarize a newspaper article on a current event. Summarize what they did in a laboratory procedure. Summarize key events from a historical text. Summarize a newspaper article to use in answering discussion questions about a current event. Summarize the steps in a laboratory procedure to use in showing how a hypothesis provided by the teacher was tested. Summarize informational texts to use in classifying them as appropriate and inappropriate sources of information. 	
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Real World Connections:

- Read a letter/email
- Read a newspaper and discuss
- Read a manual/set of instructions

Resources:

- <http://www.brainpopjr.com/readingandwriting/comprehension/mainidea/grownups.weml>
- <https://www.teachingchannel.org/videos/3rd-grade-ela-lesson> (Teaching Channel – Free Membership)

<p>Standard RI.11-12.3: Analyze a complex set of ideas or sequence of event and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>Essential Element: EE.RI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.</p>
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<p>Grade 9-10 Essential Elements EERI.9-10.3:</p> <ul style="list-style-type: none"> Determine logical connections between individuals, ideas, or events in a text. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can match informational sources. I can identify the relationship between events in an informational text. I can explain how specific events develop over the course of the text. I can explain how several events develop and interact over the course of the text. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> sequence predict infer consequence 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> Graphic novels Never ending books/videos Cartoons/comics
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Match historical documents on the same topic (e.g., similar words in title or heading). Given an event from an informational text, match it to the next likely occurrence. Identify an event from an informational text that resulted from a previous event (e.g., Given a picture of lava running down the side of a mountain, the student selects from two choices a picture of a volcano exploding.). Explain how the actions of one individual result in the actions of another individual (e.g., “The man robbed a bank so the policeman arrested him.”). Given a series of statements from an informational text reflecting how one action led to another, put them in correct sequence. Explain the impact of event A on event B in the text. Infer what would happen in the text if recent A did not occur. 	
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Real World Connections:

- Reading the comics/cartoons
- Read a choose your own ending book/video games
- Graphic novels
- Personal Decision Making

Resources:

- <http://www.readwritethink.org/classroom-resources/lesson-plans/inferring-characters-change-858.html?tab=4>
- <http://learni.st/users/109/boards/3582-analyze-complex-ideas-events-over-the-course-of-a-text-common-core-standard-11-12-ri-3>

<p>Standard RI.11-12.4: Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in <u>Federalist No. 10</u>).</p>	<p>Essential Element: EE.RI.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.</p>
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<p>Grade 9-10 Essential Elements EE.RI.9-10.4:</p> <ul style="list-style-type: none"> Determine the meanings of words and phrases as they are used in text, including common idioms, analogies, and figures of speech. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can match a word to a picture from a text. I can identify the meanings of words. I can determine the meaning of words or phrases within an informational text. I can determine the meaning of phrase use in an informational text. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> figurative technical meanings words phrases 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> Word games
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Match a word to a picture, drawing, or sketch. Given more than one meaning, match words with their meanings. Given more than one picture, match words with the appropriate picture that best demonstrates the meaning of the word. Identify informational words important to the student. Identify words or phrases with multiple meanings. Use context to determine the meanings of words in an informational text. Match figurative drawings with meanings, Explain how word choice impacts the meaning and purpose of an informational text. 	
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<p>Real World Connections:</p> <ul style="list-style-type: none"> Social Media Postings Ask for clarification when not sure Play Pictionary, Scategories Recognition of homonyms 	
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Resources:

- <http://www.learnnc.org/lp/pages/3971>
- <http://elastars.files.wordpress.com/2013/03/lesson-10-determining-meanings.pdf>

<p>Standard RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>Essential Element: EE.RI.11-12.5: Determine whether the structure of a text enhances an author’s claim.</p>
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<p>Grade 9-10 Essential Elements EE.RI.9-10.5:</p> <ul style="list-style-type: none"> Locate sentences that support an author’s central idea or claim. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can identify bold words. I can identify key words that support author’s choice of structure. I can determine how the author uses argument to contribute to the meaning. I can explain how the author’s choice of structure makes an argument more convincing. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> transition words lingo 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> Advertisements Environment vocabulary Cards of common acronyms for personal dictionary
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Point to or otherwise indicate words that are in bold type in a text. Given word choices, identify the bold or italicized words. Read/ listen to a story and identify the key words in an informational text. Show where in an informational text the author makes an argument and tell how that choice makes the argument more convincing (e.g., You pay attention to details because the argument is first instead of being put in the middle.). Identify transitional words that allow the reader to follow the argument the author is making (e.g., first, then, next, and last). Read/ listen to an informational text and indicate phrases supporting the author’s argument. 	
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<p>Real World Connections:</p> <ul style="list-style-type: none"> Evaluate Advertisements Make a convincing argument (i.e., I want to go out tonight with friends. – Reasons why/why not) Know the lingo of the environment (acronyms, subject terms, work requests) 	
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Resources:

- http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-6-12.pdf
- <http://www.pdesas.org/module/content/resources/19428/view.ashx>
- Brigance Essential Skills

<p>Standard RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty o the text.</p>	<p>Essential Element EE.RI.11-12.6: Determine author’s point of view and compare and contrast it with own point of view.</p>
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<p>Grade 9-10 Essential Elements: EERI.9-10.6</p> <ul style="list-style-type: none"> Determine author’s point of view and compare with own point of view. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can identify the purpose of informational text. I can determine an author’s purpose. I can determine how the author’s style affects the purpose of the text. I can determine the author’s point of view and explain how the author’s style affects the purpose of the text. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> purpose point of view persuade compare contrast 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> Board maker or other picture aids Examples of graphs
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Identify what information a graph depicts. “What is the author trying to tell you?” Given choices (e.g., to tell how to do something, to keep people safe), answer, “Why do you think the author wanted to write this?” Select word choice from the text that suggests its purpose (e.g., happy, sad, excited, danger, warning, and caution). Select word or phrases that exemplify the author’s style. Identify key words or phrases that demonstrate the author’s opinions. Describe the author’s feelings on the subject and select words or phrases that exemplify the author’s style. 	
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<p>Real World Connections:</p> <ul style="list-style-type: none"> Interpret sport scores Stock market Chore chart 	
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- Comics in newspaper
- Online banking/debit card
- Height and weight correlation charted

Resources:

- <http://www.quizit.com>
- <http://myjobchart.com>
- <https://www.google.com/search?q=academic+language+lesson+plans&oq=acade&aqs=chrome.69i59j69i57j5j69i60j0j69i60.25659j0&sourceid=chrome&ie=UTF-8>
- <http://www.colorincolorado.org/article/13347/>

<p>Standard RI.11-12.7: Integrate and evaluate multiple sources of information presented in different mediums or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>Essential Element EE.RI.11-12.7: Analyze information presented in different mediums on related topics to answer questions or solve problems.</p>
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<p>Grade 9-10 Essential Element EE.RI.9-10.7:</p> <ul style="list-style-type: none"> Analyze two accounts of a subject told in different mediums to determine how they are the same and different. . 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can attend to text in various media. I can use visually presented material to answer questions. I will analyze information presented in different media on related topics to answer questions or solve problems. I can compare and analyze information presented from different media to answer question or solve problems. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> medium media format problem solving 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> Example of devices that can be interfaced
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Track information presented on a computer screen. Select a picture that indicates an answer to questions. Use visuals to illustrate answers to questions or identify key information from text. Use graphics to answer questions. Use visuals to answer questions. Use a computer or digital device to answer questions or complete research to answer questions. Compare information from two computer digital sources to determine the best information to compete research to answer questions or solve problems. Compare information for two types of media and determine which best answers the questions or solves the problem. 	
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<p>Real World Connections:</p> <ul style="list-style-type: none"> Ice cream in a cone or a dish Making choices Making compromises 	
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- Use the library multiple resources
- Use auxiliary devices with your TV/computer (e.g., scanner, printer, camera, phone, DVD player, Wii)

Resources:

- <http://www.thirteen.org/edonline/lessons/media/>
- http://www.hsj.org/modules/lesson_plans/detail.cfm?LessonPlanId=331

<p>Standard RI.11-12.8: Delineate and evaluate the reasoning in seminal U.S. tests, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <u>The Federalist</u>, presidential addresses).</p>	<p>Essential Element EE.RI.11-12.8: Determine whether the claims and reasoning enhance the author’ argument in an informational text. .</p>
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<p>Grade 9-10 Essential Elements EERI.9-10.8:</p> <ul style="list-style-type: none"> Determine how the specific claims support the argument made in informational text. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can recognize U.S. citizen’ rights I can identify U.S. citizen’ rights. I can explain how U.S. texts inform citizens’ rights. I can evaluate and explain how U.S. texts inform citizens’ rights to advocate. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> rights responsibilities advocacy citizenship 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> Voting site Speaker on voting
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Given representations of actions and asked if the person has a right to do it (e.g., person hitting someone, person taking something from someone, person going to school, person crossing a street on a walking signal), answers “yes” or “no”. Given examples of actions, identify those that a person has the right to do. Given choices and examples, select their rights. Discuss the relationship between historical U.S. documents and self. Illustrate or select clipart to illustrate a right of U.S. citizens provided by the government. Given a right stated in a U.S. text, explain what it means to the student. Participate in discussion about citizen’s rights. Created classroom or school rights. Explain how citizens’ rights outlined in U.S. documents impact society (past and present). 	
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Real World Connections:

- Express opinion respectfully, listen to others opinion
- Role play
- Problem solving for everyday situations (e.g., rehearsal, confrontation, rejection, constructive criticism)
- Voting process

Resources:

- http://www.superteacherworksheets.com/causeeffectfactopinion/animalfactopinion_WBNNF.pdf
- <http://www.factchecked.org/Downloads/LessonPlans/BuildingaBetterArgument/building.better.argument.lesson.plan.pdf>
- ND voting video
- http://www.fortheteachers.org/Lesson_Plans/Lesson-Reading_Fact_vs_Opinion.pdf
- [http://www.jefferson.kyschools.us/Departments/Gheens/Curriculum%20Maps/Literacy%20Middle/Grade7_GP_Argument3%20RI-7-5,6,8,9 TE.pdf](http://www.jefferson.kyschools.us/Departments/Gheens/Curriculum%20Maps/Literacy%20Middle/Grade7_GP_Argument3%20RI-7-5,6,8,9_TE.pdf)

<p>Standard RI.11-12.9: 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.</p>	<p>Essential Element EE.RI.11-12.9: Compare and contrast arguments made by two different texts on the same topic.</p>
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<p>Grade 9-10 Essential Elements EE.RI.9-10.9:</p> <ul style="list-style-type: none"> Determine the arguments of different texts on the same topic. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can match significant U.S. documents with their representations. I can identify important U.S. documents. I can determine the purposes of foundational U.S. documents of historical significance. I can compare and contrast foundational U.S. documents of historical significance for their purposes. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> document purpose significance constitution 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> Constitution Bill of Rights History video clips
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> When given visuals of significant U.S. documents, match pictures with the same document. When given choices, select significant U.S. documents (e.g., Bill of Rights, Declaration of Independence). Given choices, match the Declaration of Independence to its purpose of separating from England/becoming our own nation. Given choices, match the Bill of Rights to its purpose of giving rights to U.S. citizens. Shown two historical documents (e.g., Bill of Rights and Constitution) and discussing their purpose with the teacher, indicate the common theme of the historical documents (e.g., rights, freedom) 	
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<p>Real World Connections:</p> <ul style="list-style-type: none"> Self-Advocacy of rights and responsibilities Volunteer in civic duty 	
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- Know when to say no (Rights)
- Know who to ask if you don't know (chain of command)

Resources:

- <http://www.prometheanplanet.com/en-us/Resources/Item/27467/fact-or-fiction#.UbH7DtMo7IU>
- <http://olc.spsd.sk.ca/DE/PD/instr/strats/compareconstrast/index.html>
- <http://www.youtube.com/watch?v=54F6Gy9R4kg&noredirect=1>

<p>Standard RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Essential Element EE.RI.11-12.10: Demonstrate understanding while actively engaged in reading or listening to literary non-fiction.</p>
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<p>Grade 9-10 Essential Elements EE.RI.9-10.10:</p> <ul style="list-style-type: none"> • Demonstrate understanding while actively engaged in reading or listening to literary non-fiction. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> • Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> • Refer to “I Can” Statements found on previous Grade 9-10 Reading (Literature) Element Cards.
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • blog • wiki • social media • fiction • nonfiction • tweet 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> • Library • Social media access
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Refer to instructional examples found on previous Grade 9-10 Reading (Literature) Element Cards.
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<p>Real World Connections:</p> <ul style="list-style-type: none"> • Read and discuss letters to the editors • Discuss blogs, tweets and wikis • Social media etiquette • Using the public library
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<p>Resources:</p> <ul style="list-style-type: none"> • http://www.busyteacherscafe.com/literacy/comprehension_strategies.html
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Standard W. 9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. 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.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. 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 Element W. RI.9-10.2: Write to share information supported by details.

- a. Introduce a topic clearly and use a clear organization to write about it including visual, tactile, or multimedia information as appropriate.
- b. Develop the topic with facts or details.
- c. Use complete, simple sentences as appropriate.
- d. Use domain specific vocabulary when writing claims related to a topic of study or text.
- e. N/A
- f. Provide a closing or concluding statement.

Grade 8 Essential Element W. RI. 8.2:

- Write to share information supported by details.
 - a. Introduce a topic clearly and write to convey ideas and information about it including visual, tactile, or multimedia information as appropriate.
 - b. Write one or more facts or details related to the topic.
 - c. Write complete thoughts as appropriate.
 - d. Use domain specific vocabulary related to the topic.
 - e. N/A
 - f. Provide a closing.

Grade 11-12 Essential Element W. RI. 11-12.2:

- Write to share information supported by details.
 - a. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactile, or multimedia information as appropriate.
 - b. Develop the topic with relevant facts, details, or quotes.
 - c. Use complete, simple sentences, as well as compound and other complex sentences as appropriate.
 - d. Use domain specific vocabulary when writing claims related

	<p>to a topic of study or text. e. N/A f. Provide a closing or concluding statement.</p>
<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can write to convey ideas with guidance and support. • I can write to convey ideas and information using clear organization as well as graphics and multimedia. • I can write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as need. • I can write to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information as well as graphics and multimedia as needed. 	
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • fact • details 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> • category • conclusion
<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Use a preprogrammed alternate keyboard to write about the school assembly. • Work with a teacher using two-switch step scanning to scan through the letters of the alphabet directing the teacher to “go to the next one,” and “write that one down,” in order to select letters to use in writing about school. • Using word prediction software and with a teacher’s support and guidance, write about a favorite activity in class. • Write to give directions to a place in the school including most of the steps with illustrations as needed to support understanding. • Write to describe a school assembly about DARE saying who was involved and what happened. • Write to give directions to a place in the school including a step-by-step organization with illustrations as needed to support understanding. • Write to describe a school assembly first describing what the topic was, who was involved, then the activity and details. • Write about a hobby stating what the hobby is, writing a paragraph about favorite foods to cook with a reason and favorite desserts. 	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Note, letter or email to friend , relative, or roommate • Journaling for medical or mental health tracking • Formal letter to employer or agency 	
<p>Resources:</p> <ul style="list-style-type: none"> • http://olc.spsd.sk.ca/DE/PD/instr/strats/writinginform/index.html 	

- http://www2.actden.com/Writ_den/tips/paragrap/index.htm
- <https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnw1dGhncmFkZXBlcnN1YXNpdmV3cmI0aW5nfGd4OjE5YWJhYzZmZWFKYjAzO>

Standard W. 9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Essential Element EE. W.9-10.3: Write about events or personal experiences.

- a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.
- b. N/A
- c. Organize the events in the narrative using temporal words to signal order as appropriate.
- d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.
- e. Provide a closing.

Grade 8 Essential Element EE. W. 8.3:

- Write about events or personal experiences.
 - a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.
 - b. N/A
 - c. Use temporal words (e.g., first, then, next) to signal order.
 - d. Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events.
 - e. Provide a closing.

Grade 11-12 Essential Element EE. W. 11-12.3:

- Write about events or personal experiences.
 - a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.
 - b. N/A
 - c. Organize the events in the narrative using temporal words to signal order and add cohesion.
 - d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.
 - e. Provide a closing.

I Can Statements:

- I can write about a personal experience with guidance and support.
- I can introduce an experience or situation and include at least one character or event.

- I can introduce an experience or situation, at least one character, and describe multiple events in sequence.
- I can introduce an experience or situation and describe it including multiple characters and events in sequence.

Key Vocabulary:

- narrative
- events
- transition words
- setting
- characters
- conclusion

Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)

- Nonfiction text
- List of transition/temporal words
- List of story starters

Instructional Examples:

- Use word prediction software and teacher support to write about going to the mountains, selecting pictures of the people who went and the events.
- Use words or symbols provided by the teacher to write about daily events.
- Write about a vacation or favorite place.
- Write about an event that happened after school.
- After reading/discussing a non-fiction text, identify key actors and events and write a summary using a template.
- Write a story about a vacation and several events.
- Write about an event that happened after school including multiple events.
- After reading/ discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline, and expand those notes into a summary.
- Write a story about a vacation including the people and several events.
- Write about an activity that happened after school including the names of the students involved and multiple events in sequence.
- After reading/ discussing a non-fiction text, write a summary about an event, the situation, the actors, and the actions.

Real World Connections:

- Personal letters, texts
- Email
- Social media posts
- Journaling

Resources:

- http://www2.actden.com/Writ_den/tips/paragrap/index.htm
- <http://worksheetplace.com/index.php?function=DisplayCategory&showCategory=Y&links=2&id=154&link1=43&link2=154>
- www.daily-writing-prompt.com/story-starters.html

Standard W. 9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Essential Element EE. W.9-10.4: Produce writing that is appropriate for the task, purpose, and audience.
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Grade 8 Essential Element EE. W. 8.4: <ul style="list-style-type: none"> Produce writing that is appropriate for the task, purpose, or audience. 	Grade 11-12 Essential Element EE. W. 11-12.4: <ul style="list-style-type: none"> Produce writing that is appropriate to a particular task, purpose, and audience.
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I Can Statements: <ul style="list-style-type: none"> I can write with guidance and support. I can produce writing that is appropriate to the task, purpose, or audience with support and guidance. I can produce writing that is appropriate to a particular task, purpose, or audience. I can produce coherent writing that is complete and appropriate to a particular task, purpose, and audience. 	
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Key Vocabulary: <ul style="list-style-type: none"> purpose audience task organization 	Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> Word prediction software Graphic organizer Read, Write, Gold/Dragon Speak or other talking word software
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Instructional Examples: <ul style="list-style-type: none"> Use a keyboard to type letters interactively with a peer who provides a model by writing conventionally but simply. Use a multiple message voice output device interfaced with a computer and help from an adult who navigates to the desired page to make a list of free choice activities and then types letter-by-letter about each activity. Use a word/picture bank projected on an interactive whiteboard combined with spelling to make a list of things to pack for a trip. Use a set of guidelines, word prediction software, and a talking word processor to write a cover letter for an application. Include an introduction, body, and closing. Make a list of things to pack for a trip using a talking word processor with word prediction software. Make a list of three or four steps needed to complete a task by responding to questions in graphic organizer software, which is then converted to text outline and imported into talking word processor, where students expands on the notes and checks accuracy. Write directions in sequence to do a particular task. Make a list of things to assemble that will be needed for a class project. 	
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Real World Connections:

- Use language appropriate for the audience (e.g. friend vs. an employer or other professional)
- Cover letter with application for employment or services; personal communications such as letters, notes to roommate, social media posts
- List for babysitter
- To-do list

Resources:

- <http://writing.colostate.edu/guides/guide.cfm?guideid=19>
- http://www.internet4classrooms.com/grade_level_help/write_for_audience_language_arts_third_3rd_grade.htm
- <http://etceteraward.blogspot.com/2010/07/links-for-teaching-writing-with.html>

Standard W. 9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Essential Element EE. W.9-10.5: Develop writing by planning and revising own writing.
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Grade 8 Essential Element EE. W. 8.5: <ul style="list-style-type: none"> With guidance and support from adults and peers, plan before writing and revise own writing by adding more information. 	Grade 11-12 Essential Element EE. W. 11-12.5: <ul style="list-style-type: none"> Develop and strengthen writing as needed by planning, revising, editing, and rewriting.
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I Can Statements: <ul style="list-style-type: none"> I can add more to writing to clarify messages with guidance and support from adults and peers. I can develop writing by planning and revising my own writing by adding more information with guidance and support from adults and peers. I can develop writing by planning and revising my own writing by adding more information. I can strengthen writing by planning and revising my own writing and adding more information. 	
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Key Vocabulary: <ul style="list-style-type: none"> revising editing 	Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> Word prediction software (Read, Write. Gold) KWL Chart/Template Graphic organizer/template
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Instructional Examples: <ul style="list-style-type: none"> When asked by an adult or peer to add more, select additional letters or words to add to the overall message. With teacher guidance and support, using word prediction software or talking word processor, label familiar pictures from a favorite text. After sharing writing with peers, work with peers to brainstorm ideas to add. Peers write all of the ideas in a list and give it to the student to use in revising and adding more information to improve the overall quality of the writing. Work with peers to plan a written report of their research project. Each takes turn reading what they have to one another and then the group works together to add ideas to a graphic organizer provided by the teacher. Finally, the student adds ideas from the graphic organizer to own writing to strengthen it. Given a topic and a sample brainstorming bubble, generate ideas and write them down, then reread what is written and add one more detail. Using a question framework in graphic organizer software, take turns entering information in the organizer, seek another peer partner group's feedback, and then add to the outline. After reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphical representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback. 	
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Real World Connections:

- Listing steps of everyday tasks
- Task analysis
- Organizing room/personal belongings
- Play Scrabble, Bananagram, Dominos
- Form completion

Resources:

- “Reading Comprehension Strategies for Older Readers”, 2006, Sharon Vaughn and Meaghan Edmonds (graphic organizers, templates, activities)
- <http://www.missionliteracy.com>
- <http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html> (self and peer editing checklists)
- <http://learnzillion.com/lessons/864-revise-a-personal-narrative-for-clarity>
- http://www.fuesd.k12.ca.us/cms/lib5/CA01000513/Centricity/Domain/17/NANCY_TOOL_KIT.PDF
- http://www.brighthubeducation.com/special-ed-inclusion-strategies/127952--the-rewriting-and-revising-phase/?cid=parsely_rec
- <http://melo3drevisionproject.files.wordpress.com/2012/09/lp1-exploringourrevisionprocesses.pdf>

<p>Standard W. 9-10.6: Using technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>Essential Element EE. W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p>
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<p>Grade 8 Essential Element EE. W. 8.6:</p> <ul style="list-style-type: none"> • Use technology, including the Internet, to produce writing to interact and collaborate with others. 	<p>Grade 11-12 Essential Element EE. W. 11-12.6:</p> <ul style="list-style-type: none"> • Use technology, including the Internet, to produce, publish and update an individual or shared writing project.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can use technology to write with guidance and support. • I can use technology, including the Internet, to produce, publish, and update shared writing products with guidance and support. • I can use technology, including the Internet, to produce, publish, and update individual or shared writing products. • I can use technology, including the Internet, to produce, publish, and update individual writing products. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • publish • produce 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> • Graphic organizer software • Access to social media • Form templates • Editing rubric
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Use a keyboard to type letters and words interactively with a peer or an adult who types simple, conventionally spelled messages. • Use a keyboard programmed for only alphabet letters and a space bar, word prediction software, and a talking word processor with a peer model to take turns typing text messages to one another. • After reviewing and discussing a shared writing product, add words to sentences in the electronic shared writing product. • Having sent an e-mail to an adult, read their response seeking additional information or clarification, and write a new e-mail to address the request. • Use an alternative keyboard programmed with the day’s activities and some comments to write an entry on a blog that is shared with parents instead of a home-school notebook. • Use online communication software to text message with an e-buddy in another classroom or school. • Record daily activities on a blog that is shared with parents instead of a traditional home school notebook. • Navigate the Internet using screen reader software; identify information about the selected topic, using the information to write using a talking word processor with an alternative keyboard, and share what was learned with classmates. 	
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- Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products.
- Use technology to add a sentence in an electronic shared writing product.
- Add words to sentences in an electronic shared writing product.

Real World Connections:

- Social Media
- Online form completion
- Create and submit a resume' online

Resources:

- <http://digitalwriting.pbworks.com/w/page/17812820/Using%20Blogs%20in%20the%20Classroom>
- <http://www.webenglishteacher.com/ds.html>
- <http://wiki.classroom20.com/Blogging+Lesson+Plans>
- <http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html> (self and peer editing checklists)

<p>Standard W. 9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Essential Element EE. W.9-10.7: Conduct research projects to answer questions posed by self and others using multiple sources of information.</p>
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<p>Grade 8 Essential Element EE. W. 8.7:</p> <ul style="list-style-type: none"> • Conduct short research projects to answer and pose questions based on one source of information. 	<p>Grade 11-12 Essential Element EE. W. 11-12.7:</p> <ul style="list-style-type: none"> • Conduct research projects to answer questions posed by self and others using multiple sources of information.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can answer questions based on a text or other sources of information with guidance and support. • I can conduct short research projects to answer questions using one or more sources of information. • I can conduct short research projects to answer questions posed by self and others using multiple sources of information. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • research • multiple 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> • KWL Chart • Word predictability software
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> • With guidance and support, answer yes or no question about an experience described in a text they have authored using word prediction software with a topic-specific dictionary. • With guidance and support, answer multiple-choice questions about information provided in a text that they have co-authored with a peer about a favorite school activity. • Use word prediction software to answer questions about an illustration from a favorite text inserted in a digital document, and, if spelling is unclear, answers yes or no questions about their answer. • Read or listen to sections of a book about a specific topic and then use highlighted information to write an answer to a question. • Given a question and text posted on an interactive whiteboard, research to find the answer to a question after a peer reads the question aloud and discusses it with the student before reading the text aloud to find the answer. • Conduct short research projects to answer questions posed by self and others using multiple sources of information. • Interact with two websites using a screen reader to access the information in order to answer a question posed by the teacher and to generate two questions. 	
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- Complete the K and W column of a KWL chart on a particular informational topic, and then visit two websites to answer questions they posed in the W column and take notes in the L column as they do so.
- Conduct short research projects to answer questions posed by self and other and others using multiple sources of information.
- Interact with a variety of websites using a screen reader to access the information in order to answer a question posed by the teacher and generate two questions of his or her own.
- Complete the K and W column of a KWL chart on a particular informational topic, and then visit a variety of websites to answer questions they posed in the W column and take notes in the L column as they do so.

Real World Connections:

- Find a phone number/address
- Use a GPS
- Comparison shopping
- Use coupons
- Seek employment

Resources:

- <http://teacher.neisd.net/library/public/lessonplan/lessonplan.cfm?lessonpk=217>
- <http://www.askherepa.org/lessons/goodquestion.htm>
- <http://www.discoveryeducation.com/teachers/free-lesson-plans/discovering-language-arts-beginning-research.cfm>
- <http://www.edudemic.com/2012/11/students-better-online-researchers/>

<p>Standard W. 9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Essential Element EE. W.9-10.8: Write answers to research questions by selecting relevant information from multiple sources.</p>
<p>Grade 8 Essential Element EE. W. 8.8:</p> <ul style="list-style-type: none"> Select quotes providing relevant information about a topic from multiple print or digital sources. 	<p>Grade 11-12 Essential Element EE. W. 11-12.8:</p> <ul style="list-style-type: none"> Write answers to research questions by selecting relevant information from multiple resources.
<p>I Can Statements:</p> <ul style="list-style-type: none"> I can use information from one source to answer a question with guidance and support. I can select information from multiple sources and use the information to write answers to research questions with guidance and support. I can select information from multiple sources and use the information to write answers to research questions. I can select information, including quotes, from multiple sources and use the information to write answers to research questions. 	
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> relevant sources 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> email access email address/password
<p>Instructional Examples:</p> <ul style="list-style-type: none"> Given a guiding question, use a single message voice output communication device to say, "That's it" when the teacher reads something from a teacher-selected text that answers the question. With teacher guidance and support as needed with any of the steps: given a topic, a single bookmarked website, a <i>what</i> or <i>where</i> questions, use a screen reader to listen to and read the information at the site, and use word prediction software with a talking word processor and adapted keyboard presenting only alphabet letters, space bar, and a period, write an answer. Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site, listen and read the information with a screen reader, and use work prediction software with a talking word processor to write their answers. Given a topic, a collection of bookmarked websites, and a set of guided questions, navigate to each site and copy/paste information to answer the questions. 	

- Given a topic, a collection of bookmarked websites, and a set of guiding questions, select information about the topic and use the information to answer question using direct quotes from the websites.
- Given a problem and bookmarked websites, use at least two sources to show a solution to the problem.

Real World Connections:

- Accurate information on applications
- Checking with references before listing
- Use Facebook/Social Media appropriately
- Interact with toolbars on computer
- Edit inbox for email

Resources:

- <http://www.edudemic.com/2012/11/students-better-online-researchers/>
- <https://docs.google.com/document/d/1wpDm3zSQn8xgfsM4k53MKXopO9YshbFp7og9LZmDN6Y/edit>
- http://nb.wsd.wednet.edu/big6/big6_resources.htm

Standard W. 9-10.9: Draw evidence from literacy or informational texts to support analysis, reflection, and research.

- a. Apply Grades 9-10 *Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work {e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare}”).
- b. Apply Grades 9-10 *Reading standards* to literary nonfiction (e.g., “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”).

Essential Element EE. W.9-10.9: Use information from literary and informational text to support writing.

- a. Apply *Essential Elements of Grade 9-10 Reading Standards* to literature (e.g., “identify when an author has drawn upon or included references to another text.”).
- b. Apply *Essential Elements of Grade 9-10 Reading Standards* to informational texts (e.g., “Use sound reasons for supporting the claims and argument.”).

Grade 8 Essential Element EE. W. 8.9:

- Use information from literary and informational texts to support writing.
 - a. Apply *Essential Elements of Grade 8 Reading Standards* to literature (e.g., “compare and contrast themes, patterns of events, or characters across two or more stories or dramas.”).
 - b. Apply *Essential Elements of Grade 8 Reading Standards* to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”).

Grade 11-12 Essential Element EE. W. 11-12.9:

- Cite evidence from literary or informational texts.
 - a. Apply *Grades 11-12 Essential Elements for Reading Standards* to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. {Compare themes, topics, locations, context, and point of view}.”).
 - b. Apply *Grades 11-12 Essential Elements for Reading Standards* to informational texts (e.g., “Compare and contrast reasoning and arguments used in one’s work with those used in seminal U.S. texts.”).

I Can Statements:

- I can participate in group writing activities applying *Essential Elements of Grade 9-10 Reading Standards* to informational text with guidance and support.
- I can apply *Essential Elements of Grade 9-10 Reading Standards* to informational text with guidance and support.
- I can apply *Essential Elements of Grade 9-10 Reading Standards* to informational text.

Key Vocabulary:

- reference
- sound reason
- claim
- argument

Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)

- *Essential Elements of Grade 9-10 Reading Standards*
- KWL Chart

Instructional Examples:

- Use voice output communication devices to interact with peers during collaborative writing projects.
- Use a preprogrammed alternative keyboard to contribute to a small group writing project.
- Read a text with the teacher and a small group to determine which claims are facts and list those facts.
- After reading a book with an adult to determine the author's point of view, discuss and write about the facts from the conversation while the teacher helps the student recall the facts.
- Read a text to determine which claims are factual and then make a list of those facts.
- Read a book to determine the author's point of view and then write selected supporting phrases from the text.
- Complete the L column of a KWL chart, answering questions they posed with text evidence, noting the page where answers were found.
- Write answers to questions about whether key details support the central idea or claim of an author in the text.

Real World Connections:

- Compose a letter with a purpose
- Use the library
- Create a book club in the classroom

Resources:

- <http://art.scholastic.com/grades-7-12-ELA-common-core-lesson-plans>
- <http://www.google.com/insidesearch/searcheducation/lessons.html>
- <http://www.learnnc.org/lp/editions/every-learner/6554>

<p>Standard W. 9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Essential Element EE. W.9-10.10: Write routinely over time for a range of tasks, purposes, and audiences.</p>
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<p>Grade 8 Essential Element EE. W. 8.10:</p> <ul style="list-style-type: none"> Write routinely for a variety of tasks, purposes, and audiences. 	<p>Grade 11-12 Essential Element EE. W. 11-12.10:</p> <ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can communicate routinely for a variety of purposes and audiences with guidance and support. I can write routinely over time for a variety of tasks, purposes, and audiences with guidance and support. I can write routinely over time for a range of tasks, purposes, and audiences. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> tasks audiences 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> word prediction software examples of real life writing
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> After shared reading of an informational passage and repeating a word or phrase from the passage, use a multiple message voice output device and models from an adult communication partner to make comments during group writing projects which are written on a comments page and read aloud to the student by a peer. After shared reading of an informational passage and nodding to agree when the teacher repeats a statement from the passage, use a multiple message voice output device with a peer who helps navigate to the appropriate page to give feedback to peers who are sharing their writing. This feedback is written by peers on their drafts and read aloud via a talking word processor, screen reader, or a peer to the student. Using word prediction software with a topic-specific dictionary and a talking word processor on the computer, write notes to the school principal and the teacher about an upcoming event. Using word prediction software with a topic-specific dictionary and a talking word processor, complete a short research report and then review and revise it. With guidance and support, write labels to go with a display for a group research project. Write a note to the principal about an upcoming event and return to it the next day to revise and complete it before it is sent to the principal. Write a research report for social studies class, working on it for several days adding more information to address the areas in the teacher’s rubric. 	
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Real World Connections:

- Thank-you note
- Address envelopes
- Journaling
- Keeping track of schedule through a planner etc.
- Telephone messages

Resources:

- http://www.internet4classrooms.com/grade_level_help/writing_audience_purpose_language_arts_fourth_4th_grade.htm
- <http://www.learnnc.org/lp/pages/3972>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/brochures-writing-audience-purpose-1002.html>
- <http://www.walsallschools.org/lessonPlans/differentAudiences>

Standard W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. 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.
- c. 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.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Essential Element EE.W.11-12.1: Write arguments to support claims.

- a. Write an argument to support a claim that results from studying a topic or reading a text.
- b. Support claims with reasons and evidence drawn from text.
- c. N/A
- d. N/A
- e. N/A

Grade 9-10 Essential Elements EE.W.9-10.1:

- Write claims about topics or texts.
 - a. Introduce a topic or text and write one claim and one counterclaim about it.
 - b. Write one counterclaim.
 - c. N/A
 - d. N/A
 - e. N/A

Post High School Essential Elements:

- Real Life Application

<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can with guidance and support, write a claim. • I write a claim and an argument to support it with one clear reason or piece of evidence. • I can write to express an opinion with supporting information about a topic or text and a concluding statement. • I can write an argument to support a claim, introduce counter claims, and provide reasons or evidence from multiple sources. 	
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • claim • counter claim • fact 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> • Templates (Microsoft Word) • Read, Write, Gold or other word predictability software • Apartment condition checklist (check with local realtor)
<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Use a ready-made set-up in multimedia software to choose words to write a claim. • Following a teacher-led small-group discussion, during which the teacher adds key words to a chart, choose an argument from two positions. (e.g., Technology is great. Technology is making us stupid.), and write, using word prediction software and a talking word processor, along with teacher guidance and support as needed, ideas to support the claim. • Write a claim (e.g., No running in the halls.), an argument to support it (e.g., It is the rule.), and a reason (e.g., Someone will get knocked down.), write a claim about something happening at school (e.g., The team is good.), an argument to support the claim (e.g., Joe is on the team.), and a reason (e.g., He is good.). • Write about a personal opinion and give more than one reason supporting the claim. ‘Given a statement, express agreement or disagreement and give more than one reason why, • Write a claim about something happening at school (e.g., the team is good.), an argument to support the claim (e.g., Joe is on the team.), and a reason (e.g., He is good.) and introduce a counterclaim (e.g., The team is not winning.). • Write a claim (e.g., Government class is bad.), and an argument to support it (e.g., It’s too hard.) with a reason (e.g., It has too many new words.) and introduces a counterclaim (e.g., Government class talks are fun.). 	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Write a letter of complaint. • Document apartment defects before moving. • Asking for time off. 	
<p>Resources:</p> <ul style="list-style-type: none"> • http://occs.syr.edu/documents/apartment-condition-checklist.pdf • http://www.presentyourcase.com 	

- <http://www.gcflearnfree.org/everydaylife>
- <https://sights.google.com/site/fifthgradeperuasivewriting>
- <http://www.icivics.org/teachers/lesson-plans/lesson-1-so-you-think-you-can-argue>
- http://www.doe.k12.de.us/commoncore/ela/files/writing/GRADE-8_ARGUMENTATION_Sep.pdf
- <http://bogglesworldesl.com/lessons/argument1.htm>

<p>Standard W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 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. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows form and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>Essential Element EE.W.11-12.2: Write to share information supported by details.</p> <ol style="list-style-type: none"> Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactile, or multimedia information as appropriate. Develop the topic with relevant fact, details, or quotes. N/A N/A N/A N/A
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<p>Grade 9-10 Essential Elements EE.W.9-10.2:</p> <ul style="list-style-type: none"> • Write to share information supported by details. <ol style="list-style-type: none"> Introduce a topic clearly and use a clear organization to write about it including visual, tactile, or multimedia information as appropriate. Develop the topic with fact or details. Use complete, simple sentences as appropriate. Use domain specific vocabulary when writing claims related to a topic of study or text. N/A Providing a closing or concluding statement. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> • Real Life Application
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I Can Statements EE.W.11-12.a, b:

- I can, with guidance and support, write to convey ideas and information.
- I can write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed.
- I can write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.

Key Vocabulary:

- facts
- vocabulary related to technology
- details
- claim

Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)

- Read, Write, Gold or other word predictor software
- Templates

Instructional Examples EE.W.11-12.2.a, b:

- Organize three topically related pictures from a choice of several, and with teacher guidance and support as needed, write about a preferred topic using the pictures to guide thinking, word prediction software to assist spelling, and a talking word processor to monitor idea construction.
- Given choices and variety of writing tools, complete a writing sample about a given subject or topic.
- Write to describe a school sporting event saying who was involved (*coach, team, kids*) and what happened (*hard game, we won*).
- Write a short report for a class including illustrations or clipart to support understanding.
- Write about an assigned topic including three or more facts or concrete details drawn from multiple sources.
- Write about a topic of interest drawing on evidence from several websites and incorporating graphics to support meaning.
- Research a topic of interest and write about it using evidence from several texts.

Real World Connections:

- Note, letter or email to friend , relative, or roommate
- Journaling for medical or mental health tracking
- Formal letter to employer or agency

Resources:

- <https://sites.google.com/site/5thgradepersuasivewriting/lesson-1-1>
- <https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbmw1dGhncmFkZXBlcnN1YXNpdmV3cmI0aW5nfGd4OjE5YWJhYzZmZWFKYjAzODk>

Standard W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Essential Element EE.W.11-12.3: Write about events or personal experiences.

- a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.
- b. N/A
- c. Organize the events in the narrative using temporal words to signal order and add cohesion.
- d. N/A.
- e. N/A.

Grade 9-10 Essential Elements EE.W.9-10.3:

- Write about events or personal experiences.
 - a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.
 - b. N/A
 - c. Organize the events in the narrative using temporal words to signal order as appropriate.
 - d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.
 - e. Provide a closing.

Post High School Essential Elements:

- Real Life Application

I Can Statements EE.W.11-12.3.a, c:

- I can with guidance and support write about a personal experience.
- I can introduce an experience or situation describing at least one character and one event.
- I can introduce an experience or situation, at least one character and describe multiple events in sequence.
- I can introduce an experience or situation including multiple characters and the description of multiple events in sequence.

Key Vocabulary:

- sequence
- pacing
- tone
- outcome
- dialogue
- characters
- events

Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)

- Word predictor software
- Photos from field trip or other event

Instructional Examples EE.W.11-12.3.a, c:

- Use word prediction software and teacher support and guidance (e.g., the teacher asks, “Where did you go? What did you see? Hear? Do?) to write about a vacation, selecting pictures of the people who went (mom, dad, and me) and events (beach, swimming, and fishing).
- Use words or symbols provided by the teacher to write about daily events,
- Having seen a photo from a field trip, se a multi-message device to communicate about the experience) Go farm. Happy,), which the teacher will write below the photo and read aloud as the student observes.
- Provide an introduction of situation or event, introduce a character, and relate on thing that happened.
- Produce a writing sample that describes a recent event of interest 9e.g., vacation, field trip, science class experiment) including a character and describing one thing that happened.
- Provide and introduction of problem, situation, or event; introduce the narrator or characters; and use sequencing to establish tone and outcomes (e.g., a sense of mystery, suspense, growth, and resolution).
- Produce a writing sample that describes a recent or imagined event of interest (e.g., vacation, field trip, and walk on the moon, flying in the air) including characters and descriptions of multiple events in sequence.
- After reading and discussing a history or science text, generate group notes in visual panning software, convert those visual notes into a written outline, in the software, and expand those notes in a talking word processor into a summary about an event (e.g., immigrants coming to America), the situation (not enough food), the actors (immigrants), the actions (got in ship, come to America, get jobs).

Real World Connections:

- Friendly letters
- Social media post
- Journaling
- Writing a form letter. (Christmas letter)

Resources:

- <http://www.pps.k12.or.us/files/curriculum/G4IS12-7-09.pdf>
- <http://teachers.net/lessons/posts/942.html>
- <http://www.brainpopjr.com/readingandwriting/writing/shortstory/grownups.weml>

<p>Standard W.11-12.4: Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Essential Element EEW.11-12.4: Produce writing that is appropriate to a particular task, purpose, and audience.</p>
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<p>Grade 9-10 Essential Elements EE.W.9-10.4</p> <ul style="list-style-type: none"> • Produce writing that is appropriate for the task, purpose, and audience. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> • Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can, with guidance and support, write. • I can, with guidance and support, produce writing that is appropriate to the task, purpose, or audience. • I can produce writing that is appropriate to a particular task, purpose, and audience. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • audience • purpose • appropriate • graphic organizer 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> • templates • Word prediction software • Graphic organizer • Read, Write, Gold/Dragon Speak or other talking word software
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Use multiple message voice output device interfaced with a computer and help from an adult who navigates to the desired page to make a list of ree choice activities and then types letter-by-letter about each activity. • Use photos to promote topic focus and a keyboard to type letters to type interactively with a peer who provides a model by writing conventionally but simply. • Given choices and a variety of adaptive writing tools, complete a writing sample (word or words) about a given subject or topic. • Use a set of guidelines, word prediction software, and a talking word processor to write a friendly letter with a greeting, body, and a closing. • Fill in words on a complaint form to a business using a word bank provided by a teacher. • Make a list of three or four steps needed to complete a cooking task y responding to questions in graphic organizer software (e.g., List all the things you did. What did you do first? What did you do next? What was the last thing you did?), which is the converted to a text outline and imported into a talking word processor, where students expand on the notes and check accuracy. • Produce writing that is appropriate to a particular task, purpose, and audience. 	
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- Complete a job application using a talking word processor.
- Make a list of things to pack for a trip using a talking word processor with word prediction software.
- Write a friendly letter to a friend
- Use a form to write a note complaining about service to a business.

Real World Connections:

- Use language appropriate for the audience (e.g. friend vs. an employer or other professional)
- Cover letter with application for employment or services; personal communications such as letters, notes to roommate, social media posts
- List for babysitter
- To-do list/shopping or packing list
- Filing a complaint to a business

Resources:

- <http://www.readwritethink.org/classroom-resources/lesson-plans/writing-motivating-students-write-871.html?tab=4#tabs>

<p>Standard W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Essential Element EE.W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, and rewriting.</p>
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<p>Grade 9-10 Essential Elements EE.W.9-10.5:</p> <ul style="list-style-type: none"> • Develop writing by planning and revising own writing. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> • Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can, with guidance and support, develop and strengthen writing by planning and revising. • I can develop and strengthen writing by planning and writing. • I can develop and strengthen writing as needed by planning, revising, editing, and rewriting. • I can develop and strengthen writing as needed by planning, revising, editing, and rewriting for a specific purpose and audience. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • edit • sequence • revise • peer editing 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> • Word prediction software (Read, Write. Gold) • KWL Chart/Template • Graphic organizer/template • Use spell check • Text to voice software
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Complete a graphic organizer with a peer, a group, or an adult and use it to add more information to a writing sample, and add new information based on specific teacher feedback. • With teacher guidance and support, word prediction software, talking word processor, write about familiar pictures from a favorite text, and following peer feedback, repeat the process the next day. • With teacher guidance and support as needed, after reading a science text work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise as a summary of learning based on peer feedback. • Given a topic and a sample brainstorming bubble, generate ideas and write them down. • Fill in an outline before beginning the writing process (topic, tree details, and conclusion) and use it to write. 	
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- Work with peers to plan a written report of their research project. Each takes turns reading what they have to one another and then the group works together to add ideas to a graphic organizer provided by the teacher. Finally, the student adds ideas from the graphic organizer to own writing to strengthen it.
- With teacher guidance and support upon request, complete writing process and use various resources for revising (e.g., peer and teacher feedback, rereading with a talking word processor), and editing to complete writings for various purposes.
- Use the writing process and various resources to summarize information to make it clear.
- Complete the writing process and use various resources for revising and editing to complete writings for various purposes.
- Edit a writing sample using various resources to make the sample more descriptive.

Real World Connections:

- Texting on phone
- Completing forms and applications
- Dating script

Resources:

- http://www.fuesd.k12.ca.us/cms/lib5/CA01000513/Centricity/Domain/17/NANCY_TOOL_KIT.PDF
- <http://www.readwritethink.org/classroom-resources/lesson-plans/writing-motivating-students-write-871.html?tab=4#tabs>
- http://www.readwritethink.org/files/resources/lesson_images/lesson856/edit.pdf

<p>Standard W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>Essential Element EE.W.11-12.6: Use technology, including the Internet, to produce, publish, and update an individual or shared writing project.</p>
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<p>Grade 9-10 Essential Elements EE.W.9-10.6 :</p> <ul style="list-style-type: none"> • Use technology, including the internet, to produce, publish, and update individual or shared writing products. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> • Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can use technology to produce a writing sample. • I can use technology, including the Internet, to produce an individual or shared writing project. • I can use technology, including the Internet, to produce, publish, and update an individual or shared writing project. • I can use technology, including the Internet, to produce, publish, revise, and update individual writing products based on feedback. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • edit • word prediction • publish • update 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> • Graphic organizer software • Access to social media • Form templates • Editing rubric
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Use a computer to produce a writing sample. • Use a keyboard to type letter and words interactively with a peer or adult who types simple, conventional spelled messages. Use a keyboard programed for only alphabet letters and a space bar, word prediction software. and a talking word processor with a peer model to take turns typing text messages in instant messaging software, • After reviewing and discussing a shared writing product add sentences to complete an electronic shared writing product and print it out. • Use technology to add a sentence in an electronic shared writing product. • Use online communication software to text message with an e-buddy in another classroom or school. • Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. • Use technology with peers to complete a shared electronic writing product and print it out. 	
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- Use technology to fill in a writing frame to produce individual writing.
- Compose a text in comic software, export it to a talking word processor to check for meaning, revise, and re-upload.
- Use word prediction software to make entries in the class blog or wiki on various topics.
- Use technology to update, edit, and revise a piece of won writing.
- Use talking word processor to listen to first draft and decide what information to add, spell check and grammar check to edit, and then export digital draft to class wiki.
- Having published a draft in a digital writing environment, review comments of classmates about the draft, download it to a talking word processor with word prediction software, revise it based on the feedback, and upload back to the digital writing environment.

Real World Connections:

- Social Media
- Online form completion
- Create and submit a resume' online

Resources:

- <http://www.brainpopjr.com/artsandtechnology/technology/blogs/grownups.weml>
- <http://www.teachingenglish.org.uk/sites/teacheng/files/email-writing-lesson-plan.pdf>
- <http://learn.esu13.org/mod/resource/view.php?id=285>

<p>Standard W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrating understanding of the subject under investigation.</p>	<p>Essential Element EE.W.11-12.7: Conduct research projects to answer questions posed by self and others using multiple sources of information.</p>
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<p>Grade 9-10 Essential Elements EE.W.9-10.7:</p> <ul style="list-style-type: none"> • Conduct research projects to answer questions posed by self and others using multiple sources of information. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> • Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can with guidance and support, answer questions based on a text or other source of information, • I can conduct short research projects to answer questions using one or more sources of information. • I can conduct short research projects to answer questions posed by self and others using multiple sources of information. • I can conduct research projects to answer questions posed by self and others using multiple sources of information. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • research • simple • complex • narrow • broaden • problem 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> • KWL Chart • Word predictability software
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> • With guidance and support, answers a yes or no question about an experience described in a text, and then use an adapted keyboard with only alphabet letters. a space bar. and a period along with word prediction software and a talking word processor to type letters and words to expand their answer. • With guidance and support, answer multiple-choice questions about information provided in a text and then use an adapted keyboard with only alphabet letters, a space bar, and a period along with word prediction software and a talking work processor to type letters and words to expand their answer. • Read a text posted on an interactive whiteboard, highlight the answer to a question posed but the teacher, and then use word prediction software to comment on the highlighted information. • Given a question and text posted on an interactive whiteboard, research to find the answer to a question and highlight the answer, and then using word prediction software and a talking word processor elaborate on the highlighted information. 	
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- Interact with a variety of websites using a screen reader to access the information in order to answer question posed by the teacher and to generate two additional questions.
- Complete the K and W column of a KWL chart on a particular informational topic, and then visit a website and a book to answer questions they posed in the w column and take notes in the L column.
- Interact with a variety of websites using a screen reader to access the information in order to answer questions posed by the teacher and generate additional questions of his or her own.
- Complete the K and W column of a KWL chart on a particular informational topic, and then visit a variety of websites to answer questions they posed in the W column and take notes in the L column.

Real World Connections:

- Internet searches
- Job search
- Housing search

Resources:

- <http://www.slideshare.net/eward511/research-project-lesson-plan>
- <http://www.inspiration.com/sites/default/files/lessonplans/wcs/w4.pdf>

<p>Standard W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>Essential Element EE.W.11-12.8: Write answers to research questions by selecting relevant information from multiple sources.</p>
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<p>Essential Element EE. W.9-10.8:</p> <ul style="list-style-type: none"> Write answers to research questions by selecting relevant information from multiple sources. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can with guidance and support, use information from one source to answer a question. I can with guidance and support, select information from multiple sources and use the information to write answers to research questions. I can select information from multiple sources and use the information to write answers to research questions. I can select information, including quotes, from multiple sources and use the information to write answers to research questions. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> purpose plagiarism audience 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> email access email address/password
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Given a guiding question, use a single message voice output communication device to say, “That’s it” when the teacher reads something from a teacher-selected text that answers the question, and then use an adapted keyboard with only alphabet letters, a space bar, and a period along with word prediction software and a talking word processor to type letters and words to expand their answer. With teacher guidance and support as needed with an of the steps: given a topic, a single bookmarked website, a <i>what</i> or <i>where</i> question, use a screen reader to listen to and read the information at the site, and use word prediction software with a talking word processor and adapted keyboard presenting only alphabet letters, a space bar, and a period, write an answer. Given a topic, a collection of bookmarked websites, a set of guiding questions, navigate to each site and copy/paste information to answer the questions. 	
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- Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site, listen and read the information with a screen reader, and use word prediction software with a talking word processor to write their answers.
- Given a topic, collections of bookmarked websites, and a set of guiding questions, use a screen reader to read the sites and select information about the topic. Then use the information to answer questions.
- Given a topic, a collection of bookmarked websites, and a set of guiding questions, select information about the topic and use the information to answer questions using direct quotes from the websites.
- Given a problem and bookmarked websites use at least two sources to show a solution to the problem

Real World Connections:

- Accurate information on applications
- Checking with references before listing
- Use Facebook/Social Media appropriately
- Interact with toolbars on computer
- Edit inbox for email

Resources:

- <http://www.slideshare.net/eward511/research-project-lesson-plan>
- <http://www.inspiration.com/sites/default/files/lessonplans/wcs/w4.pdf>

<p>Standard W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.]</p> <ol style="list-style-type: none"> a. Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth- century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning, (e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <u>The Federalist</u>, presidential addresses) 	<p>Essential Element EE.W.11-12.9: Cite evidence from literary or informational texts.</p> <ol style="list-style-type: none"> a. Apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. (Compare themes, topics, locations, context, and point of view”). b. Apply Grades 11-12 Essential Elements for Reading Standards to informational texts (e.g., “Compare and contrast reasoning and arguments used in one’s work with those used in seminal U.S. texts.”)
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<p>Essential Element EE.W.9-10.9:</p> <ul style="list-style-type: none"> • Use information from literary and informational text to support writing. <ol style="list-style-type: none"> a. Apply <i>Essential Elements of Grade 9-10 Reading Standards</i> to literature (e.g., “identify when an author has drawn upon or included references to another text.”). b. Apply <i>Essential Elements of Grade 9-10 Reading Standards</i> to informational texts (e.g., “Use sound reasons for supporting the claims and argument.”). 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> • Real Life Application
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<p>I Can Statements EE.W.11-12.9.a:</p> <ul style="list-style-type: none"> • I can with guidance and support from adults and peers participate in shared writing activities that apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. {Compare themes, topics, locations, context, and point of view}.”) • I can with guidance and support apply Grades 11-12 Essential Elements for Reading Standards literature(e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. {Compare themes, topics, locations, context, and point of view}.”). • I can apply Grades 11-12 Essential Elements or Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. {Compare themes, topics, locations, context, and point of view}.”).
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I Can Statements EE.W.11-12.9.b:

- I can with guidance and support from adults and peers, participate in shared writing activities that apply Essential Elements of Grades 11-12 Reading Standards to nonfictional or informational text (e.g., “Explain how U.S. texts inform citizens’ rights.”).
- I can with guidance and support, apply Essential Elements of Grades 11-12 Reading Standards to nonfictional or informational texts (e.g., “Explain how U.S. texts inform citizens’ rights.”)
- I can apply Essential Elements of Grades 11-12 Reading Standards to nonfictional or informational texts (e.g., “Explain how U.S. texts inform citizens’ rights.”).

Key Vocabulary:

- claim
- evidence
- argument
- reasoning

Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)

- *Essential Elements of Grade 11-12 Reading Standards*
- KWL Chart
- Literature samples

Instructional Examples EE.W.11-12.9a:

- Use adaptive writing tools to write a caption for an illustration from a piece of American literature that is similar to something familiar in one’s own word.
- After reading two very basic texts on similar topics, indicate “same” or “different” as the teacher displays two pages, focusing first on the illustrations and later on the text content, and the teacher adds the responses to a chart.
- After listening to an e-buddy read aloud a simple text over Internet video conferencing, exchange e-mails in which the e-buddy includes references to themes, topics, etc. in each message. Then, identify it when teacher guidance and support, and using work prediction software and a talking word processor, type a message indicating the text line and page of the reference or quote and a comment about it.
- Given a variety of writing tools, write to compare relationships of characters in the story and their relationships with others.
- Write to compare and contrast common themes across more than one source of American Literature.
- Use a compare/contrast template in graphic organizing software to generate ideas about tow texts, convert the graphic to text format, and expand the ideas into narrative form.

Instructional Examples EE.W.11-12.9b:

- Use a preprogrammed alternative keyboard to contribute to a small group writing project.
- Given choices and examples, select their rights and write a phrase about one that is important to them using any technologies required for independence.
- Given examples of actions, identify those that a person has the right to do and write an example of it using the choices provided and any technologies required for independence. Given a right, write a statement about what it means to the student.
- Illustrate or select photos from a public domain website to illustrate a right provided by the government and write a caption for the illustration.
- Use adaptive writing tools to write a caption for an illustration from a piece of American literature that is similar to something familiar in one’s own world.

- After reading two very basic texts on similar topics, indicate “same” or “different” as the teacher displays two pages, focusing first on the illustrations and later on the text content, and the teacher adds the responses to a chart.
- After listening to an e-buddy read aloud a simple text over internet video conferencing, exchange e-mails in which the e-buddy includes references to themes, topics, etc. in each message. Then type a message indicating the text line and page of the reference or quote and a comment about it.

Real World Connections:

- Compose a letter with a purpose
- Use the library
- Create a book club in the classroom

Resources:

- <http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-cite-158.html?tab=4#tabs>
- <http://betterlesson.com/lesson/29131/citing-sources> (Sign up for free account)

<p>Standard W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Essential Element EE.W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.</p>
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<p>Essential Element EE.W.9-10.10:</p> <ul style="list-style-type: none"> Write routinely over time for a range of tasks, purposes, and audiences. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can with guidance and support, write for a variety of purposes and audiences. I can write routinely fir a range of tasks, purposes, and audiences. I can write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences. I can write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> tasks audience 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> word prediction software examples of real life writing personal dictionary
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Given a variety of adaptive writing tools, participate in group writing projects. After shared reading of an informational passage and nodding to agree when the teacher reads a statement from the passage, use multiple message voice output devices with a peer who helps navigate to the appropriate page to give feedback to peers who are sharing their writing. This feedback is written by peers on their drafts and read aloud via a talking word processor, screen reader, or a peer to the student. Given photos of experience, with teacher guidance and support, choose n=an e-mail header use word prediction software and a talking word processor to write about the pictures and the experience, ad send the pictures and writing as e-mail attachments to the e-pal. Using word prediction software, a topic-specific dictionary, and a talking word processor, writes notes to the school principal and the teacher about an upcoming event. Using word prediction software, a topic-specific dictionary, and a talking word processor, complete a short research report and then review and revise it. 	
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- With word prediction software, write labels to go with a display for a group research project.
- Keep a journal
- Correspond regularly with a pen pal or e-pal.
- Complete in-class assignments.
- Complete documents important for career,
- Use on line, interactive writing environments to write entries, comments, and questions about shared interests.

Real World Connections:

- Thank-you note
- Address envelopes
- Journaling
- Keeping track of schedule through a planner etc.
- Telephone messages
- Form completion

Resources:

- <http://www.teachingchannel.org/videos/extended-writing-lesson>
- http://www.internet4classrooms.com/grade_level_help/writing_audience_purpose_language_arts_fourth_4th_grade.htm
- <http://www.learnnc.org/lp/pages/3972>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/brochures-writing-audience-purpose-1002.html>
- <http://www.walsallschools.org/lessonPlans/differentAudiences>

<p>Standard SL. 9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>Essential Element EE. SL.9-10.2 Determine the credibility of information presented in diverse media or formats.</p>
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<p>Grade 8 Essential Element EE. SL. 8.2:</p> <ul style="list-style-type: none"> Describe the purpose of information presented in graphical, oral, visual, or multimodal formats. 	<p>Grade 11-12 Essential Element EE. SL. 11-12.2:</p> <ul style="list-style-type: none"> Determine the credibility and accuracy of information presented across diverse media or formats.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can identify information presented in diverse media or formats with guidance and support. I can identify information presented in diverse media or formats. I can determine the credibility of information presented in diverse media or formats. I can determine the credibility of information presented across diverse media or formats. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> media diverse 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> Social Skills Training Navigating the Social World Zones (Who to trust and who not to trust)
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Work with a peer to search the web entering terms identified by the peer and scanning sites for information on a predetermined topic. After a peer explains information related to a topic, identify a related photo from an array displayed on an interactive whiteboard. Search the web using terms related to the topic in order to find information about a specific topic. Look in the index of a book to find a reference to information on an assigned topic. Stop a video at the appropriate point where information on a particular topic is being shared. Use strategies to confirm the credibility of information gathered (e.g., check with a known authority to verify information found on the Internet such as asking the school nurse about health information or a parent or adult about safety information). Check information gathered from one source with the information presented on the same topic in another source in order to determine its credibility. Compare information on one topic from two or more internet sources. Compare information on a topic in a book with the same topic described on the Internet. 	
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Real World Connections:

- Making certain that your sources are credible
- Choosing personal references for resume'
- Making wise choices with social interaction
- Check more than one source

Resources:

- CARS tool (credibility, accuracy reasonability, source)
- www.nationalautismresources.com
- www.modelmekids.com

<p>Standard SL. 9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>Essential Element EE. SL.9-10.3: Determine the speaker’s point of view on a topic.</p>
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<p>Grade 8 Essential Element EE. SL. 8.3:</p> <ul style="list-style-type: none"> Determine the argument made by a speaker on a topic. 	<p>Grade 11-12 Essential Element EE. SL. 11-12.3:</p> <ul style="list-style-type: none"> Determine whether the claims and reasoning enhance the speaker’s argument on a topic.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can identify facts about self. I can identify whether claims made by a speaker regarding a known topic are fact or opinion. I can determine whether a claim made by a speaker is credible. I can determine whether the claims made by a speaker are credible. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> false distorted fact exaggerated opinion 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> Tall Tales (e.g., Paul Bunyan, Pecos Bill) Myths and Legends Advertisements
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Given a list of facts about students in the class, identify those that are facts about self. While listening to the morning announcements, determine whether announcements are fact or opinion. Given claims made by a speaker regarding a topic that is known to the student, identify whether the claim is true. Given a written version of a single claim presented by a speaker, evaluate the claim to determine whether it is fact or opinion. After a peer makes a claim about a text being read and discussed, determine whether the claim is supported by the text. Given a video recording of a speaker, stop the video after each claim and determine when it is fact or opinion. Given a written record of the claims a speaker made, highlight each of the claims that are fact and those that are opinion. Determine whether claims made by a speaker are fact or opinion by asking advice of a parent or teacher. 	
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Real World Connections:

- Thinking about the reliability of advertisements.
- Discuss political ads, editorials, and product claims

Resources:

- CARS Checklist (Credibility, accuracy reasonableness, support)
- <http://languagearts.pppst.com/fact-opinion.html> (fact and opinion power point, worksheets, graphic organizers, activities)
- www.lessonplanet.com/lesson-plans/tall-tales (ideas, activities, lesson plans)

<p>Standard SL. 9-10.4: 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.</p>	<p>Essential Element EE. SL.9-10.4: Present an argument on a topic with logically organized claims, reasons, and evidence.</p>
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<p>Grade 8 Essential Element EE. SL. 8.4:</p> <ul style="list-style-type: none"> • Present descriptions, facts, or details supporting specific points made on a topic. 	<p>Grade 11-12 Essential Element EE. SL. 11-12.4:</p> <ul style="list-style-type: none"> • Present an argument on a topic using an organization appropriate to the purpose, audience, and task.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can communicate with peers on an assigned topic. • I can present information. • I can present information logically with an organization that is appropriate to the purpose, audience, and task. • I can present information and supporting evidence logically with an organization that is appropriate to the purpose, audience, and task. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • logical • concise 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> • organization
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Speak, sign, use symbols or technology to share an idea on a topic with peers. • Share information on assigned topic that has been prepared with peers. • Assist peers in presenting information that has been compiled working with the group. • Create a presentation for parents about a project the class completed that begins with a picture of the final product and then explains each step and presents it at an open house. • Present information about a book being read in class starting with a statement of the topic and main idea of the book and following with important details that appear throughout. • Given the assignment to present information to teach others how to complete a task, gather the information with supporting evidence, organize it, and present it to the class. • Match information with supporting evidence, organize it to display in a multimedia presentation, and present it to the group. 	
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Real World Connections:

- Volunteer in the community
- Leisure activities in the community
- Extra-curricular activities of interest
- Conversation
- Job Interview

Resources:

- Brigance Inventory of Life Skills
- ESTR (Enderle Severson Transition Revised)
- Transition LifeSkills Inventory
- <http://www.transitioncoalition.org>

<p>Standard SL. 9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Essential Element EE. SL.9-10.5: Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.</p>
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<p>Grade 8 Essential Element EE. SL. 8.5:</p> <ul style="list-style-type: none"> • Include multimedia and visual information into presentations. 	<p>Grade 11-12 Essential Element EE. SL. 11-12.5:</p> <ul style="list-style-type: none"> • Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can assist with media presentation. • I can select an image or other digital media to add to a presentation. • I can use digital media in presentation to support understanding. • I can use digital media strategically in presentations to support understanding and add interest. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • digital • graphical • visual 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> • Internet access • Digital media for recording • You Tube videos
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Indicate approval of images a peer has selected to include in a media presentation. • Use a switch to give a presentation prepared with a group of peers. • Given an array of images selected by peers or an adult, select an image to add to a predetermined section of a presentation. • Given a selection of short video clips edited by peers or an adult, select an image to include in a presentation. • Put text and graphics together in a multimedia presentation about their own responsibilities as part of a unit on personal responsibility. • Place text and graphic images on a tri-fold science display and use it to support an oral presentation. • Use a combination of text, graphics, and video clips in a presentation about their own responsibilities as part of a unit on personal responsibility. • Strategically place text and graphic images on a tri-fold science display to add interest to a presentation on an assigned topic. 	
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Real World Connections:

- Power point presentation
- Using software for picture display/organization
- Make a brochure
- Post something to sell on line
- Download pictures from camera/iPhone to flash drive/computer
- Use memory card to make hard copy pictures

Resources:

- You Tube videos
- www.ehow.com
- www.answers.microsoft.com
- Microsoft Word 2010

Standard SL. 9-10.6: Adapt a speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Essential Element EE. SL.9-10.6: Adapt communication to a variety of contexts and tasks.
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Grade 8 Essential Element EE. SL. 8.6: <ul style="list-style-type: none"> Use complete sentences when communicating with others. 	Grade 11-12 Essential Element EE. SL. 11-12.6: <ul style="list-style-type: none"> Adapt communication to a variety of contexts and tasks.
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I Can Statements: <ul style="list-style-type: none"> I can communicate in a variety of contexts. I can communicate in a variety of contexts and tasks using complete sentences when asked. I can adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. 	
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Key Vocabulary: <ul style="list-style-type: none"> communication contexts variety adapt 	Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> Transportation Social skills Training Navigating the Social World Role Playing
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Instructional Examples: <ul style="list-style-type: none"> When working with peers, eye gazes to choices offered by peers to make choices and contribute. When working with a related services provider, select a symbol from an array of options to communicate a choice of activities. Expand an initial single-word communication to a complete sentence when asked. Use a multiple message voice output device to expand an initial communication to a complete sentence. Use a multiple voice output device to expand an initial communication when asked for clarification. Shift from information communication with peers during a discussion to speaking in complete sentences when the teacher asks for a summary of the discussion. During lunch, adapt from informal, telegraphic speech when communicating with peers. During a discussion, speak in complete sentences to share prepared information and shift to informal language to respond to follow-up questions from peers. 	
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Real World Connections: <ul style="list-style-type: none"> Carrying on appropriate conversation with peers and adults Initiate appropriate conversation 	
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- Volunteering or working in the school environment or community
- Dating

Resources:

- www.teenadvisors.org/conversation-starters
- ninth planet social skills video You Tube.com
- <http://pinterest.com/kcob/conversation-starters/>

<p>Standard SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>Essential Element EE.SL.11-12.2: Determine the credibility and accuracy of information presented across diverse media or formats.</p>
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<p>Essential Element EE.SL.9-10.2:</p> <ul style="list-style-type: none"> Determine the credibility of information presented in diverse media or formats. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can with guidance and support, identify information presented in diverse media or formats. I can determine the credibility of information presented in diverse media or formats. I can determine the credibility and accuracy of information presented across diverse media or formats. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> media diverse 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> Social Skills Training Navigating the Social World Zones (Who to trust and who not to trust)
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Work with a peer to search the web entering terms identified by the peer and scanning sites for information on a predetermined topic. After a peer explains information related to a topic, identify a related photo from an array displayed on an interactive whiteboard. Use strategies to confirm the credibility of information gathered. Check information gathered from one source with the information presented on the same topic in another source in order to determine the credibility. Compare information on one topic from two or more internet sources to determine the accuracy and reliability of both. Compare information on a topic in a book with the same topic described on the internet. Given information from two sources, use strategies to decide which information is most accurate. 	
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Real World Connections:

- Making certain that your sources are credible
- Choosing personal references for resume'
- Making wise choices with social interaction
- Check more than one source

Resources:

- CARS tool (credibility, accuracy reasonability, source)
- www.nationalautismresources.com
- www.modelmekids.com
- <http://eduscapes.com/tap/topic32.htm>
- <https://docs.google.com/document/d/1wpDm3zSQn8xgfsM4k53MKXop09YshbFp7og9LZmDN6Y/edit>

<p>Standard SL.11-12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>Essential Element EE.SL.11-12.3: Determine whether the claims and reasoning enhance the speaker’s argument on a topic.</p>
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<p>Essential Element EE.SL.9-10.3:</p> <ul style="list-style-type: none"> Determine the speaker’s point of view on a topic. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real World Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can identify facts about self and state opinions. I can determine whether the claims made by a speaker are credible. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> false distorted fact exaggerated opinion 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> Tall Tales (e.g., Paul Bunyan, Pecos Bill) Myths and Legends Advertisements
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Given a list of facts about students in the class, identify those that are facts about self. Classify examples of fact or opinion about self when given choices. Given a written version of a single claim presented by a speaker, evaluate the claim to determine whether it is fact or opinion, After a peer makes a claim about a text being discussed, determine whether it is supported by the text. Given a video recording of a speaker, stop the video after each claim and determine when it is fact or opinion. Given a written record (notes) of the claims a speaker made, highlight each of the claims that are fact in one color and those that are opinion in a second color. Determine whether claims made by a speaker are fact or opinion by asking advice of a parent or teacher. Categorize statements made by peers as fact or opinion. Choose statements made by a peer that are fact. 	
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<p>Real World Connections:</p> <ul style="list-style-type: none"> Thinking about the reliability of advertisements. Discuss political ads, editorials, and product claims. Identify the terms of a lease or other binding contract. 	
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Resources:

- CARS Checklist (Credibility, accuracy reasonableness, support)
- <http://languagearts.pppst.com/fact-opinion.html> (fact and opinion power point, worksheets, graphic organizers, activities)
- www.lessonplanet.com/lesson-plans/tall-tales (ideas, activities, lesson plans)
- <http://www.readwritethink.org/classroom-resources/lesson-plans/vote-developing-writing-evaluating-414.html?tab=4#tabs>

<p>Standard SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>Essential Element EE.SL.11-12.4: Present an argument on a topic using an organization appropriate to the purpose, audience, and task.</p>

<p>Essential Element EE.SL.9-10.4:</p> <ul style="list-style-type: none"> Present an argument on a topic with logically organized claims, reasons, and evidence. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can with guidance and support, present prepared information. I can present information logically with an organization that is appropriate to purpose, audience, and task. I can present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task. I can organize and present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> organization logical 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> Templates for organization Example or demonstration to follow
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Use a single message voice output device to present information prerecorded with the help of a peer or adult. Use a single switch to advance the slides in a multimedia presentation of information prepared with peers or a teacher. Create a presentation about a class project beginning with a picture of the final product and explaining each step; then, present it at an open house for parents. Present information about a book being read in class starting with a statement of the topic and main idea of the book and following with important details that appear throughout. Given the steps required to prepare a recipe, sequence the information and state the directions as a peer prepares it for the class. 	
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- Gather and organize information on a community issue.
- Research and organize information that specifically shows both sides of an argument and present it during a discussion.

Real World Connections:

- Volunteer in the community
- Leisure activities in the community
- Extra-curricular activities of interest
- Conversation
- Job Interview
- Rehearse/role play

Resources:

- Brigance Inventory of Life Skills
- ESTR (Enderle Severson Transition Revised)
- Transition LifeSkills Inventory
- <http://www.transitioncoalition.org>

<p>Standard SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understandings of findings, reasoning, and evidence and to add interest,</p>	<p>Essential Element EE.SL.11-12.5: Use digital media strategically (e.g., textual graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.</p>
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<p>Essential Element EE.SL.9-10.5:</p> <ul style="list-style-type: none"> • Use digital media (e.g., textual, graphic, audio, visual, and interactive elements) in presentations to support understanding. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> • Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can assist with media presentation. • I can select an image or other digital media to add to a presentation. • I can use digital media in presentations to support understanding. • I can use digital media strategically in presentations to support understanding and add interest. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • digital • graphic • visual • media • textual • audio 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> • Internet access • Digital media for recording • You Tube videos
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Indicate approval of images a peer has selected to include in a media presentation. • Use a switch to make a presentation prepared with a group of peers. • Given an array o images selected by peers or an adult, select an image to add to a predetermined section of a presentation. Given a selection of short video clips edited y peers or an adult, select an image to include in a presentation. • Put text and graphics together in a multimedia presentation about own responsibilities as part of a unit on personal responsibility. • Place a text and graphic images on a tri-fold science display and use it to support an oral presentation. • Use video to support statement(s) made in an oral presentation. • Use a combination of text, graphic, and video clips in a presentation about their own responsibilities a part of a unit on personal responsibility. • Strategically place a text and graphic images on a tri-fold science display to add interest to a presentation on an assigned topic. 	
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Real World Connections:

- Power point presentation
- Using software for picture display/organization
- Make a brochure
- Post something to sell on line
- Download pictures from camera/iPhone to flash drive/computer
- Use memory card to make hard copy pictures
- Presentation for IEP/IPP

Resources:

- You Tube videos
- www.ehow.com
- www.answers.microsoft.com
- Microsoft Word 2010

Standard SL.11-12.6: Adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate.	Essential Element EE.SL.11-12.6: Adapt communication to a variety of contexts and tasks.
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Essential Element EE.SL.9-10.6: <ul style="list-style-type: none"> Adapt communication to a variety of contexts and tasks. 	Post High School Essential Elements: <ul style="list-style-type: none"> Real Life Application
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I Can Statements:

- I can communicate in a variety of contexts.
- I can communicate in a variety of contexts and tasks using complete sentences when asked.
- I can adapt communication to a variety of context and tasks using complete sentences when indicated or appropriate.

<p>Key Vocabulary:</p> <ul style="list-style-type: none"> communication variety context adapts 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> Transportation Social skills Training Navigating the Social World Role Playing
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Instructional Examples:

- When working with related service providers, select symbols from an array of options to communicate a choice of activities.
- Use communication devices to communicate using language.
- When working with peers, eye gaze to choices offered by peers to make choices and contribute.
- Expand one-word response to a complete sentence when asked
- Using a multiple message voice output device to expand a one-word response to a complete sentence when asked.
- Shift from informal communication with peers during a discussion to speaking in complete sentences when the teacher asks for a summary of the discussion.
- During lunch, adapt from informal, telegraphic speech when communicating with peers to complete sentences when an adult stops to ask a question.
- During a discussion, speak in complete sentences to share prepared information and shift to informal language to respond to follow-up questions from peers.

Real World Connections:

- Carrying on appropriate conversation with peers and adults
- Initiate appropriate conversation
- Volunteering or working in the school environment or community
- Dating
- Participate in IEP/IPP (Self Advocating)

Resources:

- www.teenadvisors.org/conversation-starters
- ninth planet social skills video You Tube.com
- <http://pinterest.com/kcob/conversation-starters/>

<p>Standard L. 9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use parallel structure Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses, (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 	<p>Essential Element EE. L.9-10.1: Demonstrate Standard English grammar and usage when communicating.</p> <ol style="list-style-type: none"> N/A Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.
<p>Grade 8 Essential Element EE. L. 8.1:</p> <ul style="list-style-type: none"> Demonstrate Standard English grammar and usage when communicating. <ol style="list-style-type: none"> N/A Form and use the simple verb tenses (e.g., <i>I walked, I walk, I will walk</i>). Use appropriate verbs to match nouns. N/A 	<p>Grade 11-12 Essential Element EE. L. 11-12.1:</p> <ul style="list-style-type: none"> Demonstrate Standard English grammar and usage when communicating. <ol style="list-style-type: none"> Use conventions of Standard English when needed. Use digital, electronic, and other resources and tools to improve uses of language as needed.
<p>I Can Statements:</p> <ul style="list-style-type: none"> I can understand the meaning of words. I can use complete sentences to convey information in spoken and written English. I can use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information. 	
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> noun verb pronoun 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> adjective preposition
<p>Instructional Examples:</p> <ul style="list-style-type: none"> Select from an array of pictures, objects, or other symbols to demonstrate understanding of spoken words. Write grammatically complete sentences when making entries in a journal. Write a brief, written report using sentences that includes a variety of parts of speech. Give an oral report on a topic using sentences that includes a variety of parts of speech. 	

- Use a variety of parts of speech in writing or communication to convey information.

Real World Connections:

- Produce examples of written correspondence for student portfolio (e.g., thank-you note, letter of condolence, letter to the editor stating opinion)
- Use a daily planner to keep track of their schedule. (electronic or hard copy)
- Demonstrate how to prepare a simple entrée/meal.
- Understand and correlate sign symbols with their meaning.

Resources:

- <http://www.dailyteachingtools.com/journal-writing-prompts.html#1> (180 journal starters at high interest level)
- <http://grammar.about.com/od/partsofspeech/a/partsofspeech.htm> (parts of speech student cards)
- <http://grammar.about.com/od/irregularverbs/a/Quiz-On-Commonly-Confused-Verbs-And-Verb-Forms.htm> (examples/quizzes on common parts of speech)
- <http://www.lesontutor.com/ltgram9home.html>
- <http://www.lesontutor.com/eesnouns.html>
- <http://www.lesontutor.com/eespronouns.html>

<p>Standard L. 9-10.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly. 	<p>Essential Element EE. L.9-10.2: Demonstrate understanding of conventions of Standard English.</p> <ol style="list-style-type: none"> Use a comma and conjunction to combine two simple sentences. N/A Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
<p>Grade 8 Essential Element EE. L. 8.2:</p> <ul style="list-style-type: none"> Demonstrate understanding of conventions of Standard English. <ol style="list-style-type: none"> Use end punctuation and capitalization when writing a sentence or question. N/A Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. 	<p>Grade 11-12 Essential Element EE. L. 11-12.2:</p> <ul style="list-style-type: none"> Demonstrate understanding of conventions of Standard English. <ol style="list-style-type: none"> Demonstrate conventions of Standard English including capitalization, ending punctuation, and spelling when writing. Spell when single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
<p>I Can Statements:</p> <ul style="list-style-type: none"> I can indicate the need to use any form of punctuation with guidance and support during shared writing. I can use correct punctuation when writing a sentence. I can use correct punctuation when writing. I can demonstrate knowledge of capital letters. I can spell familiar single-syllable words correctly with guidance and support. I can spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words. I can spell most high-frequency words correctly and apply knowledge of word chunks including common prefixes, suffixes, and root in spelling longer words. 	
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Comma semi-colon quotation mark conjunction colon 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> Internet access Smart board or other interactive device Editing Software

Instructional Examples:

- Use correct punctuation in writing one simple sentence.
- Write a series of sentences using correct ending punctuation on each sentence.
- Write a brief dialogue using quotation marks appropriately.
- Write a letter and include a comma after greeting and closing as well as ending punctuation throughout.
- Identify the first letter of first name.
- Identify uppercase letters from an array of letters.
- Distinguish letters from numbers in an array.
- Use a word wall to spell words correctly when writing.
- With guidance and support, spell familiar single-syllable words correctly.
- Given a list of focus words for the week, retell a story read, spelling focus words correctly.
- Using words from a story just read, write a letter to the character spelling the words correctly.
- Spell words with common roots and predetermined prefixes when writing.

Real World Connections:

- Give directions to a community location.
- Use spell check in technology.
- Spell family member names correctly.
- Spell personal information accurately.
- Exposure to editing software. (e.g., Read, Write, Gold , Dragon Speak etc.)

Resources:

- <http://www.learner.org/interactives/spelling/spelling.html?s=g9-10> (interactive individual spelling bee)
- <http://www.kidspell.com/> (spelling practice and games)
- http://www.ehow.com/list_6011886_interactive-games-study-spelling.html (sight word and category lists to spell and play games)
- <http://languagearts.mrdonn.org/punctuation.html>
- http://alex.state.al.us/lesson_view.php?id=13007
- <http://www.jumpstart.com/parents/worksheets/punctuation-worksheets>

<p>Standard L. 9-10.3: 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.</p> <ul style="list-style-type: none"> a. Write and edit word so that it conforms to the guidelines to a style manual (e.g., <i>MLA Handbook, Thracian’s Manual for Writers</i>) appropriate for the discipline and writing type. 	<p>Essential Element EE. L.9-10.3: Use language to achieve desired outcomes when communicating.</p> <ul style="list-style-type: none"> a. Vary syntax when writing and communicating.
<p>Grade 8 Essential Element EE. L. 8.3:</p> <ul style="list-style-type: none"> • Use language to achieve desired outcomes when communicating. <ul style="list-style-type: none"> a. Use to-be verbs (<i>am, are, is, was, were, be, become, became</i>) accurately when writing and communicating. 	<p>Grade 11-12 Essential Element EE. L. 11-12.3:</p> <ul style="list-style-type: none"> • Use language to achieve desired outcomes when communicating. <ul style="list-style-type: none"> a. Vary sentence structure using a variety to simple and compound sentence structures.
<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can select words to communicate a desired message. • I can write and add more to clarify intended message. • I can write and revise work so that it communicates clearly to the intended audience. • I can write and revise work using knowledge of language to achieve the desired meaning for the intended audience. 	
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • edit • revise 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> • syntax • to-be verbs • phone access • text availability • speech to text software/app
<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Select from an array of pictures, objects, or symbols to communicate desired message. • Add an adjective to a sentence to clarify meaning. • Write a letter, reread it to make sure it says what is intended, and revise to clarify. • Write a short report on a content topic, reread and revise for clarity. • Write instructions for a process, reread, and revise for proper sequence. 	

Real World Connections:

- Use phone to take a message/leave a message.
- Text message on phone (can you read it? will someone else understand it?)
- Write instructions for someone to follow in your absence, (e.g., babysitter, spouse , pet sitter)
- Follow a given set of directions in proper sequence. (e.g. recipe, construction)

Resources:

- http://www.ehow.com/list_6011886_interactive-games-study-spelling.html (how to take a message)
- http://www.webopedia.com/quick_ref/textmessageabbreviations.asp (“chat” abbreviations for texting)
- http://olc.spsd.sk.ca/de/resources/6_9ela/8LessonPlans/8WritingLessonPlans.htm (writing activities)
- <http://www.kimskorner4teachertalk.com/writing/sixtrait/sentencefluency/lessons.html> (sentence fluency)

Standard L. 9-10.4 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.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words' position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. 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.
- d. 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).

Essential Element EE. L.9-10.4 Demonstrate knowledge of word meanings.

- a. Use context to determine the meaning of unknown.
- b. Identify and use root words and words that result when affixes are added or removed.
- c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
- d. N/A (See EE.L.9-10.4.c. above)

Grade 8 Essential Element EE. L. 8.4

- Demonstrate knowledge of word meanings.
 - a. Use context to determine which word is missing from a content area text.
 - b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).
 - c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
 - d. N/A

Grade 11-12 Essential Element EE. L. 11-12.4

- Demonstrate knowledge of word meanings.
 - a. Use context to determine the meaning of unknown words.
 - b. Identify and use root words and the words that results when affixes are added or removed.
 - c. N/A
 - d. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.

I Can Statements:

- I can ask for clarification when needed.
- I can consult reference materials to clarify the meaning of unfamiliar words with guidance and support.
- I can consult reference materials to clarify the meaning of unfamiliar words.
- I can recognize the meaning of words from a picture.

- I can determine the meaning of a word or phrase from context in a sentence.
- I can use context to determine the meaning of unknown words.

Key Vocabulary:

- root words
- thesaurus
- glossary
- affix

Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)

Instructional Examples:

- Indicate confusion or lack of understanding by saying, “I don’t know.”
- Indicate “yes” or “no” when asked, “Do you understand?” or “Do you have any questions?”
- Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.
- Double-click on a word to reveal the definition of a word in multimedia reading software.
- With support getting to the correct page, look up an unfamiliar word in a primary dictionary to check the meaning.
- Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word.
- Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning.
- Look up an unfamiliar word in a primary dictionary to check the meaning.
- Point to object (computer) in response to word to indicate meaning.
- Given choices of old and new words, correctly fill in a word to complete a sentence.
- Determine the meaning of untaught words using knowledge of the topic of the passage and the context surround the word.

Real World Connections:

- Ask for direction to a community location
- Use the “help” on a computer program.
- Use the thesaurus on the computer to check for readability level and alternative word selection
- Make a decision regarding information on hand. (What jeans are the best buy, where to take a vacation, which bus to take etc.)

Resources:

- http://edhelper.com/language/Context_Clues.htm (context clues) need subscription
- <http://www.readwritethink.org/classroom-resources/lesson-plans/solving-word-meanings-engaging-1089.html?tab=4#session1> (strategies for vocabulary development)
- <http://users.manchester.edu/Student/lehouser/ProfWeb/Context%20Clues%20Lesson%20Plan.pdf> (context lesson plans)
- <http://learnzillion.com/lessons/1626-use-context-clues-to-determine-the-meaning-of-unknown-words> (context lesson activities)
- <http://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/context-clues-worksheets/> (activities)

<p>Standard L. 9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations. 	<p>Essential Element EE. L.9-10.5: Demonstrate understanding of word relationships and use.</p> <ol style="list-style-type: none"> Interpret common figures of speech. Determine the intended meaning of multiple meaning words.
<p>Grade 8 Essential Element EE. L. 8.5:</p> <ul style="list-style-type: none"> Demonstrate understanding of word relationships and use. <ol style="list-style-type: none"> Demonstrate understanding of the use of multiple meaning words. Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household). Use descriptive words to add meaning when writing and communicating. 	<p>Grade 11-12 Essential Element EE. L. 11-12.5:</p> <ul style="list-style-type: none"> Demonstrate understanding of word relationships and use. <ol style="list-style-type: none"> Interpret simple figures of speech encountered while reading or listening. N/A
<p>I Can Statements:</p> <ul style="list-style-type: none"> I can respond to the use of a word in two ways. I can recognize when a multiple meaning word is used two ways. I can distinguish understanding of multiple meaning of words and figures of speech. 	
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> figurative language compound words complex words 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> Amelia Bedelia Books Series of Unfortunate Events (Lemony Snicket) Patrick McManus Stories (e.g., They Shoot Canoes Don't They)
<p>Instructional Examples:</p> <ul style="list-style-type: none"> Follow two directions that include the use of the same word in two different ways (e.g., "Move back" and "Show me your back"). Given two sentences in which the same word is used two ways, point to or indicate the repeated word in each sentence. Use same word in two ways. Use figurative language (e.g., It's raining cats and dogs.). 	

Real World Connections:

- Taking part in conversations
- Following directions that include the use of multiple meaning words.
- Joke of the day, Riddle of the day, Humor Stories, Life Lessons

Resources:

- <http://freelanguagestuff.com/multiple-meaning-words/> (activities)
- http://edhelper.com/language/multiple_meaning_words.htm (teacher activities)

<p>Standard L. 9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Essential Element EE. L.9-10.6: Use general academic and domain-specific words and phrases across contexts.</p>
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<p>Grade 8 Essential Element EE. L. 8.6:</p> <ul style="list-style-type: none"> Use general academic and domain-specific words and phrases across contexts. 	<p>Grade 11-12 Essential Element EE. L. 11-12.6:</p> <ul style="list-style-type: none"> Use general academic and domain-specific words and phrases across contexts.
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can respond to general academic language. I can recognize general academic language. I can acquire and use general academic and domain-specific words and phrases. I can acquire and use general academic and domain-specific words and phrases common to the student’s experience. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> phrase category 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> smart phone menu examples coupons
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Ask for assistance when encountering new academic vocabulary. Point to, underline, or use a preprogrammed switch to indicate that a new academic word has been used by the speaker or reader. Asked “Which do you learn about in science, animals or sewing?” Answer “Animals.” Point to dictionary when asked, “Where do you go to find out what words mean?” Use words and graphics from readings in social studies and science. Use academic words learned in reading to answer questions. Use words and phrases from reading to write answers to questions. 	
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Real World Connections:

- Use a dictionary
- Find information on a smart phone
- Understand terms to a specific category (e.g., cooking, employment, leisure, consumer)
- Understanding a menu, making choices
- Using coupons

Resources:

- <http://www.teachervision.fen.com/learning-disabilities/bilingual-education/10265.html>
- <http://www.ezschool.com/English/Words/ws19.html> (printable worksheets)

<p>Standard L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <u>Merriam-Webster’s Dictionary of English Usage</u> <u>Garner’s Modern American Usage</u>) as needed. 	<p>Essential Element: EEL.11-12.1: Demonstrate standard English grammar and usage when communicating.</p> <ul style="list-style-type: none"> a. Use conventions of Standard English when needed. b. Use digital, electronics, and other resources and tools to improve uses of language as needed.
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<p>Grade 9-10 Essential Elements: EE.L.9-10.1.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the conventions of Standard English grammar and usage when communication. <ul style="list-style-type: none"> a. N/A b. Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> • Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can use language to meet a variety of communication purposes. • I can write a variety of forms of communication to accomplish different purposes. • I can apply understandings that conventions of English are required in some forms of communications but not in others. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • references • digital 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> • Email access • Message template • Job portfolio information
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Combine two symbols to make a request. • Write an e-mail, letter or text message to communicate with someone else. • Write an informal note to the teacher asking a question. • Use different sentence structures and word choices for different forms of writing. 	
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- Write a text or instant message effectively selecting the few words that best communicate the message.
- Use AAC device to compose short telegraphic, messages in informal, face-to-face communication but composes complete messages when writing.

Real World Connections:

- E-mail friends/parents
- Text Messaging
- Job Interview
- Business telephone conversations

Resources:

- <http://www.education.com/worksheets/grammar/>
- <http://www.pacificnet.net/~mandel/LanguageArts.html>
- http://notdisability.blogspot.com/2011/05/station-teaching-lessonplan.html?utm_source=BP_recent

<p>Standard L.11-12.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly 	<p>Essential Element: EEL.11-12.2: Demonstrate understanding of conventions of Standard English.</p> <ol style="list-style-type: none"> Demonstrate conventions of Standard English including capitalization, ending punctuation, and spelling when writing. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
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<p>Grade 9-10 Essential Elements: EE.L.9-10.2.</p> <ul style="list-style-type: none"> Demonstrate understanding of conventions of Standard English. <ol style="list-style-type: none"> Use a comma and conjunction to combine two simple sentences. N/A Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> I can use language to apply knowledge of conventions of English grammar to convey desired meaning in writing and communicate desired meaning. I can apply knowledge of conventions of English grammar to convey desired meaning in writing and communications. I can apply knowledge of convention of English grammar to convey desired meaning in writing and communication.

<p>Key Vocabulary:</p> <ul style="list-style-type: none"> word chunk comma suffix conjunction syllable prefix 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> Word prediction software Writing samples Personal dictionary
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> Identify words that appropriately relate to a conveyed meaning. Combine 2-3 symbols according to grammatical rules to successfully communicate intended meaning. Write sentence-level texts that conform to conventions of English grammar and clearly conveys meaning. Read text observing rules of speech, pausing at ends of sentences, etc. Generate a lengthy text that conform to conventions of English grammar and clearly conveys meaning. Write (letters, e-mails, and notes) to others following conventions of English grammar and clearly conveying intended meaning. Engage in multiple-turn exchanges or extended discussions applying conventions of English grammar and communicating intended meaning successfully.

Real World Connections:

- Editing final work
- Using computer function/tools to assist with editing

Resources:

- <http://www.readwritethink.org/classroom-resources/lesson-plans/spelling-cheerleading-integrating-movement-233.html>
- <http://www.spellingrules.com/free-spelling-rules/>

<p>Standard L.11-12.3: 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.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., <u>Tuft's Artful Sentences</u>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 	<p>Essential Element: EEL.11-12.3: Use language to achieve desired outcomes when communicating.</p> <ul style="list-style-type: none"> a. Vary sentence structure using a variety of simple and compound sentence structures.
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<p>Grade 9-10 Essential Elements: EE.L.9-10.3.</p> <ul style="list-style-type: none"> • Use language to achieve desired outcomes when communicating. <ul style="list-style-type: none"> a. Vary syntax when writing and communicating 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> • Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can combine 2-3 words according to grammatical rules to write or communicate. • I can uses grammatically correct simple sentence structures in writing and communication. • I can vary sentence structure using a variety of simple and compound sentence structures. • I can use varied sentence structure in a single written product of communication exchange. 	
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<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • compound sentence • simple sentence 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> • Personal dictionary
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Combine 2-3 symbols according to grammatical rules to successfully communicate intended meaning. • Select 2-3 words from a word bank and combine them according to grammatical rules to successfully communicate intended meaning. • Write a brief summary of a story read using a combination of simple and compound sentences. • Use simple, repetitive sentences to share information about a topic but vary sentence structures when writing a personal narrative. 	
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<p>Real World Connections:</p> <ul style="list-style-type: none"> • Use tool bars to assist with editing and grammar • Writing letters • Filling out an application • Writing a resume 	
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Resources:

- http://www.abcteach.com/free/g/grammar_completesentence_upperelem.pdf
- http://www.abcteach.com/free/g/grammar_simplesentence_predicatesubject.pdf
- <http://www.easystream.net/lessonquest/language/lessons/compoundsentences.html>

<p>Standard L.11-12.4: 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.</p> <ol style="list-style-type: none"> 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). 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, its etymology, or its standard usage. 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). 	<p>Essential Element: EEL.11-12.4: Demonstrate knowledge of word meanings.</p> <ol style="list-style-type: none"> Use context to determine the meaning of unknown words. Identify and use root words and the words that result when affixes are added or removed. N/A Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
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<p>Grade 9-10 Essential Elements: EE.L.9-10.4.</p> <ul style="list-style-type: none"> Demonstrate knowledge of word meanings, <ol style="list-style-type: none"> Use context to determine the meaning of unknown. Identify and use root words and the words that result when affixes are added or removed. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
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<p>I Can Statements EE.L.11-12.4.a:</p> <ul style="list-style-type: none"> I can recognize the meaning of word from a picture. I can determine the meaning of a word in a sentence. I can use context to determine the meaning of unknown words.
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I Can Statements EE.L.11-12.4.b:

- I can identify the meanings of words.
- I can match figurative drawings with meanings.
- I can match a word/picture from a text.

I Can Statements EE.L.11-12.4.d:

- I can ask for clarification when needed.
- I can with guidance and support consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
- I can consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.

Key Vocabulary:

- clarification
- root words (base)
- thesaurus
- context

Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)

- Picture cards (e.g., board maker)
- Personal dictionary
- Screen reader access

Instructional Examples EE.L.11-12.4.a:

- Point to object (computer) in response to a word indicate meaning.
- Choose symbol for small in response to teacher questions (e.g., When shown a picture of a mouse standing next to an elephant and the teacher says, “This mouse is tiny. Did tiny mean big or small?” The student chooses symbol for small.).
- Given choices of old and new words, correctly fills in a word to complete a sentence.
- Determine the meaning of unknown words using knowledge of the topic of the passage and the context surrounding the word.

Instructional Examples EE.L.11-12.4.b:

- Indicate how word choice impacts the meaning and purpose of text. (using words like *danger* relates to safety)
- Identify words with multiple meanings.
- Use context to determine the meanings of words.

Instructional Examples EE.L.11-12.4.d:

- Indicate confusion or lack of understanding saying “I don’t know”.
- Indicate “yes” or “no when asked, “Do you understand?” or “Do you have any questions?”
- Indicate a need for assistance through gestures, eye contact or gaze vocalizations, etc.
- Double –click on a word to reveal the definition in multimedia reading software.
- With support getting to the correct page, look up an unfamiliar word in a primary dictionary to check the meaning.

- Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning.
- Look up an unfamiliar word in a primary dictionary to check the meaning.
- Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word.

Real World Connections:

- Use e-reader (Kindle, Nook, etc.)
- Read for leisure pleasure
- Internet searching

Resources:

- <http://users.manchester.edu/Student/lehouser/ProfWeb/Context%20Clues%20Lesson%20Plan.pdf>
- <http://www.allinfoaboutreading.com/lesson-plan-using-context-clues/>
- http://www.aasd.k12.wi.us/staff/boldtkatherine/readingfun3-6/readingfun_prefixsuffixesroots.htm

<p>Standard L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 	<p>Essential Element: EEL.11-12.5: Demonstrate understanding of word relationships and use.</p> <ul style="list-style-type: none"> a. Interpret simple figures of speech encountered while reading or listening. b. N/A
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<p>Grade 9-10 Essential Elements: EE.L.9-10.5.</p> <ul style="list-style-type: none"> • Demonstrate understanding of word relationships and use. <ul style="list-style-type: none"> a. Interpret common figures of speech. b. Determine the intended meaning of multiple meaning words. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> • Real Life Application
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<p>I Can Statements:</p> <ul style="list-style-type: none"> • I can understand common phrases. • I can understand common idioms and figures of speech. • I can interpret simple figures of speech encountered while reading or listening.

<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • idioms • metaphor 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> • simile • Amelia Bedelia books • You-Tube (Saturday Night Live)
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<p>Instructional Examples:</p> <ul style="list-style-type: none"> • Responds appropriately when someone says phrases such as: your turn, take one, look at that. • Given a representation of figurative language (e.g., picture for “It’s raining cats and dogs”), answers “yes” or “no” to “Does this really happen? “I can understand simile (e.g., my dog has a memory like and elephant.) when it is encountered when reading. • Determine the difference between the literal meaning of metaphors (e.g., my cat is getting as big as a house.) and the actual meaning when reading or listening (e.g., my cat is fat.). • Understand simile (e.g., my dog has a memory like an elephant.) when it is encountered when reading.
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<p>Real World Connections:</p> <ul style="list-style-type: none"> • Recognize common time lapses (e.g., quarter to = 15 minutes to) • Engage in peer informal conversation • Understand slang and gestures in social settings

Resources:

- <http://www.slideshare.net/megansupko/literacy-lesson-plan-multiple-meaning-words>
- http://www.educationworld.com/a_lesson/common-core-multiple-meaning-words.shtml
- <http://quizlet.com>

<p>Standard L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Essential Element: EEL.11-12.6: Use general academic and domain specific words and phrases across contexts.</p>
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<p>Grade 9-10 Essential Elements: EE.L.9-10.6.</p> <ul style="list-style-type: none"> Use general academic and domain specific words and phrases across contexts. 	<p>Post High School Essential Elements:</p> <ul style="list-style-type: none"> Real Life Application
<p>I Can Statements:</p> <ul style="list-style-type: none"> I can demonstrate understanding of general academic language. I can use academic and domain-specific words and phrases when writing and for communication. I can use academic and domain-specific words and phrases for communication appropriately for one’s own educational plan and career goals. 	
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> career goals IEP 	<p>Supports (specific to student): (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters,)</p> <ul style="list-style-type: none"> Self-directed IEP
<p>Instructional Examples:</p> <ul style="list-style-type: none"> Point to, underline, or otherwise indicate new academic language. Complete a job application specific to one’s own educational plan. Respond to a mock interview question specific to one’s own educational plan. 	
<p>Real World Connections:</p> <ul style="list-style-type: none"> Departments in grocery store/list Practicing language skills appropriate for the setting Categorical vocabulary Self-Directed IEP/IPP 	
<p>Resources:</p> <ul style="list-style-type: none"> https://www.google.com/search?q=academic+language+lesson+plans&oq=acade&aqs=chrome.69i59j69i57j5j69i60j0j69i60.25659j0&sourceid=chrome&ie=UTF-8 http://www.colorincolorado.org/article/13347/ 	

Resources Grade 9-10 Language Arts

Language

- <http://www.dailyteachingtools.com/journal-writing-prompts.html#1> (180 journal starters at high interest level)
- <http://grammar.about.com/od/partsofspeech/a/partsofspeech.htm> (parts of speech student cards)
- <http://grammar.about.com/od/irregularverbs/a/Quiz-On-Commonly-Confused-Verbs-And-Verb-Forms.htm> (examples/quizzes on common parts of speech)
- <http://www.lesstutor.com/ltgram9home.html>
- <http://www.lesstutor.com/eesnouns.html>
- <http://www.lesstutor.com/eespronouns.html>
- <http://www.learner.org/interactives/spelling/spelling.html?s=g9-10> (interactive individual spelling bee)
- <http://www.kidspell.com/> (spelling practice and games)
- http://www.ehow.com/list_6011886_interactive-games-study-spelling.html (sight word and category lists to spell and play games)
- <http://languagearts.mrdonn.org/punctuation.html>
- http://alex.state.al.us/lesson_view.php?id=13007
- <http://www.jumpstart.com/parents/worksheets/punctuation-worksheets>
- http://www.ehow.com/list_6011886_interactive-games-study-spelling.html (how to take a message)
- http://www.webopedia.com/quick_ref/textmessageabbreviations.asp (“chat” abbreviations for texting)
- http://olc.spsd.sk.ca/de/resources/6_9ela/8LessonPlans/8WritingLessonPlans.htm (writing activities)
- <http://www.kimskorner4teachertalk.com/writing/sixtrait/sentencefluency/lessons.html> (sentence fluency)

- http://edhelper.com/language/Context_Clues.htm (context clues) need subscription
- <http://www.readwritethink.org/classroom-resources/lesson-plans/solving-word-meanings-engaging-1089.html?tab=4#session1> (strategies for vocabulary development)
- <http://users.manchester.edu/Student/lehouser/ProfWeb/Context%20Clues%20Lesson%20Plan.pdf> (context lesson plans)
- <http://learnzillion.com/lessons/1626-use-context-clues-to-determine-the-meaning-of-unknown-words> (context lesson activities)
- <http://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/context-clues-worksheets/> (activities)
- <http://freelanguagestuff.com/multiple-meaning-words/> (activities)
- http://edhelper.com/language/multiple_meaning_words.htm (teacher activities)
- <http://www.teachervision.fen.com/learning-disabilities/bilingual-education/10265.html>
- <http://www.ezschool.com/English/Words/ws19.html> (printable worksheets)

Reading Informational Text

- http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2008/literacy/reading/LR_DiLo/LR_DiLo_s12a.htm
- <http://betterlesson.com/lesson/26920/supporting-author-s-purpose-with-evidence-from-the-text>
- <http://exchange.smarttech.com/details.html?id=9c1a1e0f-8c6a-414c-9e2e-a342cf52e904>
- http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2008/literacy/reading/LR_Cold/LR_Cold_s23a.htm
- <http://exchange.smarttech.com/details.html?id=5aae7713-1c93-4741-b3d1-f3c4c2537651>
- <http://exchange.smarttech.com/details.html?id=48c9a5c2-5993-4d63-a029-8ed9ecf33be7>
- <http://www.ereadingworksheets.com/text-structure-worksheets/identifying-text-structure-1.pdf>

- http://www.heinemann.com/shared/onlineresources/E00407/k_lesson7.pdf
- http://www.kaplank12.com/admin/resources/Sample%20Lessons/FOR_SL1.pdf
- <http://www.uen.org/core/core.do?courseNum=4280>
- <http://learnzillion.com/lessons/1775-determine-the-authors-purpose-in-an-informational-text>
- <http://chinaodysseyguide.weebly.com/analyzing-informational-texts.html>
- <http://betterlesson.com/lesson/26920/supporting-author-s-purpose-with-evidence-from-the-text>
- <http://betterlesson.com/lesson/26832/determining-author-s-purpose>
- http://macmillanmh.com/ccsreading/imagineit/grade6/ccslh_g6_ri_2_2d.htm
- <http://www.pdesas.org/module/content/resources/13035/view.ashx>
- http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf#page62
- http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf#page67
- http://www.superteacherworksheets.com/causeeffectfactopinion/animalfactopinion_WBNNF.pdf
- <http://www.factchecked.org/Downloads/LessonPlans/BuildingaBetterArgument/building.better.argument.lesson.plan.pdf>
- <http://www.prometheanplanet.com/en-us/Resources/Item/27467/fact-or-fiction#.UbH7DtMo7IU>
- <http://olc.spsd.sk.ca/DE/PD/instr/strats/compareconstrast/index.html>
- <http://www.youtube.com/watch?v=54F6Gy9R4kg&noredirect=1>
- http://www.busyteacherscafe.com/literacy/comprehension_strategies.html

Reading Literature

- www.tips-for-teachers.com/inferencing_mini_lessons
- www.studyzone.org

- New York State Elementary State Test Center, 2001, 2003
- Brigance Life Skills Inventory
- www.brainpopjr.com/readingandwriting/comprehension/mainidea/grownups.weml
- You Tube Ninth Planet (Social skill video clips)
- www.lessonplanet.com
- www.jc-schools.net
- www.Learn.lexiconic.net/characters.htm
- www.readwritethink.org/classroom-resources
- www.idiomsbitethedust.com
- www.spellingcity.com/analogy.html
- <http://appfinder.lisisoft.com/app/idioms-their-origins-111-popular.html>
- <http://www.appbrain.com/app/word-analogy/cs.WordAnalogy>
- www.studyzone.org/testprep/ela4/o/chronorderl.cfm
- www.ask.com/Sequence+E+Pictures
- www.Worksheet.webcrawler.com
- www.Alhae.com/Story+Sequence+Worksheets
- www.peacecorps.gov/wws/educators/lessonplans/section.cfm?gid=2
- http://hs.hastings.k12.mn.us/Cultural_Experience.html
- <http://illuminations.nctm.org/LessonDetail.aspx?ID=L202>
- [http://engres.ied.edu.hk/nss/tasks/NSS_08_09/NSS09_ModelE/ModelE\(C.J.lp\)PoemsSongs.pdf](http://engres.ied.edu.hk/nss/tasks/NSS_08_09/NSS09_ModelE/ModelE(C.J.lp)PoemsSongs.pdf)

- <http://eduscapes.com/sessions/digital/activity1.htm>
- http://curriculum.austinisd.org/la/resources/documents/instResources/LA_res_connAcrrsTxts_ORs.pdf
- http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2008/literacy/reading/LR_DiLo/LR_DiLo_s12a.htm
- http://curriculum.austinisd.org/la/resources/documents/instResources/LA_res_connAcrrsTxts_ORs.pdf

Speaking and Listening

- <http://www.enchantedlearning.com/graphicorganizers/>
- <http://www.jurassicparliament.com>
- CARS tool (credibility, accuracy reasonability, source)
- www.nationalautismresources.com
- www.modelmekids.com
- <http://languagearts.pppst.com/fact-opinion.html> (fact and opinion power point, worksheets, graphic organizers, activities)
- www.lessonplanet.com/lesson-plans/tall-tales (ideas, activities, lesson plans)
- Brigance Inventory of Life Skills
- ESTR (Enderle Severson Transition Revised)
- Transition Life Skills Inventory
- <http://www.transitioncoalition.org>
- You Tube videos
- www.ehow.com

- www.answers.microsoft.com
- Microsoft Word 2010
- www.teenadvisors.org/conversation-starters
- ninth planet social skills video You Tube.com
- <http://pinterest.com/kcob/conversation-starters/>

Writing

- <http://fourblock.wikispaces.com/file/view/17706512-Writing-First-Handout%5B1%5D.pdf>
- <http://academichelp.net/academic-assignments/essay/write-persuasive-essay.html>
- <http://olc.spsd.sk.ca/DE/PD/instr/strats/writinginform/index.html>
- http://www2.actden.com/Writ_den/tips/paragrap/index.htm
- <https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbmw1dGhncmFkZXBlcnN1YXNpdmV3cmI0aW5nfGd4OjE5YWJhYzZmZWZkYjAzO>
- http://www2.actden.com/Writ_den/tips/paragrap/index.htm
- <http://worksheetplace.com/index.php?function=DisplayCategory&showCategory=Y&links=2&id=154&link1=43&link2=154>
- www.daily-writing-prompt.com/story-starters.html
- <http://writing.colostate.edu/guides/guide.cfm?guideid=19>
- http://www.internet4classrooms.com/grade_level_help/write_for_audience_language_arts_third_3rd_grade.htm
- <http://etceteraward.blogspot.com/2010/07/links-for-teaching-writing-with.html>

- “Reading Comprehension Strategies for Older Readers”, 2006, Sharon Vaughn and Meaghan Edmonds (graphic organizers, templates, activities)
- <http://www.missionliteracy.com>
- <http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html> (self and peer editing checklists)
- <http://learnzillion.com/lessons/864-revise-a-personal-narrative-for-clarity>
- http://www.fuesd.k12.ca.us/cms/lib5/CA01000513/Centricity/Domain/17/NANCY_TOOL_KIT.PDF
- http://www.brighthubeducation.com/special-ed-inclusion-strategies/127952--the-rewriting-and-revising-phase/?cid=parsely_rec
- <http://melo3drevisonproject.files.wordpress.com/2012/09/lp1exploringourrevisionprocesses.pdf>
- <http://digitalwriting.pbworks.com/w/page/17812820/Using%20Blogs%20in%20the%20Classroom>
- <http://www.webenglishteacher.com/ds.html>
- <http://wiki.classroom20.com/Blogging+Lesson+Plans>
- <http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html> (self and peer editing checklists)
- <http://teacher.neisd.net/library/public/lessonplan/lessonplan.cfm?lessonpk=217>
- <http://www.askherepa.org/lessons/goodquestion.htm>
- <http://www.discoveryeducation.com/teachers/free-lesson-plans/discovering-language-arts-beginning-research.cfm>
- <http://www.edudemic.com/2012/11/students-better-online-researchers/>
- <http://www.edudemic.com/2012/11/students-better-online-researchers/>
- <https://docs.google.com/document/d/1wpDm3zSQn8xgfsM4k53MKXopO9YshbFp7og9LZmDN6Y/edit>

- http://nb.wsd.wednet.edu/big6/big6_resources.htm
- <http://art.scholastic.com/grades-7-12-ELA-common-core-lesson-plans>
- <http://www.google.com/insidesearch/searcheducation/lessons.html>
- <http://www.learnnc.org/lp/editions/every-learner/6554>
- http://www.internet4classrooms.com/grade_level_help/writing_audience_purpose_language_arts_fourth_4th_grade.htm
- <http://www.learnnc.org/lp/pages/3972>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/brochures-writing-audience-purpose-1002.html>
- <http://www.walsallschools.org/lessonPlans/differentAudiences>

Resources Grade 11-12 Language Arts

Language

- <http://www.education.com/worksheets/grammar/>
- <http://www.pacificnet.net/~mandel/LanguageArts.html>
- http://notdisability.blogspot.com/2011/05/station-teaching-lessonplan.html?utm_source=BP_recent
- <http://www.readwritethink.org/classroom-resources/lesson-plans/spelling-cheerleading-integrating-movement-233.html>
- <http://www.spellingrules.com/free-spelling-rules/>
- http://www.abcteach.com/free/g/grammar_completesentence_upperelem.pdf
- http://www.abcteach.com/free/g/grammar_simplesentence_predicatesubject.pdf
- <http://www.easystream.net/lessonquest/language/lessons/compoundsentences.html>
- <http://users.manchester.edu/Student/lehouser/ProfWeb/Context%20Clues%20Lesson%20Plan.pdf>
- <http://www.allinfoaboutreading.com/lesson-plan-using-context-clues/>
- http://www.aasd.k12.wi.us/staff/boldtkatherine/readingfun3-6/readingfun_prefixsuffixesroots.htm
- <http://www.slideshare.net/megansupko/literacy-lesson-plan-multiple-meaning-words>
- http://www.educationworld.com/a_lesson/common-core-multiple-meaning-words.shtml
- <http://quizlet.com>
- <https://www.google.com/search?q=academic+language+lesson+plans&oq=acade&aqs=chrome.0.69i59j69i57j5j69i60j0j69i60.25659j0&sourceid=chrome&ie=UTF-8>
- <http://www.colorincolorado.org/article/13347/>

Reading Informational Text

- <http://education.wm.edu/centers/ttac/documents/packets/inferential.pdf>
- <http://exchange.smarttech.com/details.html?id=dedfb755-0ca9-4f44-aff3-3c0d7f078e5e>
(Smart Exchange – Free Membership)
- <http://www.brainpopjr.com/readingandwriting/comprehension/mainidea/grownups.weml>
- <https://www.teachingchannel.org/videos/3rd-grade-ela-lesson> (Teaching Channel – Free Membership)
- <http://www.readwritethink.org/classroom-resources/lesson-plans/inferring-characters-change-858.html?tab=4>
- <http://learni.st/users/109/boards/3582-analyze-complex-ideas-events-over-the-course-of-a-text-common-core-standard-11-12-ri-3>
- <http://www.learnnc.org/lp/pages/3971>
- <http://elastars.files.wordpress.com/2013/03/lesson-10-determining-meanings.pdf>
- http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-6-12.pdf
- <http://www.pdesas.org/module/content/resources/19428/view.ashx>
- Brigance Essential Skills
- <http://www.quizit.com>
- <http://myjobchart.com>
- <https://www.google.com/search?q=academic+language+lesson+plans&oq=acade&aqs=chrome.69i59j69i57j5j69i60j0j69i60.25659j0&sourceid=chrome&ie=UTF-8>
- <http://www.colorincolorado.org/article/13347/>
- <http://www.thirteen.org/edonline/lessons/media/>
- http://www.hsj.org/modules/lesson_plans/detail.cfm?LessonPlanId=331

- http://www.superteacherworksheets.com/causeeffectfactopinion/animalfactopinion_WBNNF.pdf
- <http://www.factchecked.org/Downloads/LessonPlans/BuildingaBetterArgument/building.better.argument.lesson.plan.pdf>
- [ND voting video](#)
- http://www.fortheteachers.org/Lesson_Plans/Lesson-Reading_Fact_vs_Opinion.pdf
- http://www.jefferson.kyschools.us/Departments/Gheens/Curriculum%20Maps/Literacy%20Middle/Grade7_GP_Argument3%20RI-7-5,6,8,9_TE.pdf
- <http://www.prometheanplanet.com/en-us/Resources/Item/27467/fact-or-fiction#.UbH7DtMo7IU>
- <http://olc.spsd.sk.ca/DE/PD/instr/strats/compareconstrast/index.html>
- <http://www.youtube.com/watch?v=54F6Gy9R4kg&noredirect=1>
- http://www.busyteacherscafe.com/literacy/comprehension_strategies.html

Reading Literature

- www.tips-for-teachers.com/inferencing_mini_lessons
- www.studyzone.org
- New York State Elementary State Test Center, 2001, 2003
- Brigance Life Skills Inventory
- www.brainpopjr.com/readingandwriting/comprehension/mainidea/grownups.weml
- You Tube Ninth Planet (Social skill video clips)
- www.lessonplanet.com
- www.jc-schools.net
- www.Learn.lexiconic.net/characters.htm

- www.readwritethink.org/classroom-resources
- <http://www.readwritethink.org/classroom-resources/lesson-plans/infering-characters-change-858.html?tab=4>
- <http://learni.st/users/109/boards/3582-analyze-complex-ideas-events-over-the-course-of-a-text-common-core-standard-11-12-ri-3>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/infering-characters-change-858.html?tab=4>
- <http://learni.st/users/109/boards/3582-analyze-complex-ideas-events-over-the-course-of-a-text-common-core-standard-11-12-ri-3>
- <http://www.learnnc.org/lp/pages/3971>
- www.studyzone.org/testprep/ela4/o/chronorderl.cfm
- www.ask.com/Sequence+E+Pictures
- www.Worksheet.webcrawler.com
- www.Alhae.com/Story+Sequence+Worksheets
- http://curriculum.dpsk12.org/lang_literacy_cultural/literacy/sec_lit/archives/planning_guides/7/7_2_Short_Story_lessons.pdf
- www.peacecorps.gov/wvs/educators/lessonplans/section.cfm?gid=2
- http://hs.hastings.k12.mn.us/Cultural_Experience.html
- <http://www.elacommoncorelessonplans.com/lesson-plan-teaching-point-of-view-in-literature.html>
- <http://illuminations.nctm.org/LessonDetail.aspx?ID=L202>
- [http://engres.ied.edu.hk/nss/tasks/NSS_08_09/NSS09_ModelE/ModelE\(C.J.lp\)PoemsSongs.pdf](http://engres.ied.edu.hk/nss/tasks/NSS_08_09/NSS09_ModelE/ModelE(C.J.lp)PoemsSongs.pdf)
- <http://eduscapes.com/sessions/digital/activity1.htm>

- <http://www.readwritethink.org/classroom-resources/lesson-plans/reel-scoop-comparing-books-46.html?tab=4#tabs>
- <http://www.scholastic.com/teachers/classroom-solutions/2011/11/books-vs-movies-teaching-visual-literacy-and-literature-through-film>
- <http://www.ereadingworksheets.com/point-of-view/teaching-point-of-view/>
- http://curriculum.austinisd.org/la/resources/documents/instResources/LA_res_connAcrrsTxts_ORS.pdf
- <http://www.besthistorysites.net/index.php/american-history/1700/constitution>
- http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2008/literacy/reading/LR_DiLo/LR_DiLo_s12a.htm
- http://curriculum.austinisd.org/la/resources/documents/instResources/LA_res_connAcrrsTxts_ORS.pdf
- <http://www.readwritethink.org/professional-development/strategy-guides/teacher-read-aloud-that-30799.html>

Speaking and Listening

- <http://www.jurassicparliament.com>
- <https://www.teachingchannel.org/videos/common-core-collaborative-discussions>
(Teaching Channel – Free Membership)
- <http://srpln.msstate.edu/seal/03curriculum/organizing/group/lesson.htm>
- CARS tool (credibility, accuracy reasonability, source)
- www.nationalautismresources.com
- www.modelmekids.com
- <http://eduscapes.com/tap/topic32.htm>

- <https://docs.google.com/document/d/1wpDm3zSQn8xgfsM4k53MKXop09YshbFp7og9LZ>
CARS Checklist (Credibility, accuracy reasonableness, support)
- <http://languagearts.pppst.com/fact-opinion.html> (fact and opinion power point, worksheets, graphic organizers, activities)
- www.lessonplanet.com/lesson-plans/tall-tales (ideas, activities, lesson plans)
- <http://www.readwritethink.org/classroom-resources/lesson-plans/vote-developing-writing-evaluating-414.html?tab=4#tabs>
- [mDN6Y/edit](https://www.mdn6y.com/edit)
- Brigance Inventory of Life Skills
- ESTR (Enderle Severson Transition Revised)
- Transition LifeSkills Inventory
- <http://www.transitioncoalition.org>
- You Tube videos
- www.ehow.com
- www.answers.microsoft.com
- Microsoft Word 2010
- www.teenadvisors.org/conversation-starters
- ninth planet social skills video You Tube.com
- <http://pinterest.com/kcob/conversation-starters/>

Writing

- <http://occs.syr.edu/documents/apartment-condition-checklist.pdf>
- <http://www.presentyourcase.com>
- <http://www.gcflearnfree.org/everydaylife>
- <https://sights.google.com/site/fifthgradeperuasivewriting>
- <http://www.icivics.org/teachers/lesson-plans/lesson-1-so-you-think-you-can-argue>

- http://www.doe.k12.de.us/commoncore/ela/files/writing/GRADE-8_ARGUMENTATION_Sep.pdf
- <http://bogglesworldesl.com/lessons/argument1.htm>
- <https://sites.google.com/site/5thgradepersuasivewriting/lesson-1-1>
- <https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnw1dGhncmFkZXBlcnN1YXNpdmV3cmI0aW5nfGd4OjE5YWJhYzZmZWFKyAzODk>
- <http://www.pps.k12.or.us/files/curriculum/G4IS12-7-09.pdf>
- <http://teachers.net/lessons/posts/942.html>
- <http://www.brainpopjr.com/readingandwriting/writing/shortstory/grownups.weml>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/writing-motivating-students-write-871.html?tab=4#tabs>
- http://www.fuesd.k12.ca.us/cms/lib5/CA01000513/Centricity/Domain/17/NANCY_TOOL_KIT.PDF
- <http://www.readwritethink.org/classroom-resources/lesson-plans/writing-motivating-students-write-871.html?tab=4#tabs>
- http://www.readwritethink.org/files/resources/lesson_images/lesson856/edit.pdf
- <http://www.brainpopjr.com/artsandtechnology/technology/blogs/grownups.weml>
- <http://www.teachingenglish.org.uk/sites/teacheng/files/email-writing-lesson-plan.pdf>
- <http://learn.esu13.org/mod/resource/view.php?id=285>
- <http://www.slideshare.net/eward511/research-project-lesson-plan>
- <http://www.inspiration.com/sites/default/files/lessonplans/wcs/w4.pdf>
- <http://www.slideshare.net/eward511/research-project-lesson-plan>
- <http://www.inspiration.com/sites/default/files/lessonplans/wcs/w4.pdf>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-cite-158.html?tab=4#tabs>

- <http://betterlesson.com/lesson/29131/citing-sources> (Sign up for free account)
- <http://www.teachingchannel.org/videos/extended-writing-lesson>
- http://www.internet4classrooms.com/grade_level_help/writing_audience_purpose_language_arts_fourth_4th_grade.htm
- <http://www.learnnc.org/lp/pages/3972>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/brochures-writing-audience-purpose-1002.html>
- <http://www.walsallschools.org/lessonPlans/differentAudiences>