**What’s Going on in SMHS English Classes – 2nd Quarter**

**READING INTERVENTIONS CLASSES (Greg B.: freshman; Jessica B. 10-12)**

* Combo of
  + Read180 (freshman only)
  + Achieve3000
  + Supporting regular English class coursework (AR goals, major summatives)
  + Work sample mop-up

**FRESHMAN PLC**

* **PLC Members:** Jen McKenzie, Kalin Cross, Greg Bryant, Jessica Bangma, Caroline Campbell

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| **Quarter 2** | **Formative / Summative** |
| **Theme:  *LOVE & HATE***  **Common Text:**  *Romeo and Juliet,*Honors*: Macbeth*  **Priority Standards / Learning Targets:**  **9.RL.2**:  Analyze a central theme or central idea in 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; prvide an objective summary of the text.  ·         Target(s): I can identify and explain the theme of  a text, and analyze how it is developed over the course of a text.  .  **(R)**  **9.W.1**:  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  ·         Target(s): I can write an argument in a formal style that includes an introduction, supporting details with transitions that create cohesion and clarify relationships, and provide a concluding statement/section that supports my argument. **(P)**  **9.SL.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.  ·         Target(s): I can present information, findings, and/ or supporting evidence clearly, concisely, and logically in a sequence that allows the listeners to follow my line of reasoning. **(P)**  **9.SL.5**: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  ·         Target(s): I can integrate appropriate digital media in a strategic manner to improve my presentation.  **(S)**  **9.L.2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  ·         Target(s): I can use correct capitalization, semi-colons and colons; I can spell correctly. **(S)**  **Common Assessment / Work Samples /\* LPA:**  ·         **Informational Speech Work Sample**  ·         Thematic Literary Analysis Essay  ·         AR Assessment | **9.RL.2**  *- R&J* Comprehension/Analysis Timed Writes (F/S)  **9.W.1**  - Paragraph Writes (F)  -Formal Thematic Literary Analysis Essay (S)  **9.SL.4**  -Informational Renaissance Speech Work Sample (S)  **9.SL.5**  -Informational Renaissance Speech Work Sample (S)  **9.L.2**  - Sentence Fluency / Conventions in Analysis Essay (S) |

LEARNING TARGET RUBRICS

2nd Quarter – 9th Grade English

**Reading:**

**TARGET #1:** I can identify and explain the theme of  a text, analyze how it is developed over the course of a text.

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| **Mastery:** | **Advanced:** | **Proficient:** | **Approaching/Beginning:** |
| Student is able to explain the theme of a text. Student is able to directly tie the character’s actions and interactions with development of theme of the text.  Student uses a minimum of five examples from the text to do so, properly cited in MLA format. | Student is able to explain the theme of a text. Student is able to directly tie the character’s actions and interactions with development of the  theme of the  text.  Student uses a minimum of four examples from the text to do so, properly cited in MLA format. | Student is able to explain the theme of a text. Student is able to directly tie the character’s actions and interactions with development of the  theme of the  text.  Student uses a minimum of three examples from the text to do so, properly cited in MLA format. | Student is able to explain the theme of  a text. Student is unable to directly tie the character’s actions and interactions with development of theme of the text. |

**TARGET #2:** I can cite textual evidence in correct MLA format to support my analysis of a text.

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| **Mastery:** | **Advanced:** | **Proficient:** | **Approaching/Beginning:** |
| Student is able to analyze a text in a sophisticated manner using a minimum of five examples from the text to do so, properly cited in MLA format. | Student is able to analyze a text in a developed or refined manner using a minimum of four examples from the text to do so, properly cited in MLA format. | Student is able to adequately analyze a text using a minimum of three examples from the text to do so, properly cited in MLA format. | Student’s analysis may be lacking.  Student may not be able to provide textual evidence. |

**TARGET #3:** I can read and comprehend grade level texts.

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| **Mastery:** | **Advanced:** | **Proficient:** | **Approaching/Beginning:** |
| Student is able to earn 10 AR points by mid-quarter and 10 more AR points by end of the quarter.  90-100% average of AR tests. | Student is able to earn 10 AR points by mid-quarter and 10 more AR points by end of the quarter.  80-89% average of AR tests. | Student is able to earn 10 AR points by mid-quarter and 10 more AR points by end of the quarter.  70-79% average AR test scores. | Student does not earn 10 AR points by mid-quarter and 10 more AR points by end of the quarter.  69% or less average AR test scores. |

**Writing:**

**TARGET #4:**  I can write an argumentative to support a claim in an analysis essay, using valid reasoning and relevant and sufficient evidence.

\*\*\*See Literary analysis essay rubric.

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| **Mastery:** | **Advanced:** | **Proficient:** | **Approaching/Beginning:** |
| Relevant, wisely chosen  quotes/passages clearly support the analysis, enhance the analysis, and are deftly explained and embedded into the sentences  ***There are 3 quotes/passages in each body paragraph.***  Convincing and concise thesis, intro and conclusion paragraphs  ***Five well-developed paragraphs (intro, two/three body, conclusion).***  Each body paragraph has well-crafted claim (intro), evidence (body), and commentary (conclusion) sentences | Quotes/passages are present and are introduced, explained, and embedded into the sentences  ***There are at least 2-3 quotes/passages per paragraph.***  Obvious thesis in intro and conclusion paragraphs  ***Five paragraphs (intro, two/three body, conclusion)***  ***Each body paragraph has at least five sentences.*** | Some quotes/passages are missing or irrelevant  or are not introduced or explained  ***There are at least 2 quotes/passages in each body paragraph, and these quotes are explained.***  Thesis is present in intro and conclusion, but somewhat hard to identify or it’s unclear  ***There are less than five paragraphs or paragraphs are not properly organized***  ***There are parts of paragraphs missing or unorganized*** | Where’s your thesis statement?  ***Where are your evidence sentences with excerpts from the text?***  Where’s your thesis statement?  ***Where are your claim sentences?***  Where are your evidence sentences with excerpts from the research?  ***Where are your commentary sentences?*** |

**Speaking/Listening:**

**TARGET #5:** I can present information, findings, and/ or supporting evidence clearly, concisely, and logically in a sequence that allows the listeners to follow my line of reasoning. \*\*\*Informative Renaissance Speech will be scored with the Official State Speech Rubric.

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| **Mastery:** | **Advanced:** | **Proficient:** | **Approaching/Beginning:** |
| Information is clear, focused & well-suited to audience.  Strong supporting detail. Clear organizational structure that enhances the speech. | Information is clear, appropriate, and interesting to audience.  Supporting details are relevant.  The organization is easy to follow. | Information has a clear purpose and is appropriate to audience.  Supporting details are relevant but may be limited, general and not consistently strong. | Clear purpose but may be overly broad or simplistic.  Supporting details are often limited, or off-topic. Organizational structure is occasionally unclear, inconsistent, or skeletal. |

**TARGET #6:** I can initiate and participate effectively in a range of collaborative discussions (Socratic Seminar) with diverse partners on grades 9-10 topics, texts, and issues, building on other’s ideas and expressing their own clearly and persuasively.

\*\*See Socratic Seminar rubic.

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|  | **Mastery:** | **Advanced:** | **Meets:** | **Approaching/Beginning:** |
| **Analysis &  Reasoning** | **• Contributes \_\_\_\_\_ comments.**  • Provides relevant and insightful comments, makes new connections.  • Demonstrates exceptionally logical and organized thinking.  • Moves the discussion to a deeper level. | **• Contributes \_\_\_\_\_ comments.**  • Demonstrates consideration of the topic.  • Provides relevant comments.  • Thinking is clear and organized. | **• Contributes \_\_\_\_\_ comments.**  • Demonstrates awareness of the topic but little reflection on it.  • Comments are mostly relevant.  • Thinking is mostly clear and organized. | **• Contributes \_\_\_\_\_ comments.**  • Demonstrates little or no consideration of the topic.  • Comments are off-topic or irrelevant.  • Thinking is confused, disorganized, or stays at a very superficial level. |
| **Use of Textual Support** | **• Uses \_\_\_\_\_ direct quotes.**  • Clearly references text to support reasoning (points to direct quotations and page numbers) | **• Uses \_\_\_\_\_ direct quotes.**  • Occasionally references text to support reasoning. | **• Uses \_\_\_\_\_ direct quotes.**  • Rarely references text, may reference text incorrectly. | **• Uses \_\_\_\_\_ direct quotes.**  • Does not reference text. |

**TARGET #7:** I can integrate appropriate digital media in a strategic manner to improve my presentation.

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| **Mastery:** | **Advanced:** | **Proficient:** | **Approaching/Beginning:** |
| Masterfully utilizes Prezi:  title, intro, body, conclusion, and works cited frames are all present, labeled, and transitions compliment the presentation.  Skillfully utilizes bullet comments or images for sub topics (able to speak using less text for support).  Frames and carefully instructed and may incorporate multi-media.  Graphics compliment the content. | PowerPoint slides:  title, intro, body, conclusion, and works cited slides are all present, labeled, and transitions compliment the presentation.  Student utilizes bullet comments (with no more than 5 bullets per slide).  Font choice is visually appealing.  Slide color is visually appealing.  Graphics compliment the content. | PowerPoint slides:  title, intro, body, conclusion, and works cited slides are all present and labeled.  Student utilizes bullet comments (with no more than 5 bullets per slide).  Font choice is carefully selected/not distracting.  Slide color is carefully selected/not distracting.  Graphics are utilized. | Some slides are missing.  Content on slides is wordy (sentences/paragraphs instead of bullet comments.  Font choice is distracting.  Slide color is distracting.  Graphics are distracting. |

Need a rubric for R&J films

**Language:**

**TARGET #8**: I canuse correct spelling, capitalization, semi-colons and colons.  I can write using a variety of simple and complex sentences.

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| The author carefully manipulated spelling, punctuation, capitalization, and other rules for stylistic effects (e.g.: misspell words on purpose to create realistic dialogue). | Conventions used correctly.  Words used correctly. There are paragraph breaks. Minimal need for editing. | Basic conventions used correctly. Basic words used correctly. There are paragraph breaks. There are still areas that need editing. | Spelling, punctuation, word use, or other conventions errors impede readability. |

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| ABC Dates |  |  |
| November  4, 5, 6 | Lesson 1  SRI - Reading Growth Check-In  Pick Renaissance speech/lit terms | Lesson 2 (AR library visit)  Introduce Shakespeare Unit / Student Sample Video  ABCs of Research  Intro Speech / handout / Research on Chromers |
| 7, 10, 12 | Lesson 3  Using Easybib to cite sources in MLA  Research/build PP (honors – Prezi) | Lesson 4  Student Sample Film  Research/build PP (honors – Prezi) |
| 13, 14, 17 | Lesson 5  Socratic Seminar speech info | Lesson 6  Speeches - record with iPads  Collections Tour - “My Shakespeare” (student login/PW, tour, read/listen to poem, practice electronically annotating/answering questions in notes)                          \*didn’t have much time to debrief |
| 18, 19, 20 | Lesson 7 - (AR library visit)  Turnitin.com discussion board - compound sentences & semicolons  Watch 5 min R&J cartoon, theme, Quizlet vocab  read “Love’s Vocabulary” pg. 163-170, answer questions | Lesson 8  Turnitin.com discussion board - colons  Finish “Love’s Vocabulary”  Developing criteria for arguments - love / R&J themes |
| 21, 24, 25 | Lesson 9  Read R& J – Sonnet / Prologue (act it out :)  “Twosomes”/parallel structure (close reader)  View film trailer (the prologue), complete close reader | Lesson 10  Revisit Prologue / “Twosomes”  Read R&J – Act 1.1, feud/parallel structure  Timed Write #1 - love/hate, upload to TII (convention check: comma + conjunction, semicolon, colon) \*had about 10 min |
| December  26, 1, 2 | Lesson 11  Finish Timed Write #1 \*\*need about 20 min  Revisit “twosomes” & parallel plot/structure | Lesson 12  Read R&J – Watch Act 1.5 & 2.2, Read Act 2.2, complete close reader  Formative Quizlet Vocab |
| MidQuarter  3, 4, 5  (gone for Scav Hunt) | Lesson 13  Socratic Seminar - theme in Prologue, Act 1, Act 2  AR/Catch up for Mid-Quarter | Lesson 14  Read R&J – Act 3.1, Film - watch all of |
| 8, 9, 10 | Lesson 15  Finish watching Act 3  Act IV & V – graphic novel | Lesson 16  Literary Terms Quiz  Intro/calibrate essay - begin draft - Day #1! |
| 11, 12, 15 | Lesson 17  Thematic Literary Analysis essay – Lab Day #2 | Lesson 18  Thematic Literary analysis essay – Lab Day #3 |
| 16, 17, 18  (complete essay before break) | Lesson 19  Thematic literary analysis essay – Day #4  Print / submit to turnitin.com (gone P2 - district class/sub) | Lesson 20  Pod Grade  Film handout |
| January  19, 5, 6 | Lesson 21  AR Read  Late Essays | Lesson 22  Forming, Storming, Norming, Performing  Newspaper Activity :) |
| 7, 8, 9 | Lesson 23  Watch film/debrief newspaper group activity  Intro film assignment/form Acting companies  Data Folders | Lesson 24  Writing Conferences  Data Folders  Film |
| 12, 13, 14 | Lesson 25  Writing Conferences  Data Folders  Film | Lesson 26  SRI |
| 15, 16, 20 | Lesson 27  Finish films / proficiency make-ups | Lesson 28  Finish films / proficiency make-ups |
| Finals  (gone Day 1 Q2 - 1/26, leader scav hunt) | Finals:  Even classes - Jan 21st (watch films / vote, Q3 overview, select leaders).  Intro Q3, select leaders, review ABCs of research. | Finals:  Odd classes - Jan 22nd (watch films / vote, Q3 overview, select leaders).  Intro Q3, select leaders, review ABCs of research.  \*\*\*Shakespeare film festival – Jan 28th |

**SOPHOMORE PLC**

* **PLC Members:** Hector Santiago, Camille Schuler, Jenny Tyrrell, Rachel Allred (also teaches AP prep class), Emily Marshall
* **Collection:**  Two
* **Common Texts:**  “Called Out,” “My Life as a Bat”
* **Common Summatives:** Informational Research Report (\*\*Common Assessments); Syntax Analysis “My Life as a Bat” Write (Paragraph)
* **Common Formatives:** \*\* ”Called Out” paragraph  (\*\*Common Assessments), Vocabulary Quizzes,

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| **Target** | **Baseline Data** | **Formative Assessments** | **Summative Assessments**  **\*note work samples where applicable** | **Extend/ Reteach** | **Data for Analysis/ Comparison** |
| ENG 2: I can write informational research report with a clear thesis statement and sufficient evidence from reliable sources. (IC) |  |  | \*Informational Research Report |  |  |
| Eng 2 I can organize my essay with a clear thesis statement, an inviting introduction, three or more body paragraphs that support both the topic sentences and the thesis, and a satisfying conclusion. (O) |  |  | \*Informational Research Report |  |  |
| Eng 2: I can vary my sentence openers, lengths and structure. (SF) |  |  | \*\*Informational Research Report |  |  |
| Eng 2/ AP PREP: I can smoothly integrate source information to maintain the flow of ideas, avoid plagiarism and follow standard MLA format for an informational research report. (Con/Cit) |  | Annotate/ mark exemplar papers  POD grading | \*\*Informational Research Essay |  |  |
| ENG 2/ AP PREP: I can define and apply the terms from the academic vocabulary list. | Quizlet Pre-test |  | Vocab Final (Quizlet)  Vocab Mid-term (AP PREP) |  |  |
| Eng 2: I can read independently and proficiently without distraction, keeping focused on my reading for the allotted time frame. |  |  | AR Book |  |  |
| Eng 2:  I can analyze how the author’s syntax serves the purpose of the text. |  |  | “My Life as a Bat” - Paragraph |  |  |
| Eng 2: I can compose an objective summary stating the key points of the text without adding my own opinions or feelings. |  | \*\*Called Out” Paragraph |  |  |  |
| AP PREP: I can analyze how an author’s style (syntax, diction, rhetorical appeals)  serves the purpose of the text (persuade, emphasize, console, instruct). | Flamingo Timed Write | “Bat” Analysis Paragraph (use syntax/degree of separation handout)  Rhetorical Appeals Quiz from PPT  Earl Spencer Eulogy | Python Blog Annotation for appeals (close reader)  “Bat” Imitation-stylistic syntax & analysis of own syntax  Midwest AP Essay Marquart--final exam timed write |  |  |
| AP PREP: I can do the following: write with correct and varied syntax, avoid 2nd person POV, spell out numerals of one or two words. |  |  | Research Essay |  |  |
| AP PREP: I can appeal to ethos, pathos and logos in my writing to strengthen my claim. |  | Bat Imitation  Body Paragraph 1 | Research Essay |  |  |
| AP PREP: I can organize an essay with a clear thesis statement, evidence, analysis, and developed paragraphs where my stylistic choices suit my purpose. |  | Flamingo | Research Essay  Marquart Timed Write  Eulogy Annotations & Thesis |  |  |

Eng 2: Punctuation - comma rules and application; ellipses for research

Academic Vocab: Connotation, Denotation, Ellipses, Naked Quote, Paraphrase, Summary, SORT

AP PREP Academic Vocab: (list above plus:) Tone Words: (20 from list)

Collections Specific Vocab:  advocate, discrete, domain, enhance, scope CALLED OUT: botanical, clime, prognosticate, benefaction, ephemeral HOPE FOR ANIMALS: loathe, pollinate, precipitous, sate

**JUNIOR PLC**

* **PLC Members:** Joann Schaeffer, Adam Drew, Rebecca Read (Jenny T. also teaches 1 section of English 3)
* Collection: Four: A New Birth of Freedom

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| **Target** | **Baseline Data** | **Formative Assessments** | **Summative Assessments**  **\*note work samples where applicable** | **Extend/ Reteach** | **Data for Analysis/ Comparison** |
| I can evaluate a seminal U.S. speech and analyze premises and purposes of author’s arguments. | “What Students Really Need to Hear” youtube  Student discussion | Speaking Activity: DIscussion | Close Reader: Legal Document Emancipation Proclamation pages 57-60. | Integrate and evaluate Research  Sources  Citations | Argumentative Essay |
| I can analyze point of view, evaluating how the rhetoric, style and content contribute to text’s persuasiveness. | “I have a dream” speech or any other well-known speech that relates to freedom, slavery, or newfound independence | Writing Activity: Outline and Summary  Peer Edit | “Should Driverless Cars be Allowed?”  Page 3 in Common Core Assessment book | Daily Visual Journal | Terminology of argumentative texts - page 8 in Common Core Assessment book |
| I can analyze how the structure and style of an argument supports the authors ideas and claims. | Collaborative Discussion | Writing Activity: Comparison | Close Reader: Public Document “From The Iroquois Constitution” pages 61-64 | “Argumentative Essay Research Simulation” page 103 Common Core Assessment book | Close Reader: Public Document “From The Iroquois Constitution” |
| I can analyze a narrative history and understand how ideas are organized and sequence is created. | “What to the slave is the fourth of July?” Frederick Douglass essay in Collections | Speaking Activity: Discussion | Collections page 292 questions 1-8 | Work in pairs, reread specific lines, like lines 133-135. Have students take notes, discuss, restate rhetorical questions as statements. | Collections page 292 questions 1-8 |
| I can integrate and evaluate documentary information in interviews, video reenactments, and photos. | Pull together ideas and show “The 54th Massachusetts”    The Washington Redskin -mascot- debate  article from The Washington Post | Speaking Activity: Debate | Close Reader: Newspaper Article “Bonding Over a Mascot” pages 65-70 | Primary Source Research | Close Reader” Newspaper Article “Bonding over a Mascot” pages 65-70 |
| I can analyze a free verse poem for its use of allusions, rhythm, and structure. | “Runagate Runagate” by Robert Hayden in Collections pages 317-320 | Writing Activity:  Argumentative Essay | “Dead Poets Society assignment - choose one poem from the movie and analyze: verse, allusion, rhythm, and structure of the chosen poem. | Film “Dead Poets Society” Introduced at start of Quarter | “Dead Poets Society assignment - choose one poem from the movie and analyze: verse, allusion, rhythm, and structure of the chosen poem. |
| I can read and comprehend a piece of literature | OAKS Score  Lexile Level | Literary Groups  Google Docs Blooms Questions | AR Test | Lexile challenge or encourage students to read higher lexile level or more challenging books. | AR Test |

**SENIOR PLC**

* **PLC Members:** Emily Marshall, Kelly Burton, Leslie Davis
* Collection: 2

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| Target | Baseline Data | Formative Assessments | Summative Assessments  \*note work samples where applicable | Teach/Extend/ Reteach | Data for Analysis/ Comparison |
| **Writing:** I can summarize, paraphrase, and quote information from a variety of sources to create a research paper. | * Paraphrase, summary, quote pre-test. Create a paraphrase note card, write a paragraph summary using a direct quote. | * Practice note cards on Collections 3 texts * First 3 pages of paper | * Checkpoint Assignment: Create 3-5 paraphrase  note cards per research article. * Final Paper |  | * Final Draft of Senior Paper |
| **Web Search:** I can navigate the internet to find quality sources for research and avoid plagiarism. |  | * Scavenger Hunt on Quality Sources * First 3 pages of paper | * Checkpoint Assignment: Prove that your articles come from credible sources. * FInal Paper |  | * Final Draft of Senior Paper |
| **Writing (Ideas and Content):** I can write a research paper  that focuses on strong ideas and relevant supporting details. | * Brainstorming of paper topics. | * Paper Topic Proposal * First 3 pages | * Checkpoint Assignment: Paper topic proposal * Final Paper |  | * Final Draft of Senior Paper |
| **Writing (Organization):** I can organize a 6-8 page research paper that includes a compelling introduction, strong thesis statement, background of the topic, organized body paragraphs,  appropriate transitions, and insightful conclusion. | * Thesis Pre-Test |  Thesis Practice   Outline practice   First 3 pages | * Checkpoint Assignment: Submit thesis for approval. * Checkpoint Assignment: Outline. * Final draft of paper | * SORT | * First 3 pages of paper * Final draft of paper |
| **Writing (Conventions):** I can demonstrate control of standard writing conventions in punctuation, spelling, and capitalization. | * Conventions pre-test |  First 3 pages of paper   In class worksheets | * Final Draft of paper | * Formal punctuation | * Final Paper |
| **Writing (Sentence Fluency):** I can vary sentence length and demonstrate consistent control over: simple, complex, and compound sentence structures. | * Pre-test | * First 3 pages of paper * TBD | * Final Draft of Paper | * Simple, compound, and complex sentences. * Fragments, subjects and predicates * Sentence frames * Revise and edit | * Final Paper |
| **Writing (Word Choice):** I can use formal research vocabulary to significantly impact the reader. | * Pre-test | * First 3 pages of paper * TBD | * Final Draft of Paper |  | * Final Paper |
| **Writing (Citing):** I can cite my sources parenthetically within my paper and create a correctly formatted Works Cited Page. | * Pre-Test: list as many rules as possible about how to format a Works Cited Page and corresponding parenthetical citations | * First 3 pages of paper * TBD | * Final Draft of Paper |  | * Final Draft of Paper |
| **Writing (Formatting):** I can format my writing according to MLA standards with appropriate spacing, heading, title, margins, font, etc. | * Previous papers from quarter 1 |  First 3 pages of paper | * Final paper | * How to insert header procedures * Proper spacing on paragraphs * Organization * All things formatting * Revise and edit | * Final paper |
| **Independent Reading:** I can apply close reading strategies to comprehend a grade level text independently. | * Collections Texts Book Work/Notes * Quarter 1 book project | * Collections Texts Book Work/Notes * Quarter 1 book project | * Book Project * Book report * Write own AR Test | * Use direct quotes for Master | * Book Project * Book report * Write own AR Test |

**Second quarter reflection:** Spend more time with researching, annotating, paraphrasing, summarizing, and outlining. When students don’t meet a checkpoint by the due date, assign them to the Writing Center.