**What’s Going on in SMHS English Classes – 3rd 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
* **Common text: Collection** 6 - Heroes & Quests (includes audio *Odyssey*)
* Major Summatives: Informational/research essay; multi-genre portfolio
* On-going: AR
* See notes on chart re: vocab and grammar

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| **Targets** | **Baseline Data** | **Formative Assessments** | **Summative Assessments****\*note work samples where applicable** | **Extend/ Reteach****\*level ups?****\*grammarNotes?** | **TAG/****Honors** | **Data for Analysis/ Comparison** |
| **9.RL.1**:  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text* Target(s): I can cite strong and thorough textual evidence. **(K)**
 | Q2 Thematic Analysis Essay | Timed WritesClose Reader | Informational/Research Essay |  | -additional verbal citations and reaching Mastery on speech rubric | Theme Essay |
| **RL.9.10** can read and comprehend grade level texts | SRI | Orangies  | AR Tests, SRI (growth) | supported by lit skills instruction | Infused Honors novel/discussion | SRI |
| **9.W.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.* Target(s):  I can write an informational essay while maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions (to clarify and create cohesion when I move from one idea to another), and a concluding statement/section that supports the information presented. **(P)**
 | Timed Write | TImed Writes | Info/Research Essay | Essay frames | Mastery I/C and Organization | Info/Research Essay |
| **9.W.6**: Use 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.* Target(s): I can create a digital portfolio to share my writing product. **(P)**
 | Q2 Speech | Digital Portfolio Check | Multigenre PortfolioR & J Film from Q2 | Multigenre writing is a differentiated assignment/teaching strategy | Multigenre writing is a differentiated assignment/teaching strategy | Multigenre Portfolio |
| **9.W.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.* Target(s): I can determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written. **(R)**
* Target(s): I can avoid plagiarism by paraphrasing (putting in my own words) and/or quoting.  (directly stated “word for word”) and integrate the information into my essay to maintain the flow of ideas. **(S)**
* Target(s): I can follow a standard format for citation to create a Works Cited page for sources that I paraphrased or quoted in my writing. **(S)**
 | Timed Writes  | Timed Writes (use a matrix for I Do/We Do first) | Timed Writes | “The Odyssey”  Story on Audio | MAS on Target | Theme Essay compared to Informational Research Essay |
| **9.L.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.* Target(s):  I can identify/ analyze the context of various texts and determine how language choice affects meaning, style, and comprehension, and apply that knowledge to my own writing. (R)
 | Q2 Reading Work Sample | Timed WritesParagraph Writes | Timed Writes | Grammar Games onlineTII feedback to edit papersSentence Frames | By the end of the Qtr. fewer than 10 errorsUse conjunctions, semi-colons and introductory clauses | Baseline Narrative to the Narrative LPA |
| **9L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9-10 reading and content, choosing flexibly from a range of strategies* Target(s): I can define and identify various literary terms (e.g., epic hero, allusion, archetype, etc...) **(K)**
 | Quizlet | Quizlet | Quizlet | -Quizlet-work with SPED for additional support-alternative assessment | Mastery on Test |  |

**ENGLISH 1 Q3 LEARNING TARGETS RUBRICS**

**TARGET #1:** I can cite strong and thorough textual evidence to support my analysis.

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| **Mastery:** | **Advanced:** | **Proficient:** | **Approaching/Beginning:** |
| Student is able to analyze a text in a sophisticated manner using discussion and/or written reflection. | Student is able to analyze a text in a developed or refined manner using discussion and/or written reflection. | Student is able to adequately analyze a text using discussion and/or written reflection. | Student’s analysis may be lacking.  |

**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 write an **informational research essay** while maintaining an objective tone and formal style.

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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) sentencesFive sources cited throughout the essay | 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.*****Four sources cited throughout the essay** | Some quotes/passages are missing or irrelevantor 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*****Three sources cited throughout the essay** | 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?*** |

**Target #4 (Writing):** I can determine the **credibility of a source** by using the ABC method.

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| **Mastery:** | **Advanced:** | **Proficient:** | **Approaching/Beginning:** |
| Student has **five** credible sources that can be verified using the ABC Method:·         Author·         Bias·         Credible·         Date·         Editor | Student has **four** credible sources that can be verified using the ABC Method:·         Author·         Bias·         Credible·         Date·         Editor | Student has **three** credible sources that can be verified using the ABC Method:·         Author·         Bias·         Credible·         Date·         Editor | How can you use the ABC method to find 3-5 credible sources that can be verified using the ABC Method?·         Author·         Bias·         Credible·         Date·         Editor |

**TARGET #5 (Writing):** I can avoid plagiarism by paraphrasing (putting in my own words) and/or quoting (directly stated “word for word”) information in my essay.

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| **Mastery:** | **Advanced:** | **Proficient:** | **Approaching/Beginning:** |
| Relevant, wisely chosen quotes/paraphrased passages clearly support the analysis.Quotes/passages enhance the analysis and are deftly explained and embedded into the sentences.Five sources cited throughout the essay.There are three or more quotes/paraphrased passages in each body paragraph. | Quotes/passages are present.Quotes/passages are introduced, explained, and embedded into the sentences.Four sources cited throughout the essay.**There are at least two quotes/ paraphrased passages per paragraph.** | Some quotes/passages are missing or irrelevant.Some quotes are not introduced or explained.Three sources cited throughout the essay.**There are less than two quotes/ paraphrased passages in each body paragraph.** | Where’s your thesis statement?Where are your evidence sentences with excerpts from the text? |

**TARGET #6 (Writing):** I can create a Works Cited page in correct MLA format for all sources that I paraphrase/quote.

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| **Mastery:** | **Advanced:** | **Proficient:** | **Approaching/Beginning:** |
| The paper – including parenthetical citations – is skillfully formatted according to MLA rules.There is a properly formatted works cited page The essay is formatted correctly with no errors. | The paper – including parenthetical citations – is formatted according to MLA rules.The essay is formatted correctly with only minor errors. | Not all the MLA formatting rules were followed.There is a works cited page with several errors.The essay is mostly formatted correctly with few errors. | Not all the MLA formatting rules were followed.There is a works cited page with several errors.The essay is mostly formatted correctly with few errors. |

**TARGET #7**: I can use **digital media to present information** about my leader (speech and QR code).

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| ·         Masterfully utilizes digital media in a way that compliments the presentation.·         Skillfully utilizes program (able to speak using less text for support)·         Demonstration carefully instructed and incorporates multi-media·         Graphics compliment the content | ·         Skillfully utilizes digital media in a way that complements the presentation.·         Skillfully utilizes program (able to speak using less text for support)·         Demonstration carefully instructed and incorporates multi-media·         Graphics compliment the content | ·         Uses digital media in a way that presents information clearly.·         Student utilizes program to accurately convey information·         Font choice is carefully selected/not distracting.·         Slide color is carefully selected/not distracting.·         Graphics are utilized. | ·         Some information is missing.·         Content on slides is wordy (sentences/paragraphs instead of bullet comments.·         Font choice is distracting.·         Slide color is distracting.Graphics are distracting. |

**Target #8 (Language):** I can use **correct grammar/sentence fluency**.

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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. |

**Target #9 (Language):** I can define and identify various literary terms (e.g., epic hero, allusion, archetype, etc...)

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| I can define and identify various literary terms with 90-100% accuracy. | I can define and identify various literary terms with 80-89% accuracy. | I can define and identify various literary terms with 70-79% accuracy. | I can define and identify various literary terms with 69% accuracy or lower. |

**English 1 Sample Third Quarter Planner 2014-2015**

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| January26-27-28 | Lesson 1Warm Up: Defining a Leader/HeroGallery walk: Multi-genre PortfolioSign Up for a  Leader | Lesson 2Warm-Up: introduction to noredink.com AR Results, Procedure/Expectation Reminders, 3rd Qtr Learning TargetsShow Hero Video: <https://www.youtube.com/watch?feature=player_detailpage&v=G4ZkMkqy7Us>Leader Scavenger Hunt |
| 29-30-2 | Lesson 3Warm Up:History Video + Notes | Lesson 4Hero’s Journey:VideoJustin’s Handouts |
| February3-4-5 | Lesson 5Close Reader: The Cyclops  97-112 | Lesson 6Finish Close ReaderSocratic Seminar The Cyclops |
| 6-9-10 | Lesson 7The Cyclops Timed WriteABCs of Research Review | Lesson 8ABC Quiz (Summative)Research Day 1 |
| 11-12-13 | Lesson 9Research Day 2 | Lesson 10Read & Annotate Articles |
| 17-18-19 | Lesson 11Read & Annotate Articles | Lesson 12Timed Write #2: Your Leader and the Hero’s JourneyMini Lesson: Citations & Paraphrasing |
| 20-23-24 | Lesson 13Warm Up: Thesis & Intro. Paragraph | Lesson 14Warm Up: Review Paragraph StructureBody Paragraph 1 & 2 |
| Mid-Quarter25-26-27 | Lesson 15Body Paragraph 3Conclusion | Lesson 16Edit/Peer EditUpload to TII & Print Essays |
| March2-3-4 | Lesson 17POD Grade Essays | Lesson 18AR ReadingWriting Workshop-1 |
| 5-6-9 | Lesson 19AR ReadingWriting Workshop-2 | Lesson 20AR ReadingWriting Workshop-3 |
| 10-11-12 | Lesson 21AR ReadingWriting Workshop – 4Black Out Poetry & Slam Poetry | Lesson 22AR ReadingWriting Workshop – Your 3 Selections |
| 13-16-17 | Lesson 23AR ReadingWriting Workshop - Reflective Cover Letter / Finalize Author’s Notes | Lesson 24Lab/Print & Publish |
| 18-19-20 | Lesson 25Portfolio Presentations | Lesson 26Portfolio Presentations |
| April30-31-1 | Lesson 27Portfolios Due – Pod Grade!!! | Lesson 28SRI Testing |
| Finals2-3 | EvenProficiency Make Up | OddProficiency Make Up |

**SOPHOMORE PLC**

* **PLC Members:** Hector Santiago, Camille Schuler, Jenny Tyrrell, Rachel Allred (also teaches AP prep class), Emily Marshall
* **Common texts: Collection** **4 --** How We See Things + Common Texts: “We Grow Accustomed to the Dark,” “Before I Got My Eye Put Out,” “Coming to Our Senses,” “The Things They Carried,” “Every Second Counts”
* Major Summatives: Narrative/Short Story; informational Reading Work Sample – will probably fall into 4th quarter
* On-going: AR goals; second quarter research paper fix/finish
* Eng 2 Punctuation Vocab:  Comma, Connotation, Dash, Denotation, Ellipsis,
* Academic skills: Hyphen, Naked Quote, Paraphrase, Semi-colon, SORT
* Eng 2 Academic Vocab: assonance, consonance, metaphor, simile, symbolism, allusion, alliteration, personification, meter, foot, stanza, internal rhyme, pun, tone, oxymoron
* Common Formatives: Poetry Performance Task: 2-paragraph objective summary on task #1 with evidence (Dickinson); Analyzing the Text (Coming to Our Senses); 1-paragraph summary of how ideas and events develop over a text (The Things They Carried - Chapter 1)

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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 Identify and Interpret speaker perspective from the two Dickinson poems |  | \*\*We grow accustomed…”  “Before I got my eye…” |  |  |  |
| Eng 2:  I can use evidence to analyze a text and respond to key questions. |  | “Coming to our senses” p.168 Analysis |  |  |  |
| Eng 2:  I can  (I/C) write an interesting and engaging narrative using well-chosen details. |  |  | Short Story |  |  |
| Eng 2:  I can use literary devices to enhance my writing. |  |  | Short Story |  |  |
| Eng 2:  I can organize my narrative with a well-structured story line. (O) |  |  | Short Story |  |  |
| Eng 2:  I can vary my sentence openers, lengths and structure. (SF) |  |  | Short Story |  |  |
| Eng 2: I can use proper punctuation to enhance my narrative. (Con) |  |  | Short Story |  |  |
| **ENG 2/ AP PREP:** I can define and apply the terms from the academic vocabulary list. |  |  | Academic and Punctuation Vocab |  |  |
| **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 and why individuals, events, and ideas develop and interact over the course of a text.  |  |  | The Things They CarriedAR test |  |  |

**JUNIOR PLC**

* **PLC Members:** Joann Schaeffer, Adam Drew, Rebecca Read (Jenny T. also teaches 1 section of English 3)
* **Common texts: Collection 5** -- An Age of Realism
* On-going: AR goals; Smarter Balanced prep (practice/training tests on SB homepage; interim assessment tools on district website)
* Major summatives: variation of what been called the junior paper in the past (see targets for what they’ll be expected to do; see formative/summative columns for what content is being used to apply the targets)
* For conventions and vocab: See info in Collection 5

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| **Targets** | **Baseline Data (pre-tests)** | **Formative Assessments** | **Summative Assessments****\*note work samples where applicable** | **Extend/ Reteach****\*level ups?****\*grammarNotes?** | **Data for Analysis/ Comparison** |
| Cite textual evidence | Common Assessment: “Driverless Cars” pgs. 4-8 | Socratic Seminar over textTerminology of Argumentative Texts pg. 8 | “Should online time be limited for teens?” performance task pg. 21-28 | Pro/Con.orgDebates over technology | The Common Assessment book is perfect for comparison. |
| Determine themes of a text | Mini History Lesson and Segments of Novel by Upton Sinclair from *The Jungle* p357-358 | “Food Product Design” by Schlosser | “Food Product…” questions from the Collections text: pgs. 370-371 | Food Inc. Unit LessonInvestigative Journalism Piece“Chew on This” Ted Talks | Answers from Collections text. |
| Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. | Mini History Lesson and Segments of Novel by Upton Sinclair from *The Jungle* p357-358 | Carefully chosen questions from Collections pgs. 356-358 | “The Lowest Animal” pgs. 380-381 from Collections | “Meet your Meat” Clips | All questions from Collections are comparable |
| Analyze author’s point of view: Irony | Segments: Short story by Jack London “To Build a Fire” | Read: Short Story by Kate Chopin“The Story of an Hour” | “Food Product…” questions from the Collections text: pgs. 370-371 -or-“Should online time be limited for teens?” performance task pg. 21-28 | Reexamine all of the short stories and/or essays used through this unit to compare the use of authors’ language. | “Food Product…” questions from the Collections text: pgs. 370-371 -or-“Should online time be limited for teens?” performance task pg. 21-28 |
| Analyzing Author’s Choices | Pro/Con.org  Issues- Strong Convictions Lesson | Investigative Journalism by Eric Schlosser “Food Product Design” from Fast Food Nation | Collections pg. 356 | Investigative Journalism Piece/  | Collections pg. 356 |

**SENIOR PLC**

* **PLC Members:** Emily Marshall, Kelly Burton, Leslie Davis
* **Common texts: Collection 4 --** Seeking Justice, Seeking Peace + Beowulf ??? (Collection 5)
* On-going: senior paper mop-up (fixes/finishes); no AR (because lack of licenses)
* Major summatives: Socratic seminar; multi-paragraph argumentative essay; Mallam Sille test
* Major common texts: Hamlet, Beowulf (?); other possible common texts: (see list below chart)
* For vocab and conventions: See info in Collection 4 and Beowulf portion of Collection 5

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| **Target** | **Baseline Data** | **Formative Assessments** | **Summative Assessments****\*note work samples where applicable** | **Extend/ Reteach** | **Data for Analysis/ Comparison** |
| **Socratic Seminar (Analyze and Text Evidence):** I can cite textual evidence to support my analysis of a literary text. | * 1st Quarter Socratic Seminar results
 | * In class discussions of Wife of Bath’s Tale,  Pardoner’s Tale, The Men We Carry
 | * In class socratic seminar
 | * Asking directive questions for students who struggle to initiate discussion.
* Provide 2nd opportunity in Office Hours (make-up seminar)
 | * Socratic Seminar Scores
 |
| **Socratic Seminar (Comprehension):** I can read, comprehend, and discuss the central ideas of a literary text.  | * 1st Quarter Socratic Seminar results
 | * In class discussions of Wife of Bath’s Tale,  Pardoner’s Tale, The Men We Carry
 | * In class socratic seminar
 | * Asking directive questions for students who struggle to initiate discussion.
* Provide 2nd opportunity in Office Hours (make-up seminar)
 | * Socratic Seminar Scores
 |
| **Socratic Seminar (Interpretation):** I can interpret the author’s meaning and purpose of a literary text. | * 1st Quarter Socratic Seminar results
 | * In class discussions of Wife of Bath’s Tale,  Pardoner’s Tale, The Men We Carry
 | * In class socratic seminar
 | * Asking directive questions for students who struggle to initiate discussion.
* Provide 2nd opportunity in Office Hours (make-up seminar)
 | * Socratic Seminar Scores
 |
| **Setting Comprehension (Reading):** I can identify words, phrases, and sensory details that convey a vivid picture of a setting in literature.  | * Pre-Test Handout: Identify setting in Wife of Bath’s Tale
 | * Pre-Test Handout: Identify setting setting in Wife of Bath’s Tale
* Pardoner’s Tale Practice
* The Men We Carry practice
 | * Mallam Sille Test
* Hamlet
 |  | Mallam Sile Test |
| **Recognizing Themes in Literature (Reading)**: I can recognize themes in literature and determine their significance. (gender roles, moral decisions, power, hero archetypes: epic, tragic, hero knight, etc.; motivation of a hero) | * Pre-Test Handout: Identify specific themes in Wife of Bath’s Tale
 | * Pre-Test Handout: Identify specific themes in Wife of Bath’s Tale
* Pardoner’s Tale Practice
* The Men We Carry practice
 | * Mallam Sile Test
* Hamlet
 |  | Mallam Sile Test |
| **Analyze Character (Reading):** I can analyze the development of characters in literature.  | * Pre-Test Handout: Identify how the author develops the characters in Wife of Bath’s Tale
 | * Pre-Test Handout: Identify how the author develops the characters in Wife of Bath’s Tale
* Pardoner’s Tale Practice
* The Men We Carry practice
 | * Mallam Sile Test
* Hamlet
 |  | Mallam Sile Test |
| **Author’s Choice (Reading):** I can analyze the choices the author makes to develop the story.(diction, tone,  | * Pre-Test Handout: Identify the choices the author makes to develop the story in Wife of Bath’s Tale.
 | * Pre-Test Handout: Identify the choices the author makes to develop the story in Wife of Bath’s Tale.
* Pardoner’s Tale Practice
* The Men We Carry practice
 | * Mallam Sile Test
* Hamlet
 |  | Mallam Sile Test |
| **Ideas and Content (Writing):** I can write an argumentative essay that that addresses whether revenge is ever justifiable.  | * Argumentative paragraph writes from 1st quarter
 | * argumentative paragraph writes in response to questions posed about Hamlet
 | * Performance Task 2 in Collection 4; multi-paragraph argumentative essay
 | * Writing Center
 | * Argumentative Paper
 |
| **Organization (writing ):** I can write an argumentative essay that includes an intro, thesis, claims supported by evidence, counterclaim, and a conclusion. |  |  |  |  |  |
| **Conventions (writing):** I can write an argumentative essay essay using correct spelling, punctuation, and grammar.  |  |  |  |  |  |

**Possible common texts:**

Wife of Bath’s Tale

Pardoner’s Tale

Optional Kinght’s Tale and Sir Gawain

Mallam Sile

Socratic Seminar #1

THe Men we Carry in Our Minds (contemporary male view)

Socratic Seminar

Groups of 3 Creative Write (if time permits)

Hamlet

How does the author’s craft affect the theme of gender?