

Agenda

Welcome, Connector and Norms

TOPIC 1: Curriculum Guidebook

TOPIC 2: Scope & Sequence

TOPIC 3: Literacy Framework

TOPIC 4: Curriculum Maps

TOPIC 5: Exemplar Unit

Planning, Reflection and Closure

Shifting Forward

- Take three quiet minutes to read the ***Common Core Shifts for English Language Arts/Literacy*** handout.
- Highlight key ideas for each shift and think about your perceived challenges and opportunities presented by each shift.
- Take two minutes to record your thoughts on the ***Processing the Shifts*** handout.
- Share with an elbow partner.

Norms

- No crying
- Equity of Voice
- Active Listening
- Respect for All Perspectives
- Safety and Confidentiality
- Respectful Use of Technology



Purpose of today's presentation:

- To promote a higher quality of education for our students by introducing a curriculum that is more
 - Challenging (level of cognitive demand)
 - Relevant (culturally responsive)
 - Consistent (articulated K-12)
- And to meet the goals established by the
 - Strategic Plan
 - Curriculum Audit
 - Unitary Status Plan

Cultural Connection

- Student engagement with a lesson increases when the teacher incorporates aspects of students' cultures into instruction. Thus, the new curriculum is designed to be both **multicultural & culturally responsive.**





Instructional Support

TUSD is committed to deliberately and systematically planning well-structured lessons that provide students with multiple opportunities to...

- Value their own cultures and experiences.
- Value the uniqueness of cultural groups other than their own.
- Value the richness of cultural diversity and commonality.
- Build awareness and sensitivity to individual differences within cultural groups.
- Provide opportunities to analyze and evaluate social issues and to propose solutions to contemporary social problems.

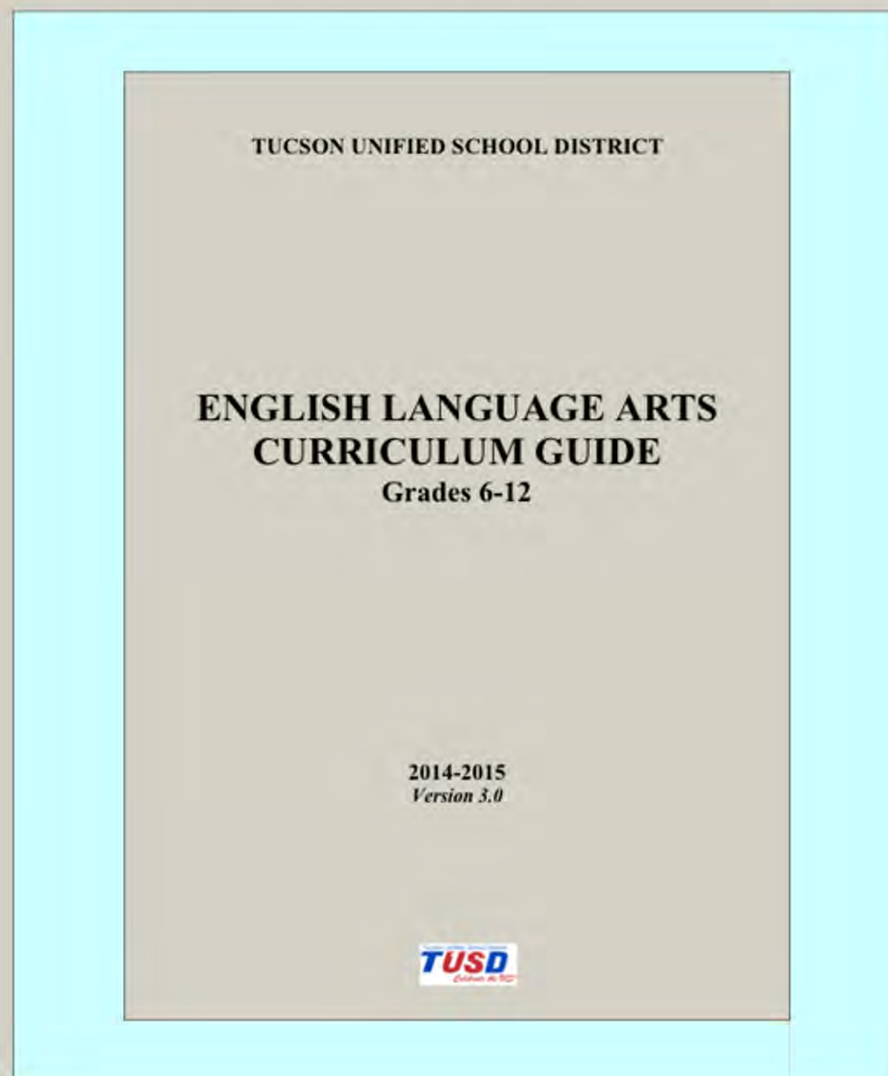
Looking Ahead: Goals for 2014-2015



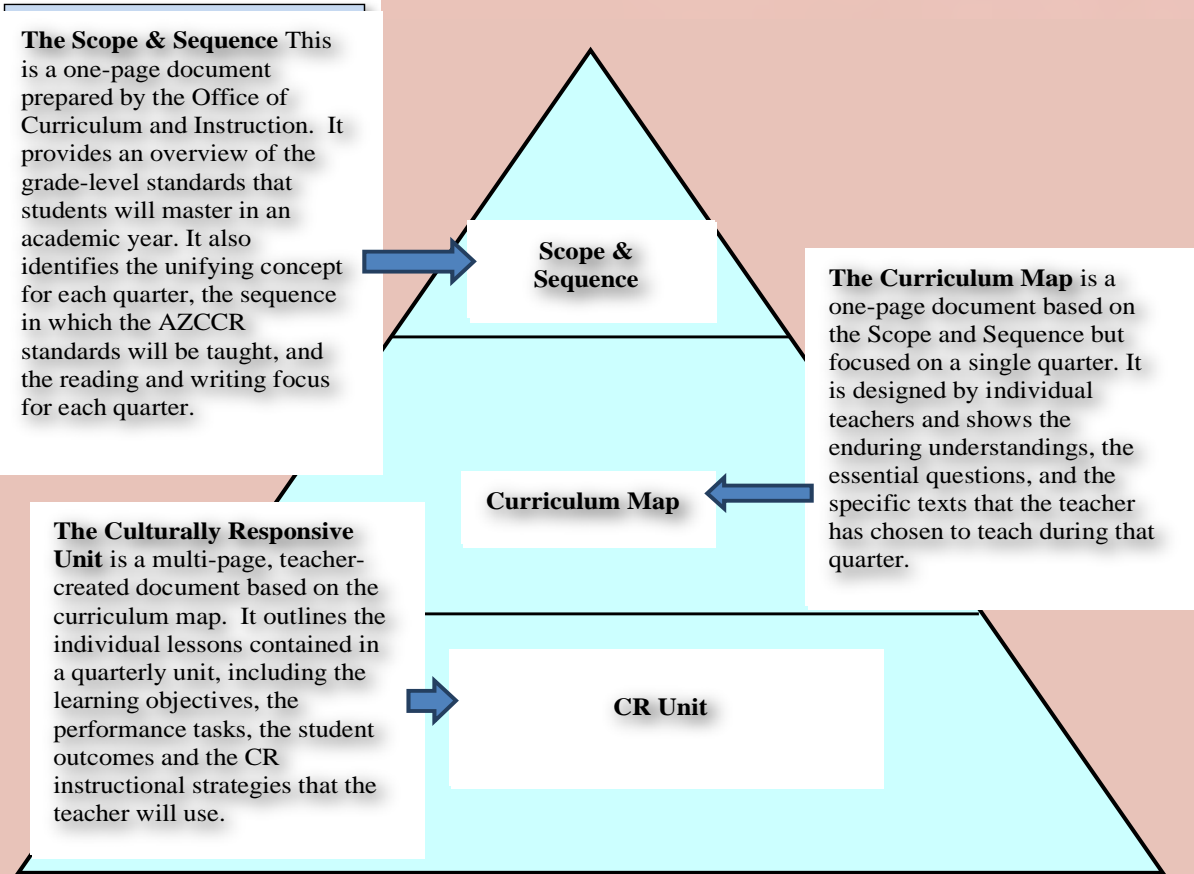
- Seamlessly integrate multicultural perspectives into the broader curriculum.
- Purchase cultural book kits for grades 1-5.
- Select two “lab” schools to integrate multicultural and global literature into the ELA block.
- Offer district-wide professional development and “short takes” to make Multicultural Education synonymous with the “TUSD Way.”
- Offer training and workshops at the lab schools for all and any interested TUSD teachers and administrators.
- Develop the specific multicultural competence measures, based on Danielson.

ELA Curriculum Guide

- Shows the established scope and sequence for all English language arts courses in grades 6-12, and provides sample curriculum maps.



Tucson Unified School District
PYRAMID OF CURRICULUM DEVELOPMENT
English Language Arts



TOOL KIT					
AZCCR Standards	Literacy Framework	Glossary of Curricular Terms	Unit Quality Rubric	PARCC Writing Rubric	Examples of EU & EQs
Curriculum Map Template	Lesson Plan Template	AZ Content Standards	Standards Checklist	UbD Unit Planner	House Graphic

Scope & Sequence

Established by the district to describe the basic elements that must be included in the curriculum map for a given course.

TUSD Scope & Sequence: 11th Grade ELA

1 st Quarter	
Unifying Concept: Foundations	
Reading Focus: <i>Literary</i>	Writing Focus: <i>Argumentative</i>
<p>Constant Standards are addressed routinely every quarter. RL 10; RI 10; W 4, 5, 6, 9, 10; SL 1, 2, 6; L 1, 2, 6</p>	
<p>Target Standards: shall be emphasized during the quarter and used in a formal assessment to evaluate student mastery. RL 1, 2, 5, 6 RI 5 W 1, 3</p>	
<p>Complementary Standards reinforce the target standards. RI 6 L 5</p>	

2 nd Quarter	
Unifying Concept: Perceptions	
Reading Focus: <i>Informational</i>	Writing Focus: <i>Explanatory</i>
<p>Constant Standards are addressed routinely every quarter. RL 10; RI 10; W 4, 5, 6, 9, 10; SL 1, 2, 6; L 1, 2, 6</p>	
<p>Target Standards: shall be emphasized during the quarter and used in a formal assessment to evaluate student mastery. RL 3, 4 RI 1, 2, 3, 7, 8 W 2 L 3, 4</p>	
<p>Complementary Standards reinforce the target standards. RI 6, 9 W 7, 8</p>	

3 rd Quarter	
Unifying Concept: Transformations	
Reading Focus: <i>Literary</i>	Writing Focus: <i>Explanatory</i>
<p>Constant Standards are addressed routinely every quarter. RL 10; RI 10; W 4, 5, 6, 9, 10; SL 1, 2, 6; L 1, 2, 6</p>	
<p>Target Standards: shall be emphasized during the quarter and used in a formal assessment to evaluate student mastery. RL 7, 9 W 2, 7, 8 L 5</p>	
<p>Complementary Standards reinforce the target standards. W 3 SL 4, 5 L 3, 4</p>	

4 th Quarter	
Unifying Concept: Realizations	
Reading Focus: <i>Informational</i>	Writing Focus: <i>Argumentative</i>
<p>Constant Standards are addressed routinely every quarter. RL 10; RI 10; W 4, 5, 6, 9, 10; SL 1, 2, 6; L 1, 2, 6</p>	
<p>Target Standards: shall be emphasized during the quarter and used in a formal assessment to evaluate student mastery. RI 4, 6, 9 W 1 SL 3, 4, 5</p>	
<p>Complementary Standards reinforce the target standards. RL 4 RI 8 L 4</p>	

AZCCR Standards

- Constant Standards
- Target Standards
- Complementary Standards



Literacy Framework

Literacy Framework (Grades 6-12 ELA)

READING FOCUS

1 st Quarter: Literary	2 nd Quarter: Informational	3 rd Quarter: Literary	4 th Quarter: Informational
1 extended text 3 short literary texts 2 short informational texts	1 extended text 3 short literary texts 2 short informational texts	1 extended text 3 short literary texts 2 short informational texts	1 extended text 3 short literary texts 2 short informational texts

! **READING COMPLEX TEXTS:** Students will read informational and literary grade-level texts of appropriate complexity. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6-12 must take place in content classes to meet the demands of the AZCCR standards.

READING EXTENDED TEXTS: Each unit includes at least one extended text, requiring about two to three weeks of concentrated focus: This should be an extended, full-length work of literature (such as a novel or a play) or longer literary nonfiction, depending on the focus of the unit. As with shorter texts, students will perform a close, analytic reading of the extended text; compare and synthesize ideas across other related texts; conduct text-focused discussions; and produce written work.

READING SHORT TEXTS: Each unit includes several short texts of sufficient complexity for close reading (with emphasis in two units on reading U.S. historical documents) that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking. Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. Shorter texts may account for three to four weeks of instruction. **Literary texts** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, plays, and poetry (narrative, lyrical, free-verse, sonnets, odes, ballads, and epics). **Informational/literary nonfiction** include personal essays; speeches; opinion pieces; essays; biographies; memoirs; journalism; and historical, scientific, or technical accounts (digital or not).

WRITING FOCUS

1 st Quarter: Argumentation	2 nd Quarter: Inform/Explain	3 rd Quarter: Inform/Explain	4 th Quarter: Argumentation
4 analyses 1 research inquiry (brief/full) 1 narrative (real/unreal event) routine writing (journals, etc.)	4 analyses 1 research inquiry (brief/full) 1 narrative (real/unreal event) routine writing (journals, etc.)	4 analyses 1 research inquiry (brief/full) 1 narrative (real/unreal event) routine writing (journals, etc.)	4 analyses 1 research inquiry (brief/full) 1 narrative (real/unreal event) routine writing (journals, etc.)

! **WRITING TO TEXTS:** Evidence from texts should be included in all writing, balanced with on-demand and review-and-revision tasks, so that
 • in grades 6-8 70% is analytical (35% argument & 35% explanatory/informative) and 30% is narrative; and
 • in grades 9-12 80% is analytical (40% argument & 40% explanatory/informative) and 20% is narrative

WRITING & TECHNOLOGY: Building student competence and confidence with technology should be part of instruction.

ROUTINE WRITING: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure, and content and to develop needed proficiencies in analysis.

ANALYTICAL WRITING: At least four analyses should be assigned per unit: All analytic writing should put a premium on using evidence as well as on crafting works that display a high degree of logical integration and coherence. These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph responses, allowing teachers to assess students' ability to paraphrase, infer, and integrate the ideas they have gleaned from their readings. Over the course of the year, analytic writing should include comparative analysis and compositions that share findings from the research project.

NARRATIVE WRITING: At least one narrative should be assigned per unit: Narrative writing offers students opportunities to express personal ideas and experiences; craft their own stories and descriptions; and deepen their understandings of literary concepts, structures, and genres through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions.

RESEARCH PROJECT: Each unit includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. (Research for shorter tasks should be a regular component of instruction.) This task should entail integrating knowledge from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the unit. Students are expected to assess the usefulness of each source, refocus their research during the process when appropriate and integrate the information gathered. Students can present their findings in a variety of modes in informal and more formal argumentative or explanatory contexts, either in writing or orally. Research aligned with the standards may take one to two weeks of instruction.

Depth vs. Width

- To emphasize that students should delve deeply into complex text, the Framework purposely suggests limiting the number of texts assigned each quarter:
 - One extended text
 - Novel/play or book-length non-fiction, such as a biography
 - Three short literary pieces
 - Short stories, poems, folktales
 - Two short informational texts
 - Essays, articles, letters

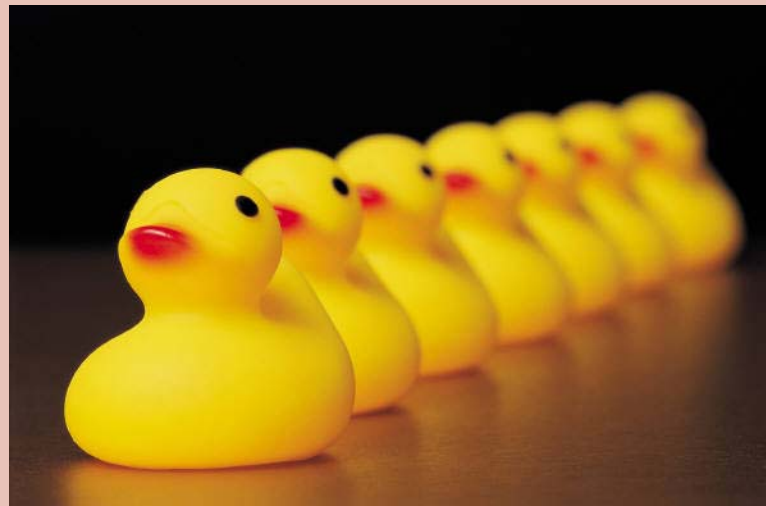
Curriculum Map Template

th Grade 1st Quarter-*Draft*
QUARTER 1 Unit 1:
Unifying Concept: Foundations

<p>Enduring Understandings & Related Essential Questions</p> <p>Enduring Understanding(s):</p> <p>Essential Question(s):</p>	<p>Selected Readings of Complex Texts to Support Writing</p> <p>Extended text (one or two):</p> <p>Thematically-connected texts of short length (six to ten):</p>	<p>Performance Assessment: Teacher Created Writing Task</p> <p>Target Standards:</p> <p>Reading RL RI (RL/RI.10 constant throughout the year)</p> <p>Writing .W (W.4, 5, 6, 9,10 constant throughout the year)</p> <p>Speaking and Listening SL (SL.1, 2, 6 constant throughout the year)</p> <p>Language L (L.1, 2, 6 constant throughout the year)</p> <p>Performance Assessment:</p>
<p>Writing Focus: Argument 4-6 analysis such as responding to print & non-print text, cite text to support position/claim, essay, media presentation, art project etc.</p>		
<p>Research :Possible topics:</p>		
<p>Extensions:</p>		
<p>Connection to Science</p> <p>Connection to Social Studies</p>		<p>Narrative: Possible topics:</p> <p>Extensions:</p> <p>Connection to Science:</p> <p>Connection to Social Studies:</p>

Exemplar Unit

- Eleventh Grade English
- Designated Culturally Relevant Course
- Customized for a particular teacher



11th GRADE AMERICAN LITERATURE: Mexican American Perspective

COURSE DESCRIPTION

This two-semester course provides 1 English credit toward graduation requirements. Students will explore the major periods of Mexican American literature, beginning with the oral traditions of Native American, Spanish and Mexican folklore and their influence on contemporary works. Students will read critically from a variety of genres and formats, including some English translations of texts originally written in Nahuatl or Spanish. Along with considering the content of these works, students will examine their cultural, historical, and political contexts, as well as how issues of race, class and gender affect their production and meaning. Keeping a dialectic journal, students will become conversant with the language of literary analysis and rhetoric, articulating and elaborating their thoughts in Socratic Seminars and Literature Circle discussion groups. Finally, students will write analytical and argumentative essays based on their readings, citing pertinent textual passages to support their conclusions.

First Quarter	Unit Title
	The Heritage of Mexican American Literature
	<p style="text-align: center;">Unit Description</p> <p>This nine-week unit investigates elements from traditional oral forms— folktales, dichos (proverbs), legends, and corridos (ballads)—as well as historical documents that continue to influence modern day Mexican American literature. Early accounts include not only the literary and historical writings authored by Spanish explorers, missionaries and soldiers, but also documents authored by Mayan and Aztec writers. Evidence suggests that surviving works from pre-Columbian literature are only remnants of what once was an extensive body of knowledge, most of it intentionally destroyed during the Spanish invasion of Mesoamerica.</p>

Second Quarter	Unit Title
	The Emergence of Chicano Literature
	<p style="text-align: center;">Unit Description</p> <p>During this quarter, students will examine Mexican American literature that documents the emergence of a distinctly Mexican American culture native to the United States and struggling to establish itself within the dominant society. Students will analyze writings from this period, which typically address the injustices faced by Mexican Americans, who despite being native to the continent and having strong indigenous roots, have been treated as outsiders and virtual “strangers in their own land.”</p>

Third Quarter	Unit Title
	La Familia
	<p style="text-align: center;">Unit Description</p> <p>Does aspiring to live the American Dream require sacrificing the cultural values traditionally nurtured in the barrio? Students will explore that and related questions on the theme of family, which appears regularly in works by Mexican American authors, whether depicting the extended family, the nuclear family, the fragmented family separated by divorce or by deportation, the family disintegrating from the crush of poverty, or the interracial family.</p>

Fourth Quarter	Unit Title
	Life and Death along the Border
	<p style="text-align: center;">Unit Description</p> <p>Students will compare the various approaches that contemporary authors have taken in characterizing the land and the people along the border with Mexico. The Southwest border region, where six Mexican states meet four U.S. states, is a vast area with a distinctive mixture of cultures, languages, customs, myths, physical dangers, and spectacular landscapes. For writers in general, and for many Mexican American authors in particular, the nature of the border region is an irresistible subject to explore.</p>

TUSD CURRICULUM MAP—ENGLISH LANGUAGE ARTS

English: Grade 11, Quarter 1	Unit Title: Heritage of Mexican American Literature
Unifying Concept: Foundations	Viewpoint: CR Mexican American Literature

ENDURING UNDERSTANDING: Literature reflects cultural values.

ESSENTIAL QUESTION: In what ways do literary works reflect cultural values?

SELECTED READINGS OF COMPLEX TEXTS	STANDARDS
<p>EXTENDED TEXT: <i>Women Who Live in Coffee Shops</i>, Stella Pope Duarte</p> <p>SUPPLEMENTARY TEXTS & MEDIA: “Woman Hollering Creek” by Sandra Cisneros “It Was a Silvery Night” by Tomás Rivera “You Men Who Fault Women” by Sor Juana Inez de la Cruz “To His Coy Mistress” by Andrew Marvel “La Llorona, El Kookoóee and Sexuality” by Rudolfo Anaya “History of Acoma Pueblo” by Denise Holladay Damico “The Killing of a State Cop,” Simon Ortiz “Supermán es ilegal,” Jorge Lerma</p>	<p>Reading –Literary Focus RL 1, 2, 5, 6; RI 5</p> <p>Writing-Argumentative Focus W 1, 3</p> <p>Speaking & Listening SL 3, 4</p> <p>Language L 4, 5</p> <p>Constant RL 10; RI 10; W 4, 5, 6, 9, 10; SL 1,2, 6; L 1,2,6</p>

RESEARCH COMPONENT:

A structured interview with a family member documenting the version of boogiemán or other scary childhood stories the person remembers being told during his or her childhood.

NARRATIVE COMPONENT:

A 500-word narrative providing a vivid account of a frightening incident, real or imagined.

INTERDISCIPLINARY CONNECTION:

Science: Dendrochronology and the dating of ancient structures.
Social Studies: The Spanish colonial period in American history.

PERFORMANCE ASSESSMENTS:

Summative: An argumentative essay in response to the following prompt: *Characterize the narrator’s values in one of the works you have read this quarter; then defend your characterization by citing evidence from the text.*

Formative: Short weekly writing responses to open-ended prompts, summaries, a reading log with reflections, participation in class discussions, graphic organizers, self-evaluations.

Social Studies

- Literacy standards for social studies and other content areas are distinct from those used in English language arts.
 - **Concept of Disciplinary Literacy**



MS Science Curriculum: Year-at-a-Glance



TUSD Science Curriculum, Grade 8

Year At A Glance

Science concepts at this grade level are organized into 3 main units of study. Concepts are developed in learning progressions throughout each unit, but do not depend on a specific sequence of instructional units across the school year.

AZ Science Standards: (Strands (S), Concepts (C))

All units address Arizona Science Standard Strand 1: Inquiry Process. Concepts: students formulate predictions, questions, or hypotheses based on observation (C1), design and conduct controlled investigations (C2), analyze and interpret data to explain correlations and results and formulate new questions (C3), and communicate results of investigations (C4).

All units address Arizona's College and Career Ready Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects: Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity; Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Strand 1: Inquiry (S1)	Strand 2: History and Nature of Science (S2)	Strand 3: Science in Personal and Social Perspectives (S3)	Strand 4: Life Science (S4)	Strand 5: Physical Science (S5)	Strand 6: Earth and Space Science (S6)
Our Genes, Ourselves/Evolution Unit Enduring Understandings All organisms reproduce either sexually or asexually. All organisms have genes, which are units of information for inherited traits passed from parents to offspring. Both heredity and environment play a role in determining the traits of an organism. Evolution occurs over time. Organisms adapt to their environment. Natural selection is the process by which organisms favorably adapt to the environment and survive to reproduce. Difficult ethical issues can occur when using information obtained through modern biotechnology.		Chemical Building Blocks Unit Enduring Understandings Everything in the universe is composed of matter and energy. All kinds of matter can be identified based on their physical and chemical properties. An atom is the basic unit of every element. All the matter in the universe that we know is characterized in the Periodic Table of the Elements. Interactions between atoms cause chemical changes that produce new substances with different chemical properties.		Motion, Forces and Energy Unit Enduring Understandings Everything in the universe is in motion. Force is a push or pull that can result in a change in motion. There are scientific laws that explain the motion of an object.	
Identify individual, cultural, and technological contributions to scientific knowledge.	8-S2-C1	Identify individual, cultural, and technological contributions to scientific knowledge.	8-S2-C1	Identify individual, cultural, and technological contributions to scientific knowledge.	8-S2-C1
Understand how science is a process for generating knowledge.	8-S2-C2	Understand how science is a process for generating knowledge.	8-S2-C2	Understand how science is a process for generating knowledge.	8-S2-C2
Describe the interactions between human populations, natural hazards, and the environment.	8-S3-C1	Describe the interactions between human populations, natural hazards, and the environment.	8-S3-C1	Describe the interactions between human populations, natural hazards, and the environment.	8-S3-C1
Develop viable solutions to a need or problem.	8-S3-C2	Develop viable solutions to a need or problem.	8-S3-C2	Develop viable solutions to a need or problem.	8-S3-C2
Understand the basic principles of heredity.	8-S4-C2	Understand physical and chemical properties of matter.	8-S5-C1	Understand the relationship between force and motion.	8-S5-C2
Identify structural and behavioral adaptations	8-S4-C4			Understand that energy can be stored and transferred.	8-S5-C3

Science Curriculum: COURSE DESCRIPTION

TUSD

Tucson Unified School District Science
Motion, Forces & Energy Unit, Grade 8

COURSE DESCRIPTION Motion, Forces, and Energy Unit

Students learn and apply important concepts of motion, forces, and energy throughout this unit. They conduct investigations to describe and measure motion using speed, velocity, and acceleration. Newton's three laws of motion are explored and students learn how forces change all types of motion. They manipulate variables, create models, and communicate results of carefully designed experiments. During the inquiry lessons students will use science and engineering practices that support critical thinking, questioning, engineering design processes, reading and writing to build scientific literacy, communication, and problem solving. Incorporating science crosscutting concepts will help students organize knowledge from various disciplines and enable them to develop a coherent and scientifically-based view of the world. Students will read critically from a variety of science genres and formats, and respond thoughtfully in discussions and through writing to develop science content knowledge. Students will articulate and elaborate their thoughts and analyses by writing as scientists do in science notebooks, and then will produce expository and analytical text to further their science content knowledge and communicate their thinking and learning.

Part One	Motion
	Students are introduced to basic concepts of motion by exploring and engaging in labs and demonstrations focused on inertia, air resistance, and Newton's laws. They measure speed, velocity, and acceleration to determine patterns and trends and apply the data to develop explanations of different types of motion. They learn to graph motion showing changes in distance as a function of time as well as calculate speeds of various moving objects. Students apply their understanding of motion by planning and conducting experiments to determine the speed at which something travels as well as its direction in order to then know its velocity.

Forces	
Students are introduced to Newton's three laws of motion and learn how forces change all kinds of motion. Applying the three laws allows students to conduct scientific experiments, manipulate and control variables, collect and interpret data, and explain generalizations. Students develop, revise, and engineer models to test. Important foundational concepts will be defined and communicated through scientific vocabulary, experimental design, lab reports, and application to real world situations. Engineering design processes are used to meet design challenges. The relationships between force, mass, and acceleration are explored and tested. Students also explore friction and identify factors that determine the friction force between two surfaces. The effects of gravity and air resistance on an object in free fall are determined. Newton's third law is explored by defining and calculating momentum and the conservation of momentum. Action-reaction experiences allow students to construct explanations of how forces can be added together only if they are acting on the same object. Units of measurement are used in formulas and mathematical calculations to fully understand the scientific concepts.	Part Two

Part Three	Energy and Power
	All motion can be described in terms of energy. Students develop and communicate their understanding of kinetic and potential energy in action – they plan, design, and build a model to demonstrate the application of these concepts. By modifying variables of their design students are able to extend and deepen their learning about energy conversions and the law of conservation of energy. Students describe the relationship between work and energy, define and calculate potential and kinetic energy, and identify different forms of energy in real world situations. Students determine that work is the transfer of energy and learn scientific and mathematical measurements to indicate work and energy. Different forms of energy – mechanical, thermal, chemical, electrical, electromagnet, nuclear - are introduced and applied to relevant experiences through reading, writing, and simple experiments.

Science Curriculum: CURRICULUM MAP

TUSD

Tucson Unified School District Science
Motion, Forces & Energy Unit, Grade 8

8th Grade Motion, Forces, and Energy Curriculum Map

Enduring Understandings:

- Everything in the universe is in motion and there are laws that explain the motion of objects.
- Force is a push or pull that can result in a change in motion.

Big Ideas	Reading & Writing Opportunities in Science	Assessment Opportunities
<p>Essential Question(s)</p> <ul style="list-style-type: none"> • How can we explain that everything in the universe is in motion? • Why does a body resist changes in its motion? • How do bodies accelerate? • How do mass and force determine acceleration? • In what ways do forces occur? • Where do we see examples of the laws of motion in our daily lives? <p>Crosscutting Concepts</p> <ul style="list-style-type: none"> • Patterns • Cause and effect: Mechanism and explanation • Scale, proportion, and quantity • Systems and system models • Energy and matter: flows, cycles, and conservation • Structure and function • Stability and change <p>Unifying Concepts</p> <p>Quarter 1: Foundations/ Systems Quarter 2: Coming of Age/Perspective Quarter 3: Transformation/ Change Quarter 4: Reality vs. Creativity</p>	<p>When reading scientific texts, students need to be able to gain content knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Read a section from a textbook and analyze how structures within the text (headers, bold words, embedded definitions, and graphics) help the reader understand the meaning of the text. • Follow written instructions for conducting force and motion experiments • Determine the meaning of variables in mathematical equations, such as $F=ma$ • Integrate written descriptions in a lab journal of measured movement over time with position-time graphs. <p>Writing is a key means of asserting and defending claims, constructing arguments based on reason and evidence, showing what students know about a subject. Science notebooks are critical and essential components of science learning whereby students record observations, data, visual representations, and thinking about their learning.</p> <p>Examples:</p> <ul style="list-style-type: none"> • After completing an experiment that compared the motion of an object on different surfaces, write a conclusion that supports or refutes the statement "Rough surfaces provide more friction than smooth surfaces" and provide evidence to support the claim with the experimentally collected data in addition to other existing research. • As part of a challenge, design and test model cars with the goal of trying to get the car to go down a ramp and then travel the longest distance. Write a technical report that includes appropriate displays of the test data, descriptions and/or illustrations of the car design, and explanations of how preliminary test data were used to refine the car design. • Write a lab report based on an activity aligned to the grade level Science Standard. In the report, include procedures, tables, graphs, charts, and/or diagrams that communicate the purpose, results, and conclusions of the research. • Following a lab aligned to the grade level Science Standard, make a research claim and then find supporting evidence or scientific principles that support the claim. These additional sources can either be teacher provided or student researched. 	<p>Pre/Post Unit Assessment: http://intranet/science/Kit_Asmts.html</p> <p>Concept Map - pre and post with linking phrases to indicate relationships of concepts and processes</p> <p>Formative/Performance Assessment Examples</p> <p>Quick writes (e.g. definitions and examples of different forms of energy and their use to do work in the world)</p> <p>Conduct research and construct explanations using words, visuals, and data (e.g. how food energy is related to nutrition)</p> <p>Engage in arguments with evidence and reasoning (e.g. to support application of Newton's laws of motion to engineering design)</p> <p>Design and conduct a fair test experiment identifying and controlling variables and using safe procedures</p>

Science Curriculum: CURRICULUM MAP

TUSD

Tucson Unified School District Science
Motion, Forces & Energy Unit, Grade 8

<p>Texts and Resources Primary: Prentice Hall Teacher Guide Prentice Hall Student Resource Books TUSD Science Resource Center website</p>	<p>Arizona 8th Grade Science Standards Constant Standard: Strand 1-Inquiry Targeted Science Standards: (8-S2-C1) Identify individual, cultural, and technological contributions to scientific knowledge. (8-S2-C2) Understand how science is a process for generating knowledge. (8-S3-C1) Describe the interactions between human populations, natural hazards, and the environment. (8-S3-C2) Develop viable solutions to a need or problem. (8-S5-C2) Understand the relationship between force and motion. (8-S5-C3) Understand that energy can be stored and transferred.</p>	
<p>Supplemental:</p>	<p>6-8 Reading Standards for Literacy in Science and Technical Subjects for 8th Grade Constant Standards are addressed routinely every quarter. RST.10, WHST 4, 5, 6, 9 and 10</p> <p>Target Standards are emphasized during the quarter and used in a formal assessment to evaluate student mastery. Complementary Standards reinforce the target standards.</p> <p>Quarter 1: RI 1, 6, 9, WHST 1 (RI 2, WHST 2 and 3) Quarter 2: RI 1, 2, 3, 4, 6, WHST 2, 7, 8 Quarter 3: RI 1, 2, 3, 5, WHST 2 and 3 (RI 5 and 6) Quarter 4: RI 1, 2, 3, 7, 8, WHST 1 and 8 (RI 4, 6, WHST 7)</p>	
	<p>Quarterly Reading Focus: Quarter 1: Literary Quarter 2: Informational Quarter 3: Literary Quarter 4: Informational</p>	<p>Quarterly Writing Focus: Quarter 1: Argumentative Quarter 2: Explanatory Quarter 3: Argumentative Quarter 4: Explanatory</p>
	<p>Science and Engineering Practices</p> <ul style="list-style-type: none"> • Asking questions and defining problems • Developing and using models • Planning and carrying out investigations • Analyzing and interpreting data • Using mathematics and computational thinking • Constructing explanations • Engaging in argument from evidence • Obtaining, evaluating, and communicating 	

Science Curriculum: SCOPE & SEQUENCE

Tucson Unified School District Science
Motion, Forces & Energy Unit, Grade 8

TUSD

Science Scope and Sequence, Motion, Forces & Energy Unit, 8th Grade

Part One- Motion
<p>Unifying Concept: Describing and Measuring Motion</p> <p>Constant Standards routinely addressed in this part of the unit:</p> <p>(8-S1-C1) Formulate predictions, questions, or hypotheses based on observations. Locate appropriate resources.</p> <p>(8-S1-C2) Design and conduct controlled investigations.</p> <p>(8-S1-C3) Analyze and interpret data to explain correlations and results; formulate new questions.</p> <p>(8-S1-C4) Communicate results of investigations.</p> <p>(8-S2-C1) Identify individual, cultural, and technological contributions to scientific knowledge.</p> <p>(8-S2-C2) Understand how science is a process for generating knowledge.</p> <p>(8-S3-C2) Develop viable solutions to a need or problem.</p>
<p>Target Content Standards: shall be emphasized during the lessons and used in a formal assessment to evaluate student mastery.</p>
<p>(8-S5-C2) Understand the relationship between force and motion.</p>

Part Two- Forces
<p>Unifying Concept: Forces & Motion, Action & Reaction</p> <p>Constant Standards routinely addressed in each part of the unit and include:</p> <p>(8-S1-C1) Formulate predictions, questions, or hypotheses based on observations. Locate appropriate resources.</p> <p>(8-S1-C2) Design and conduct controlled investigations.</p> <p>(8-S1-C3) Analyze and interpret data to explain correlations and results; formulate new questions.</p> <p>(8-S1-C4) Communicate results of investigations.</p> <p>(8-S2-C1) Identify individual, cultural, and technological contributions to scientific knowledge.</p> <p>(8-S2-C2) Understand how science is a process for generating knowledge.</p> <p>(8-S3-C2) Develop viable solutions to a need or problem.</p>
<p>Target Content Standards: shall be emphasized during the investigation and used in a formal assessment to evaluate student mastery.</p>
<p>(8-S5-C2) Understand the relationship between force and motion.</p>

Part Three- Energy
<p>Unifying Concept: Power and Momentum</p> <p>Constant Standards are routinely addressed in each part of the unit and include:</p> <p>(8-S1-C1) Formulate predictions, questions, or hypotheses based on observations. Locate appropriate resources.</p> <p>(8-S1-C2) Design and conduct controlled investigations.</p> <p>(8-S1-C3) Analyze and interpret data to explain correlations and results; formulate new questions.</p> <p>(8-S1-C4) Communicate results of investigations.</p> <p>(8-S2-C1) Identify individual, cultural, and technological contributions to scientific knowledge.</p> <p>(8-S2-C2) Understand how science is a process for generating knowledge.</p> <p>(8-S3-C2) Develop viable solutions to a need or problem.</p>
<p>Target Content Standards: shall be emphasized during the investigation and used in a formal assessment to evaluate student mastery.</p>
<p>(8-S5-C2) Understand the relationship between force and motion.</p>

HS Science Curriculum: Year-at-a-

TUSD

Grade 9 STEM Science & Sustainability YEAR at a GLANCE

STEM Science course concepts are organized into 5 main units of study. Concepts are developed in learning progressions throughout each unit, but do not depend on a specific sequence of instructional units across the school year (with the exception of the Inquiry Unit, which should be taught only once at the beginning of the year and embedded throughout) regardless of the sequence of the MACRO and MICRO Units.

All units address Arizona Science Standard Strand 1: Inquiry Process. Concepts = students formulate predictions, questions, or hypotheses based on observation (C1), design and conduct controlled investigations (C2), analyze and interpret data to explain correlations and results and formulate new questions (C3), and communicate results of investigations (C4).

Strand 1 - Inquiry	Strand 2 - History and Nature of Science	Strand 3 - Science in Personal and Social Perspectives	Strand 4 - Life Science	Strand 5 - Physical Science	Strand 6 - Earth and Space Science
<p>MANDATORY UNIT ONE Principles of Science, Engineering, and Inquiry <u>Big Ideas:</u> The goal of science is the construction of theories that explain the material world. Science often involves the use of models and simulations to help develop explanations about natural phenomenon. Science cannot advance if scientists are unable to communicate their findings clearly (and persuasively) or learn about the finding of others. Understanding the scientific process (method) and being able to work with metric units and conversions allows your data to be gathered in an understanding and systematic method. <u>AZ Science Standards</u> Strand 1: Inquiry Process Strand 2: History and Nature of Science Strand 3: Science in Personal and Social Perspectives Strand 4: Life Science</p> <p><u>Energy Literacy Essential Principles</u> covered throughout ALL UNITS of course http://energy.gov/eere/education/downloads/7-energy-literacy-principles <u>Digital Age Learning Standards- Intl. Society for Technical Education</u> http://www.iste.org/standards/standards-for-students</p>	<p>MICRO Using Earth's Resources <u>Big Ideas:</u> The quality of life of individuals and societies is affected by energy choices. Science and technology are fundamental to the development of sustainable living. Various sources of energy can be used to power human activities, and often this energy Looking for and analyzing patterns is foundational to understanding the position of elements of the Periodic Table and their subsequent chemical combinations Different regions of the globe have renewable and non-renewable energy resources. <u>AZ Science Standard-</u> Strand 3 - Science in Personal and Social Perspectives Strand 5: Physical Sciences</p>	<p>MICRO Moving the World <u>Big Ideas:</u> Various sources of energy can be used to power human activities. Energy is most often transferred from source to destination Most energy sources used by humans today are non-renewable. Energy decisions are influenced by economic, political, environmental and social factors. The Laws of Physics are fundamental to understanding energy use and transfer. Energy is a physical quantity that follows precise natural laws. Science and technology (research and development) are both needed to create and manage Earth's finite resources. The Electromagnetic Spectrum (ems) includes all energy wavelengths. <u>AZ Science Standards</u> Strand 3 - Science in Personal and Social Perspectives Strand 5 - Physical Science</p>	<p>MACRO Living on Earth <u>Big Ideas:</u> Energy is a physical quantity that follows precise natural laws. Energy is required for all living organisms in all Earth systems. Energy is neither created nor destroyed only transferred. Global and local population growth can create environmental concerns. Scientific research and technological development are foundations for creating sustainable living for humans, while maintaining the integrity of the environment "forever". In the long run, green energy pathways are more beneficial to the planet while still allowing energy for human living. <u>AZ Science Standards</u> Strand 3 - Science in Personal and Social Perspectives Strand 4 - Life Science Strand 5: Physical Sciences Strand 6 - Earth and Space Science</p>	<p>MACRO Feeding the World <u>Big Ideas:</u> Feeding global populations requires systematic thinking and collective problem solving. Biological processes depend on energy flow through the Earth system. Genetic engineering has enabled modern agriculture to increase food production per acre of land. The food choices we make for our source of macromolecules (protein, carbohydrates, lipids) for energy and growth affects the environment of the world. The quality of life of individuals and societies is affected by energy choices. Energy is involved in both the production and transportation of food. <u>AZ Science Standards</u> Strand 4 - Life Science Strand 6: Earth & Space Science</p>	

Planning Site Implementation

Presenters? Prep time? Where/when?
Date & time for PD? Combined staff
or by department? Equipment?
Handouts? Questions to anticipate?

A Moment for Reflection

Please respond to the following...

- What are the three most important things you learned today?
- What are two questions you would still like answered?
- What is the one walk-away idea that you want to emphasize with your faculty?

Thank You for Your Feedback!



Kathryn
Chávez

&

Sal
Gabaldón

Argumentative Writing in All Subjects



*Tucson Unified School District
Office of Curriculum, Instruction,
Professional Development, & Assessment*
Curriculum & Student Engagement: MODULE 3
Grades 6-12
August 28 and 29, 2014

Quick Write

“Beginning as early as the latter elementary years, schools should offer -- no, require -- age-appropriate cross-cultural studies that would, in effect, introduce us to us.”

-- Leonard Pitts

Jot down your thoughts to this claim. Clarify your response.

Outcomes

- Explain the key elements for argumentative writing
- Write a short argumentative essay with a claim, evidence and interpretation
- Identify at least two culturally responsive (CR) strategies that promote effective critical thinking among all learners, particularly African American and Latino students.

Agenda

- Critical Elements and Characteristics
- Strategies for Argumentation
- Application of Argumentative Writing

Norms

- Equity of Voice
- Active listening
- Respect for all perspectives
- Safety and confidentiality
- Respectful use of technology



COMMON CORE SHIFTS FOR ELA / LITERACY

STUDENT
ACHIEVEMENT
PARTNERS

ACHIEVETHECORE.ORG

- 1 Regular practice with **complex text** and its **academic language**
- 2 Reading, writing and speaking grounded in **evidence from text**, both literary and informational
- 3 **Building knowledge** through **content-rich nonfiction**

Basic Elements

- Claim
- Evidence
- Interpretation (Warrants)
- Counterclaim
- Rebuttal

Definitions

- **Claim**—The main point you will argue
- **Evidence**—Supporting facts, figures, statistics, and/or observations
- **Interpretation**—Logical explanation showing how the evidence supports the claim
- **Counterclaim**—A different claim negating the original
- **Rebuttal**—Evidence negating the counterclaim

Annotate the Text

- Highlight the claim. Put a C
- Underline the evidence. Put an E
- Circle the interpretation. Put an I
- Find the counterclaim. Put a CC
- Identify the rebuttal.

C-E-I-Cc-R

- C—“Schools should offer...cross-cultural studies.”
- E—“Unconscious biases have real impact... Michael Brown lying dead in the street... [yet] 7 white Hispanic teens questioned, released.”
- I—“Black kids are strangers to benefit of the doubt.”
- CC—“You might consider this Utopian.”
- R—“A mile in another man’s shoes [may] inoculate you against bias.”

Rigor at Each Grade Level

6	The requirements shift from writing opinions to writing arguments . Students need to make a claim . They must effectively introduce, support, and organize their claims and evidence. They must use credible sources , and they must maintain a formal style .
7	Now, students not only introduce, support, and organize their own claims, but they also acknowledge alternate/opposing claims . In addition, they must gather evidence by using accurate , credible sources. They need to maintain a formal style.
8	Students not only acknowledge alternate claims, but they also distinguish these claims from their own. The other requirements from grades 6-7 still stand.
9-10	Once they are in high school, students make more precise claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence . They develop claims and counterclaims fairly ; they anticipate the audience's knowledge level and concerns ; and they maintain a formal style and objective tone while attending to norms and conventions of the discipline in which they are writing.
11-12	In addition to meeting the above requirements, students now make precise and knowledgeable claims ; they establish the significance of their claims; they acknowledge the audience's knowledge level, concerns, values , and possible biases ; and they must use varied syntax .

“It’s clear from observing student writing in various contexts that although adolescents may intend to write an argument, they often see no need to present evidence or show why it is relevant; they merely express (usually vague) opinions.”

George Hillocks, Jr.

2 Strategies for Argumentation

- C-E-I graphic organizer for prewriting*
- They Say / I Say template*

C-E-I –Looking at Evidence 1st

Evidence (Facts, Examples, Definitions, Statistics, Expert Ideas)	Interpretation (What does the evidence mean? Why is it important?)	Claim (My conclusion that pulls the argument together)
<u>Example: From paragraph 2</u> "Only a fraction of Americans have ever set foot in the state of Missouri, much less in Ferguson."	<u>Example:</u> The author implies that we need not concern ourselves about things that happen in places where we don't reside.	<u>Example:</u> Small towns need to take care of their own business.

They Say...I Say 2-Paragraph Template

The general argument made by author X in her/his work, _____, is that _____. More specifically, X argues that _____. She/he writes, “_____.” In this passage, X is suggesting that _____. In conclusion, X’s belief is that _____.

In my view, X is wrong/right, because _____. More specifically, I believe that _____. For example, _____. Although X might object that _____, I maintain that _____. Therefore, I conclude that _____.

Graff and Birkenstein, 2012

Let's Practice

Do you agree that “beginning in the latter elementary years, schools should... require age-appropriate cross-cultural studies that would...introduce us to us?”

- *Referring to the Op Eds by Pitts and Geraghty, use the C-E-I chart or the They Say / I Say template.*
- *Write a mini argumentative essay supporting your stance.*

Resources for Teaching Argumentative Writing

- Achieve the Core. ELA/Literacy for Grades 6-12.
<http://achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12> *Lessons and Student Samples.*
- Burke, Jim. Teaching Reading in the Content Areas
<http://www.englishcompanion.com/pdfDocs/BurkeHOutsFullWorkshop.pdf> See p. 47 for writing argument graphic organizer and p. 12 for sentence starters and frames
- Davis, Lauren. 8 Strategies for Designing Lesson Plans to Meet the CCSS Opinion and Argument Writing Requirements.
<http://www.nsta.org/docs/2013congressccssargumentation.pdf> *Progression of rigor chart and description of strategies*
- Duffy, Matthew. “Argumentative Writing in Science.”
<http://prezi.com/llkabjkn2pdz/argumentative-writing-in-science/> *Examples of science prompts for argumentative writing*

Resources for Teaching Argumentative Writing

- Graff, Gerald and Cathy Birkenstein. 2014. *They Say, I Say: The Moves That Matter in Academic Writing*. 3rd ed
http://www.amazon.com/They-Say-Academic-Writing-Edition/dp/0393935841/ref=dp_ob_image_bk Shows students how to engage in argumentative writing; offers many useful templates
- Hillocks, Jr., George. Teaching Argument Writing: Grades 6-12.
<http://www.heinemann.com/shared/onlineresources/e01396/introandchapter1.pdf> Elements of argument writing and strategies for teaching it
- ProCon.org <http://www.procon.org/> Resources for critical thinking and argumentation across multiple content areas
- Smekens Education Solutions, Inc. “Persuasive vs. Argumentative Writing Samples.”
<http://www.smekenseducation.com/argumentative-v-persuasive-writing.html> 2 samples showing difference between persuasive and argumentative essays
- Stuart, Jr., Dave. Non-Freaked Out Common Core—Part 4—Argument and Debate. <http://www.teachingthecore.com/non-freaked-out-common-core-argument-debate/> Argument via debate

Resources for Teaching Argumentative Writing

- TC Reading and Writing Project “Teaching Students to Examine Craft Moves and Author’s Intent in Mentor Persuasive Essay in Order to Support Revision”
<http://vimeo.com/album/2192388/video/56066196> *Fifteen-minute video of middle school teacher and students analyzing a mentor text for its persuasive/argumentative features as preparation for revising drafts*
- The Online Writing Lab at Purdue. “Argumentative Essays”
<https://owl.english.purdue.edu/owl/resource/685/05/> *Description of argumentative essays and explanation of the structure*
- Tucker, Caitlin. “Common Core Standards: Teaching Argument Writing” <http://catlintucker.com/2012/10/common-core-standards-teaching-argument-writing/> *Strategies for teaching argument writing*
- 2011 Utah ELA Core Academy. “The 7 C’s of Argumentation”
http://www.uen.org/core/languagearts/writing/downloads/7C_argumentation.pdf *Outline of argumentation process*

Outcomes

- Explain the key elements for argumentative writing
- Write a short argumentative essay with a claim, evidence and interpretation
- Identify at least two culturally responsive (CR) strategies that promote effective critical thinking among all learners, particularly African American and Latino students.

EXIT SLIP:

What do you need to implement argumentative writing?

Write:

- o 3 new things you learned today
- o 2 concerns or questions
- o 1 thing you will implement right away or change right away based on AZCCRS.



Close Reading in the Classroom



Office of Curriculum & Instruction

Tucson Unified School District
Curriculum & Student Engagement: MODULE 6
November 13, 2014
6-12 ELA

What is close reading?

At your tables discuss your understanding of close reading.

Outcomes

- Gain knowledge of close reading and make connections to the ELA shifts
- Practice annotation to identify key components of close reading
- Recognize culturally responsive instructional strategies that occur during close reading

Norms

- Equity of Voice
- Active Listening
- Respect for All Perspectives
- Safety and Confidentiality
- Respectful Use of Technology

ELA SHIFTS

1. Regular practice with **complex text** and its **academic language**
2. Reading, writing and speaking grounded in **evidence from the text**, both literary and informational
3. **Building knowledge through content-rich nonfiction**

Connecting to ELA standards and Content Literacy Standards

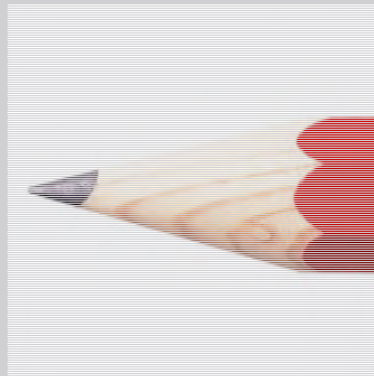
Close reading provides the opportunity for multiple standards to be practiced in both literary and **informational** reading.

Connecting to Culturally Responsive Instruction

Refers to the practice of accessing all students' strengths and cultural understandings (social capital) so as to better engage students in learning

Annotation is a note of any form made
while reading text.

“Reading with a pencil.”



Annotation slows down the reader in order to deepen understanding.



Annotation is not highlighting.



People have been annotating texts since there have been texts to annotate.

et pro vobis peccata vba superbie blasphemasti?
et implevisti mala rogitatione tua et ostendisti
con vnu fortitudiez tua. **E**t possi fare qd' **f**ermioa tractasti
mee tu es. **N**unquid irascaris in pece-
tuu? aut pleuetabis in sinem? **E**cce lo-
nita es et fecisti mala: et potuisti. **E**t di-
xit dominus ad me i diebus iohie regis.
Nunquid vidisti que fecerit aueclatrix
israhel? **A**bijt sibi met super omnem
montem excelsum et sub omni ligno
frondoso: et fornicata est ibi. **E**t dixi
cum fecisset hec omnia. ad me reuerse-
re: et no est reuersa. **E**t vidit puarica

ultra. **S**alē sol
omnes
rusalē:
tem cor
ibit do
veniet s
quā ted
Quom
bi tectā

Et cum hinc
monstris hanc con
vont, si quidam
recto applicatur
Regula per septima
Observationem in
aperta; ut supra Grafi
tudinem hanc melle
Aqua, qua usat
dono, color in di
vongit oculi obliqui
vobis ex hie obliqui
proportionaliter
stis hanc angul
eiusmodi, cuius
simus et prima
100 Arithmetici medii proportionali
Inventio & Refractionis; incipiendo a similitudine
a Tunc Refractionis, quando Refractio est ex aere in
a hinc Invenit.

... est, Vim Refringentem Aquae, posse ad
pone esse nonnihil immutatam. In tertia
la Craffitudo, qua quis unus color in
liquidatibus exhibeatur, exprimitur talibus
quarum decem tum constituent craffitudinem
exhibendo aptam, cum radii incidant ad perpen
Observavi aliquando, Colores, qui ornam
lybe polito, cum is calehat; vel in Aere Camer
Metallis, cum liquefiant & in Terram effusa
aperto Aere refrigerant; mutatos fuisse
Colores Bullarum Aquae, quum in diversis
bus inspicerentur; Et speciatim caeruleum
violaceum, cum valde ex obliquo inspe
vertisse se in colorem rubeum saturum. Ver
vero horum Colorum Mutationes, multo
quam Colorum Aqua exhibitorem. Etenim
pars Metallī vitrificata, quam plerq; Me
minis Nobium Relic
videretur; nubes co
Bullam Transpelle,
cuitu exhibebant: E
Lumine caerulea vidi
Cum Lapidis Spe
utiq; Tenuitas tanta
aquae exhiberent, m
liores continuo lang
mellas ea sui facie,
cerem: Atqui Grad
lorum, quod quide
batur: Itaq; id, q
colorem producend
ex sua lamella ips
Medii circumjacer
vationum decime a
ta Craffitudine sim
Specularis, vel ali
certum quemvis co

1. Before Breakfast

alliteration

WHERE'S Papa going with that ax?" said Fern to her mother as they were setting the table for breakfast.

Mrs. Arable "Some pigs were born last night."

"I don't see why he needs an ax," continued Fern, who was only eight.

"Well," said her mother, "one of the pigs is a runt. It's very small and weak, and it will never amount to anything. So your father has decided to do away with it."

"Do away with it?" shrieked Fern. "You mean kill it? Just because it's smaller than the others?"

Mrs. Arable put a pitcher of cream on the table. "Don't yell, Fern!" she said. "Your father is right. The pig would probably die anyway."

Fern pushed a chair out of the way and ran outdoors. The grass was wet and the earth smelled of springtime. Fern's sneakers were sopping by the time she caught up with her father.

plowable

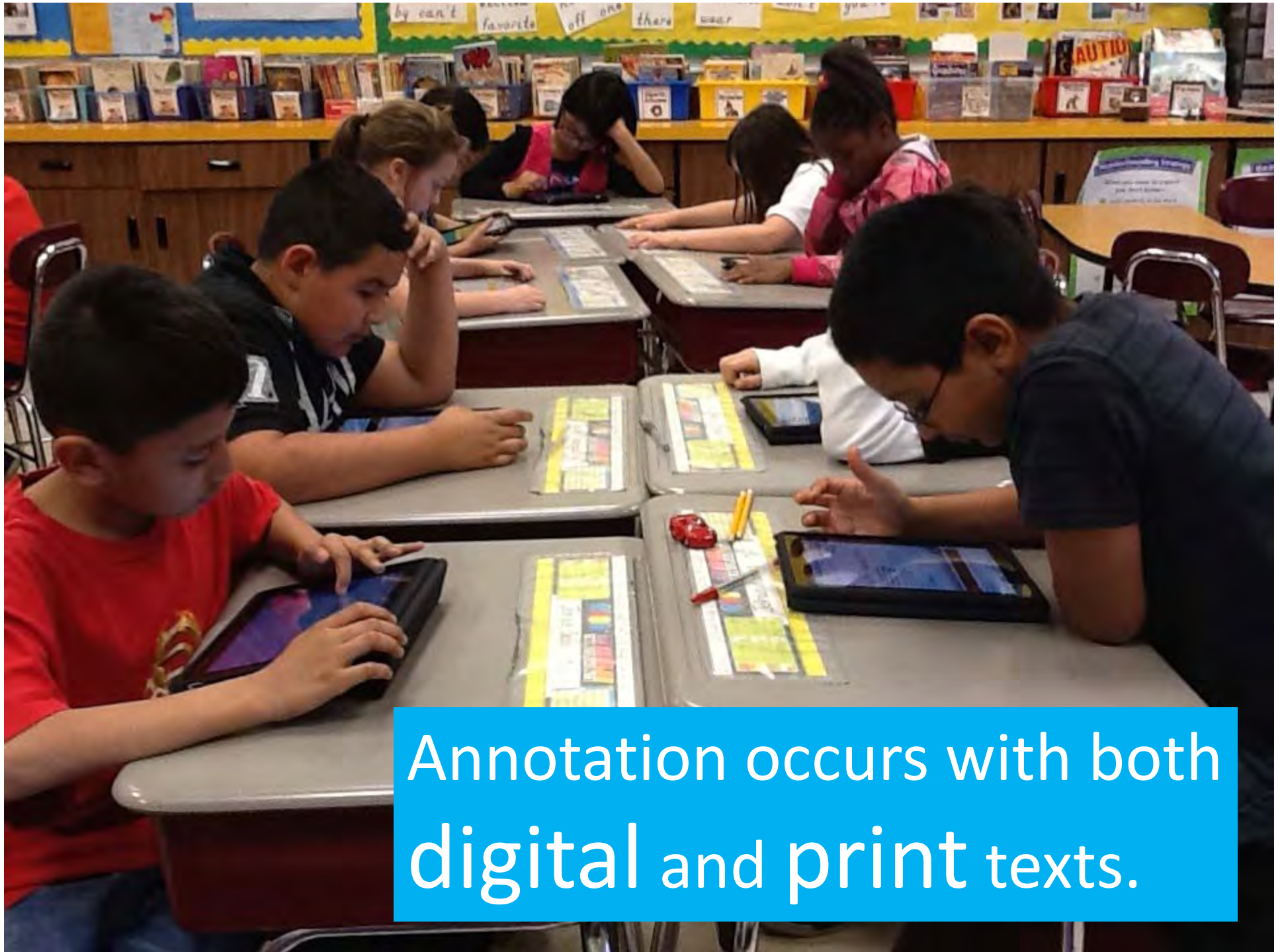
nature

death

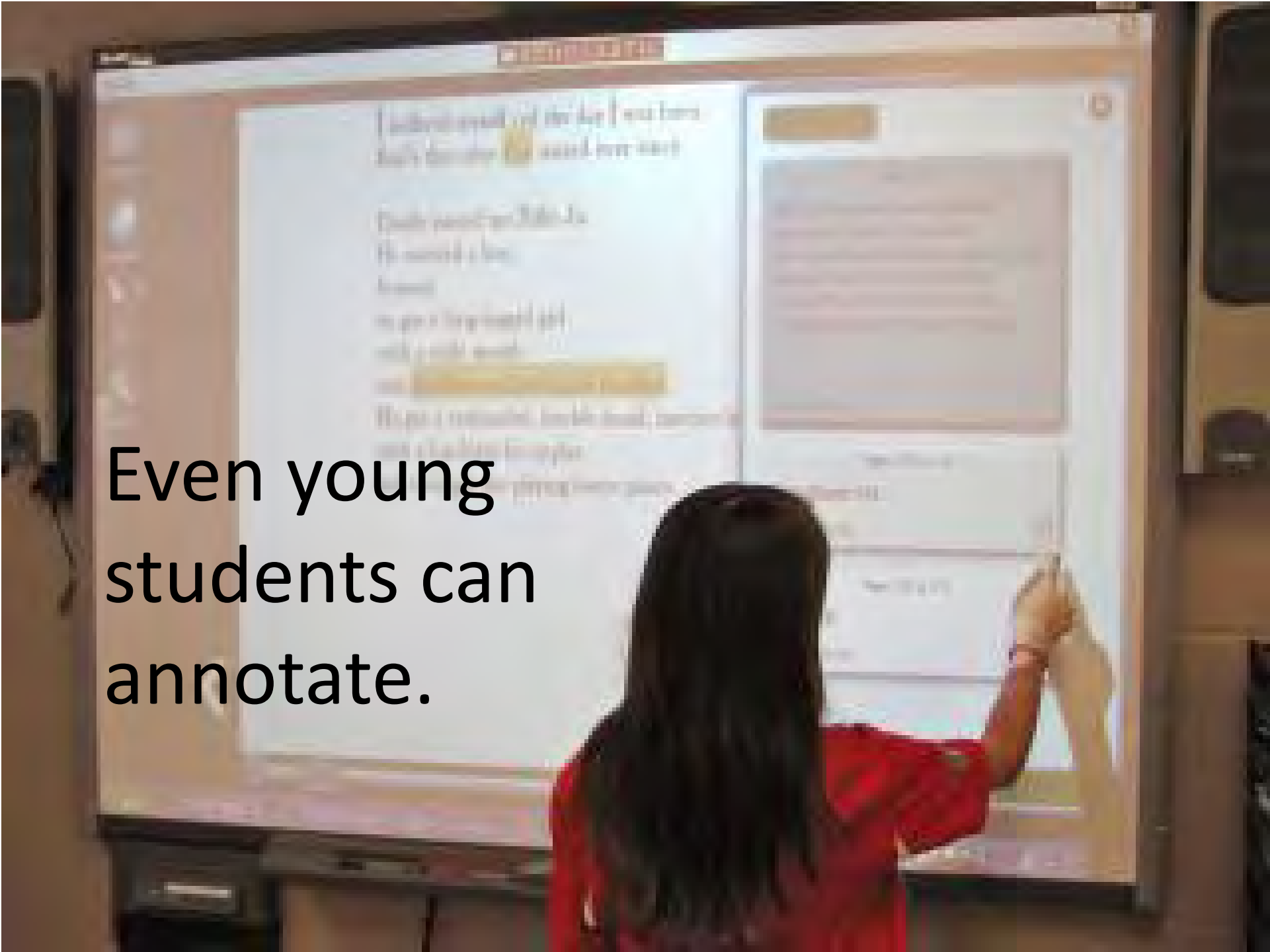
plant
killing
goes with
rating in
a farm

sense

4th grade student's annotation of connotative* meanings in *Charlotte's Web*



Annotation occurs with both digital and print texts.

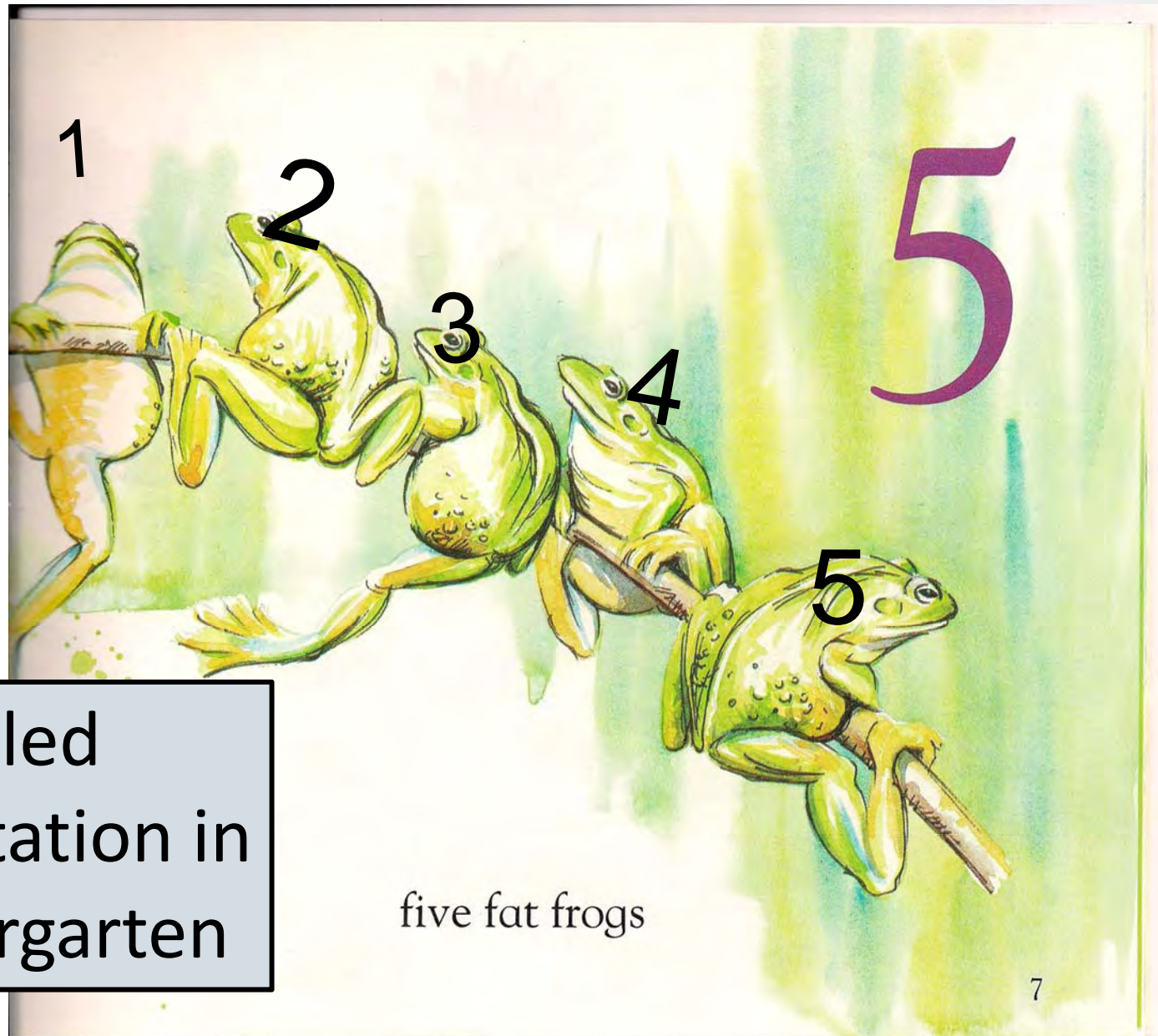


Even young students can annotate.

Annotation in PreK-2



- Language experience approach
- Interactive writing and shared pen activities



Modeled
Annotation in
Kindergarten

Kemp, L. M. (1996). One peaceful pond: A counting book. New York: Houghton Mifflin.

**Modeled Annotation
(2nd Grade)**

Wings in Water



✓ It looks like its flying! Maybe that's why they mention wings.

A huge, flat creature leaps out of the sea. It skims over the waves and flips backward with a splash. Could this be a fish? Yes. It is a **manta ray**.

These diamond-shaped giants live in warm oceans. They can be 22 feet wide and weigh as much as a small car—up to 3,000 pounds.

Wow! 22 ft. wide That's huge! Is the manta ray dangerous?

Speed Swimmer

Their skeletons are made of soft bone called **cartilage**. This flexible cartilage skeleton helps to make the manta a graceful, powerful swimmer.

Slowly flapping their two large fins like wings, mantas (fly) under the water.

They do fly (sort of)

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Eating on the Run

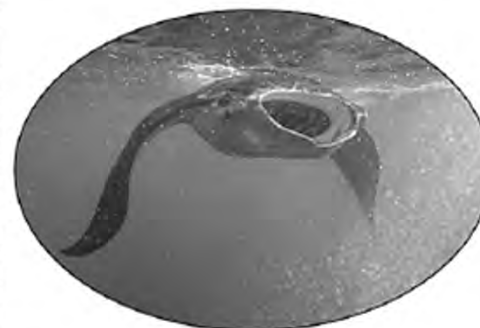
Mantas eat tiny plants and animals called **plankton**. The manta uses fins on the sides of its mouth to guide plankton into its big mouth while it swims.

✓ That's a big mouth!



Mantas swim with their mouths wide open when they feed.

Ⓐ They're not dangerous at all!



Friendly Giants

Mantas may be big, but they are gentle. They are curious. They will sometimes swim near human divers, and even let the divers reach out and touch them. A manta's tail looks scary, but it is harmless and will not sting a diver.

Wow! You can touch them!

Big Babies

When a female manta mates, her baby grows in an egg that hatches inside her. Later the baby is born, rolled up in its fins. It uncurls these fins, then swims away. At first, the baby stays close to shore. But soon it will fly through the ocean and leap and somersault above the waves.

Ⓢ Does the mother manta ray take care of the baby?

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Harvey, S., & Gouvis, A. (2007). *Strategies That Work: Teaching Comprehension for Understanding and Engagement*. Portland, ME: Stenhouse.

Annotations in Grades 3-5

- Underline the major points.
- **Circle** keywords or phrases that are confusing or unknown to you.
- Use a question mark (?) for questions that you have during the reading. Be sure to write your question.

Student Answer Booklet.

Nature photography can be a fun and interesting hobby. In this article, I describes his experiences and provides tips for beginning photographers questions that follow.

Using Questioning in Fifth Grade

Taking His Best

by Claudia Cangilla McAdam

1 John Fielder could have drowned on his way to work. His raft bumped over rocks and pitched through rapids on the Dolores River in southwestern Colorado. The spring runoff of melting snow from the mountains sent chilly water crashing down the river.

2 Fielder's rubber raft rushed toward "Snaggletooth," the largest rapid on this stretch of the Dolores. The raft smacked into a big rock in the middle of the 100-foot-wide river. There...

5 ① Dur...
recorde...
camera...
driving...
done, ...
in Col...
Ar...
6 ② want...
on fil...
65 po...
hikes...

Places
Islands?

old culpr...
didn't have...
cars?
Work
-on
islands?

Same text,
different student,
different strategy:
Inferring.

Taking His B

by Claudia Cangilla

infer
is very
dangerous

1 John Fielder could have drowned on his way to work. His raft bumped over rocks and pitched through rapids on the Dolores River in southwestern Colorado. The spring runoff of melting snow from the mountains sent chilly water crashing down the river.

infer
is
more
experin

2 Fielder's rubber raft rushed toward "Snaggletooth," the largest rapid on this stretch of the Dolores. The raft smacked into a big rock in the middle of the 100-foot-wide river. Thousands of pounds of water poured over the edge of the boat.

Annotation in Grades 6-8

- *Underline* the major points.
- *Circle keywords or phrases* that are confusing or unknown to you.
- *Use a question mark (?)* for questions that you have during the reading. Be sure to write your question.
- ***Use an exclamation mark (!)*** for things that surprise you, and briefly note what it was that caught your attention.
- ***Draw an arrow (↔)*** when you make a connection to something inside the text, or to an idea or experience outside the text. Briefly note your connections.

Modeled annotation in Seventh Grade

I Spy

Sense of secrecy } Charlie Stowe waited until he heard his mother snore before he got out of bed. Even then he moved with caution and tiptoed to the window. The front of the house was irregular, so that it was possible to see a light burning in his mother's room. But now all the windows were dark. A searchlight passed across the sky, lighting the banks of cloud and probing the dark deep spaces between, seeking enemy airships. The wind blew from the sea, and Charlie Stowe could hear behind his mother's snore the beating of the waves. A draught through the cracks in the window-frame stirred his nightshirt. Charlie Stowe was frightened. But the thought of the tobacconist's shop which his father kept down a dozen wooden stairs drew him on. He was twelve years old, and already boys at the County School mocked him because he had never smoked a cigarette. The packets were piled twelve deep below, Gold Flake and Players, De Reszke, Abdulla, Woodbines, and the little shop lay under a thin haze of stale smoke which would completely disguise his crime. That it was a crime to steal some of his father's stock Charlie Stowe had no doubt, but he did not love his father. his father was unreal to him, a wraith, pale, thin, indefinite, who noticed him only spasmodically and left even punishment to his mother. For his mother he felt a passionate demonstrative love; her large boisterous presence and her noisy charity filled the world for him; from her speech he judged her the friend of everyone, from the rector's wife to the 'dear Queen', except the 'Huns', the monsters who lurked in Zeppelins in the clouds. But his father's affection and dislike were as indefinite as his movements. Tonight he had said he would be in Norwich, and yet you never knew. Charlie Stowe had no sense of safety as he crept down the wooden stairs. When they creaked he clenched his fingers on the collar of his nightshirt. At the bottom of the stairs he came out quite suddenly into the little shop. It was too dark to see his way, and he did not dare touch the switch. For half a minute he sat in despair on the bottom step with

Sense of mystery, menace, potential danger, etc

Searchlight - airships - wartime

1st World War

Cold - out of bed! - darkness emphasized

Not modern

'Manly' to smoke - grown up

Brands of cigarettes

Why?

Father does not seem to bother with him - different to mum

Zeppelins - bombing raids

Sleeping mother - repetition of snore

What is Charlie up to?

Mention of father

More info about Charlie

Pressure from peers

A 'crime' stealing, guilty conscience

What does all this mean?

Contrast with father

Something mysterious about father

A sense almost of surprise

What to do next!

Annotation in Grades 9-12

- *Underline* the major points.
- *Circle keywords or phrases* that are confusing or unknown to you.
- *Use a question mark (?)* for questions that you have during the reading. Be sure to write your question.
- *Use an exclamation mark (!)* for things that surprise you, and briefly note what it was that caught your attention.
- *Draw an arrow (↔)* when you make a connection to something inside the text, or to an idea or experience outside the text. Briefly note your connections.
- **Mark EX** when the author provides an example.
- **Numerate arguments, important ideas, or key details** and write words or phrases that restate them.

Student annotation in 11th grade English

Tone: Celebratory
Admiration

Form: Freeform
Broken down resembles Sonnet

Language: technical
Colloquial
Conversational
monosyllables

Digging
Digging = extended metaphor of digging and roots.
Heaney digs into his roots, his heritage

opening - coming to terms with self? home
Pen fat
with what? Between my finger and my thumb
The squat pen rests; as snug as a gun.

Memory #1
his window - ownership
threshold to his heritage
Under my window a clean rasping sound
When the spade sinks into gravelly ground:
My father, digging. I look down - remembering / to look down on has negative con. but the poem is positive + celebratory

Memory #2
In rhythm =
In touch with
In agreement with
Till his straining rump among the flowerbeds
Bends low, comes up twenty years away - connections with the past, former generations, traditions
Stooping in rhythm through potato drills
Where he was digging.

The coarse boot nestled on the lug, the shaft
Against the inside knee was levered firmly.
He rooted out tall tops, buried the bright edge deep
To scatter new potatoes that we picked
Loving their cool hardness in our hands.

Transition
Admiration
Colloquial language
By God, the old man could handle a spade,
Just like his old man.

Memory #2
My grandfather could cut more turf in a day
Than any other man on Toner's bog.
Once I carried him milk in a bottle
Corked sloppily with paper. He straightened up
To drink it, then fell to right away
Nicking and slicing neatly, heaving sods
Over his shoulder, digging down and down
For the good turf. Digging.

Turning Point heritage
The cold smell of potato mold, the squelch and slap
Of soggy peat, the curt cuts of an edge
Through living roots awaken in my head.
But I've no spade to follow men like them.

Closure - Acceptance
Between my finger and my thumb
The squat pen rests.
I'll dig with it.

Seamus Heaney

2 separate memories:
Father digging potatoes
Grandfather digging turf - peat bogs

The pen is mightier than the sword.

rasping connotes a living thing
power? violence? protection? A natural extension?
survival
nourishment
potatoes
Symbol: peat
living roots
digging
Squat pen
Why squat?
crouching ownership
Skill, pride, dignity
- bragging rights
worked hard - work ethics
Strength - technique
- negative images traditions/livelihoods destroyed
No longer available
an awakening of what? Follow in what way?
Reminders of home + hearth
rests, snug, nestled
Onomatopoeia
rasping
squell
slap

Connecting to ELA Standards

If you want to teach effective annotation, begin with the purpose.



<https://www.teachingchannel.org/videos/student-annotated-reading-strategy>

Closing in on Close Reading by Nancy Boyles

- Independently read from the beginning through the section “Why Close Reading Now?”
- Read to find out what close reading is and what is its purpose.
 - Underline the major points
 - Circle keywords or phrases that are confusing or unknown to you
 - Use a question mark (?) for questions that you have during the reading. Be sure to write your question
 - Use an exclamation mark (!) for things that surprise you, and briefly note what it was that caught your attention

According to the text, what is close reading and what is its purpose?

- Select a couple of your annotations and share at your table
- Discuss why you chose to annotate a particular phrase, sentence, section etc...

Defining Close Reading

Close reading is:

An instructional routine in which students critically examine a text, especially through repeated reading.

It invites to examine the deep structure of a piece of text, to “x-ray the book. . .(for) the skeleton hidden between the covers”

The Key Concepts of Close Reading

Close reading requires the ability to

- Engage directly with a complex text
- Examine a text's meaning thoroughly and methodically
- Exhibit the patience to read and reread
- Understand central ideas and key supporting details
- Reflect on:
 - the meanings of individual words and sentences
 - the order in which sentences unfold
 - the development of ideas over the course of the text
- Attain a solid understanding of the text as a whole

What makes close reading a culturally responsive strategy in literacy?

- Student-centered discourse
- Inclusive of student voices, experiences, prior knowledge
- Multiple perspectives shared
- Students are engaged and active participants
- Use of multicultural texts and topics
- Promotes meaningful literacy experiences

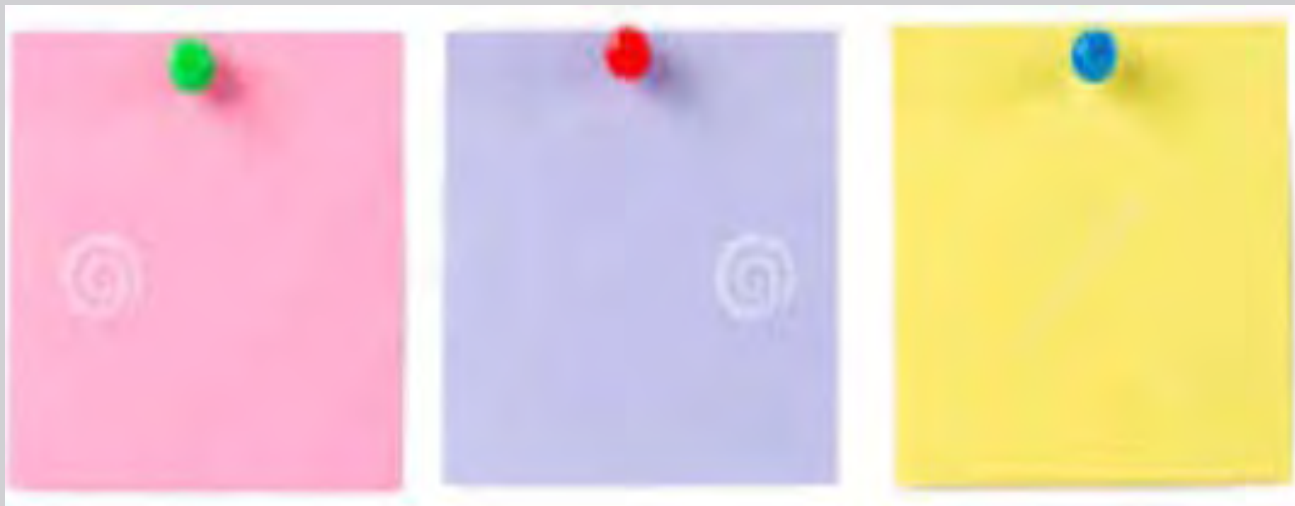
Outcomes

- Gain knowledge of close reading and make connections to the ELA shifts
- Practice annotation to identify key components of close reading
- Recognize culturally responsive instructional strategies that occur during close reading

Closure

What features of close reading are evident in the classrooms I visit and which could be added?

What questions should I be asking as part of the teacher evaluation process?



Resources

- www.readworks.org
- www.newsela.com
- <http://kellygallagher.org>
 - Article of the Week (Building Deeper Readers & Writers)
- www.achievethecore.org
 - Close reading: model lessons
 - <http://www.reading.org/Libraries/lrp/ira-lrp-policy-brief--close-reading--13sept2013.pdf>
article for more experienced users of close reading

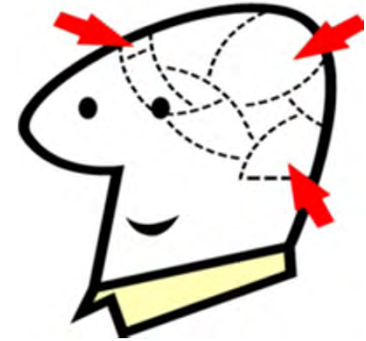
Close Reading in the Classroom



Office of Curriculum & Instruction
Tucson Unified School District

Curriculum & Student Engagement: MODULE 8
6-12 ELA and Content areas

Connector



- Silently, make a list of the features of close reading.
- At the signal, share with your elbow partner.
- Did you remember the same ideas?

Outcomes



- Understand how close reading helps students access complex text and “pushes” student learning to deeper levels
- Gain understanding of the use of text-dependent questions, including progression, complexity and connection to the standards

Norms

- Equity of Voice
- Active Listening
- Respect for All Perspectives
- Safety and Confidentiality
- Respectful Use of Technology



Use a short passage.

Re-reading

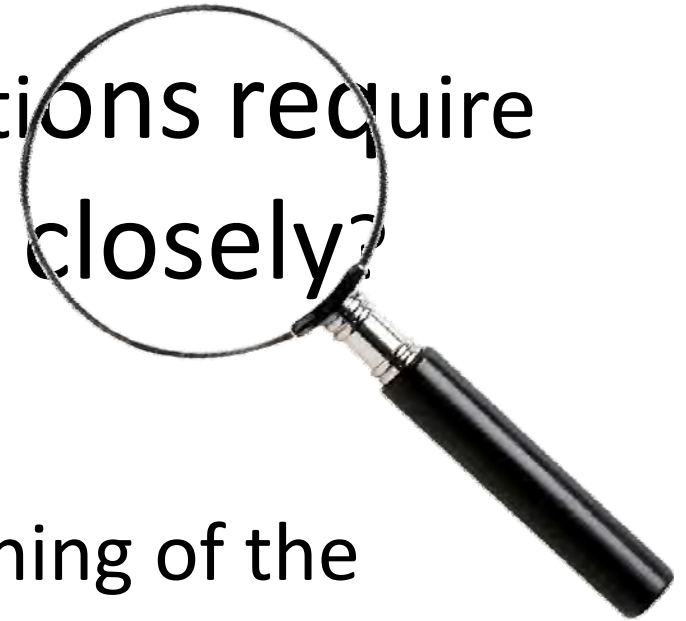
“Read with a pencil.”

Text-dependent questions

Students respond to the text.

*** Features of Close Reading**

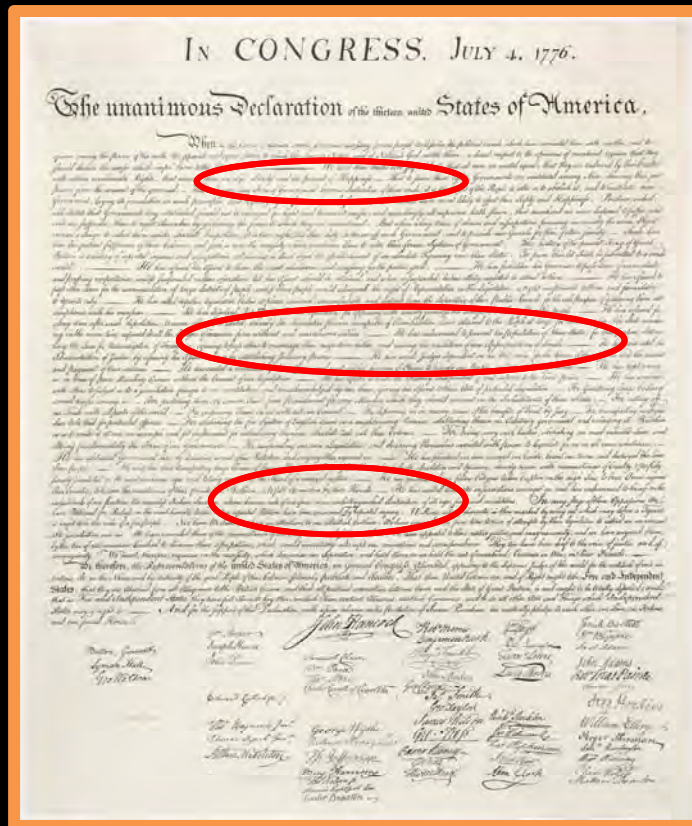
Which of the following questions require students to read the text closely?



1. If you were present at the signing of the Declaration of Independence, what would you do?
2. What are the reasons listed in the preamble for supporting their argument to separate from Great Britain?

1. If you were present at the signing of the Declaration of Independence, what would you do?

2. What are the reasons listed in the preamble for supporting their argument to separate from Great Britain?



Text Dependent Questions

- Answered through close reading
- Evidence comes from text, not information from outside sources
- Understanding beyond basic facts
- Not recall!



HEAR ME, MY CHIEFS!
I AM TIRED. MY HEART
IS SICK AND SAD.
FROM WHERE THE SUN
NOW STANDS, I WILL
FIGHT NO MORE
FOREVER

CHIEF JOSEPH

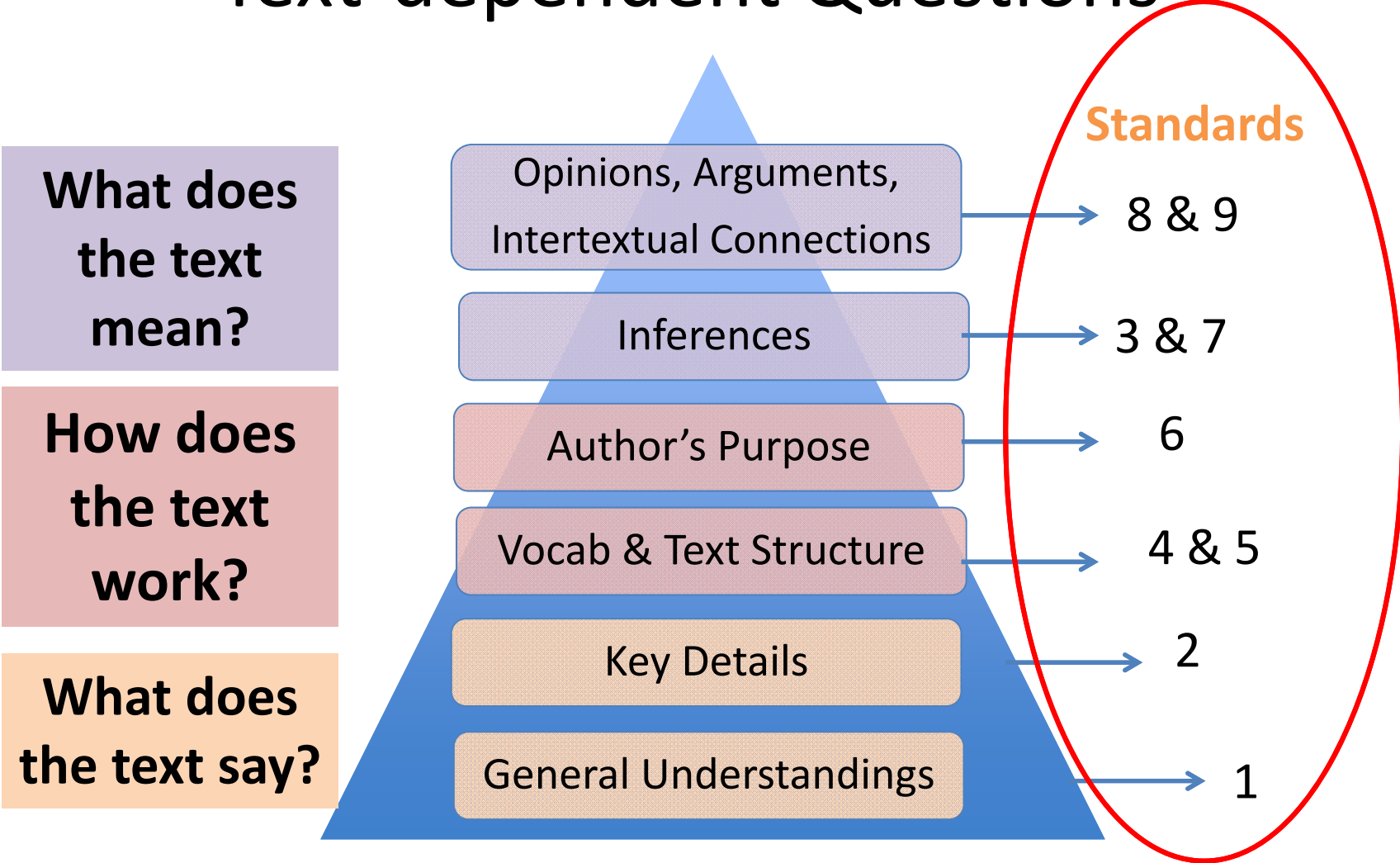
1877



* Foundational Annotation Skills

- Underline the major points.
- **Circle** *keywords or phrases* that are confusing or unknown to you.
- Write *margin notes* (restating the author's ideas or own insights)

Progression of Text-dependent Questions



What does the text say?

General understanding

- Who is delivering the speech? What happened?
- Without yet knowing who Looking Glass and Toohulhulsote are, what can we say about their roles in this decision?

Key Ideas

- What concerns does Chief Joseph have about the health and welfare of his people? How do you know?

How does the text work?

Vocabulary and Structure

- What does Chief Joseph mean when he says, “From where the sun now stands?”
- What is the tone of this speech? What words and phrases support your claim?
- What is it about the use of the word *forever* in the last line, “I will fight no more forever” that makes this statement so memorable?
- How does the text structure convey Chief Joseph’s mood?

Author’s Purpose

none from this list!

What does the text mean?

Inferences

- Who is Chief Joseph referring to when he says, “I want to have time to look for *my children*”? What other parts of the speech support your claim?

Opinions, Arguments, and Intertextual Connections

- None from this list!

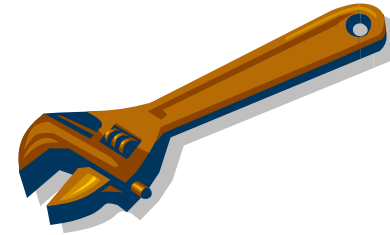
Questions to consider



- Do the questions require the reader to return to the text?
- Do the questions require the reader to use evidence to support his or her ideas or claims?
- Do the questions move from text-explicit to text-implicit knowledge?
- Are there questions that require the reader to analyze, evaluate, and create?



Resources



- **Rigorous Reading** by Nancy Frey and Doug Fisher
- **fisherandfrey.com**
Lots of useful videos of teachers doing close reading in different content areas



Outcomes

- Understand how close reading helps students access complex text and “pushes” student learning to deeper levels
- Gain understanding of the use of text-dependent questions, including progression, complexity and connection to the standards

Closure

Complete this sentence and add 2 or 3 of your own to summarize your learning.



- Examining the use of text dependent questions in close reading was valuable because. . . .

Summarizing our Learning



Collaborative Conversations



Office of Curriculum & Instruction

Tucson Unified School District
Curriculum & Student Engagement: MODULE 9
6-12 ELA

Connector

Review text dependent questions by watching a short video.

<https://www.youtube.com/watch?v=HzRIs2cc8lc>



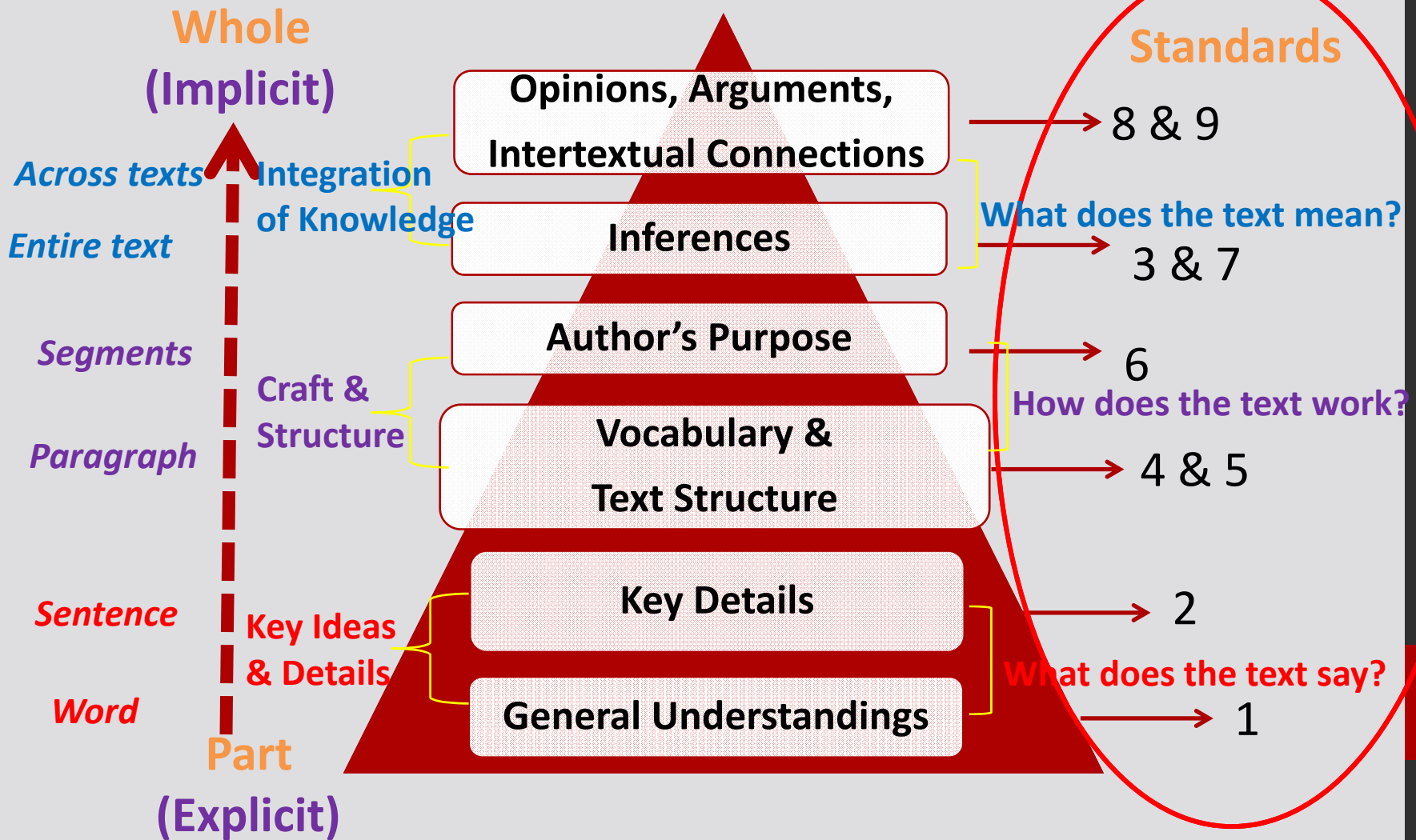
Outcomes

- Develop and extend an understanding of close reading routines by participating in collaborative conversations through text dependent questions
- Analyze grade- level expectations in the ELA Speaking & Listening Standard 1
- Recognize culturally responsive instructional strategies that occur during collaborative conversations

Norms

- Equity of Voice
- Active Listening
- Respect for All Perspectives
- Safety and Confidentiality
- Respectful Use of Technology

Progression of Text-dependent Questions



Close Reading Routines and Discussions

Explicitly stated in the routines are opportunity to engage in discussions, which Fisher & Frey refer to as “Collaborative Conversations”



Standards, ELA Shifts and Collaborative Conversations

Anchor Standard 1- Speaking & Listening:

Grades K-12: K-12.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Collaborative Conversations:

Key Purpose:

A way for students to access complex text by applying the skills and strategies they have learned during modeling close reading or scaffolded instruction. It is a vital facet of group learning.

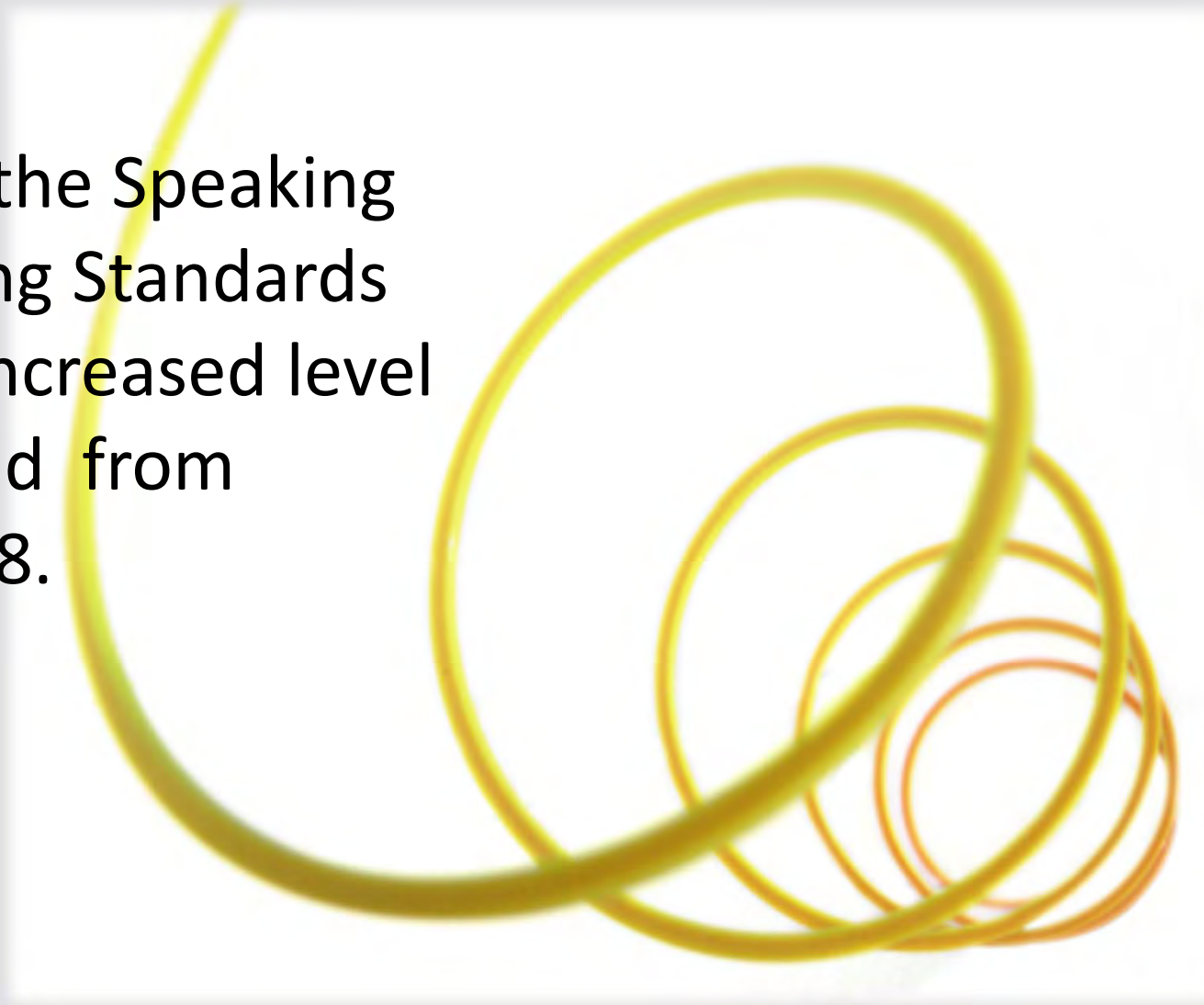
Rigorous Reading by Fisher & Frey
(p.74)

ELA Shifts:

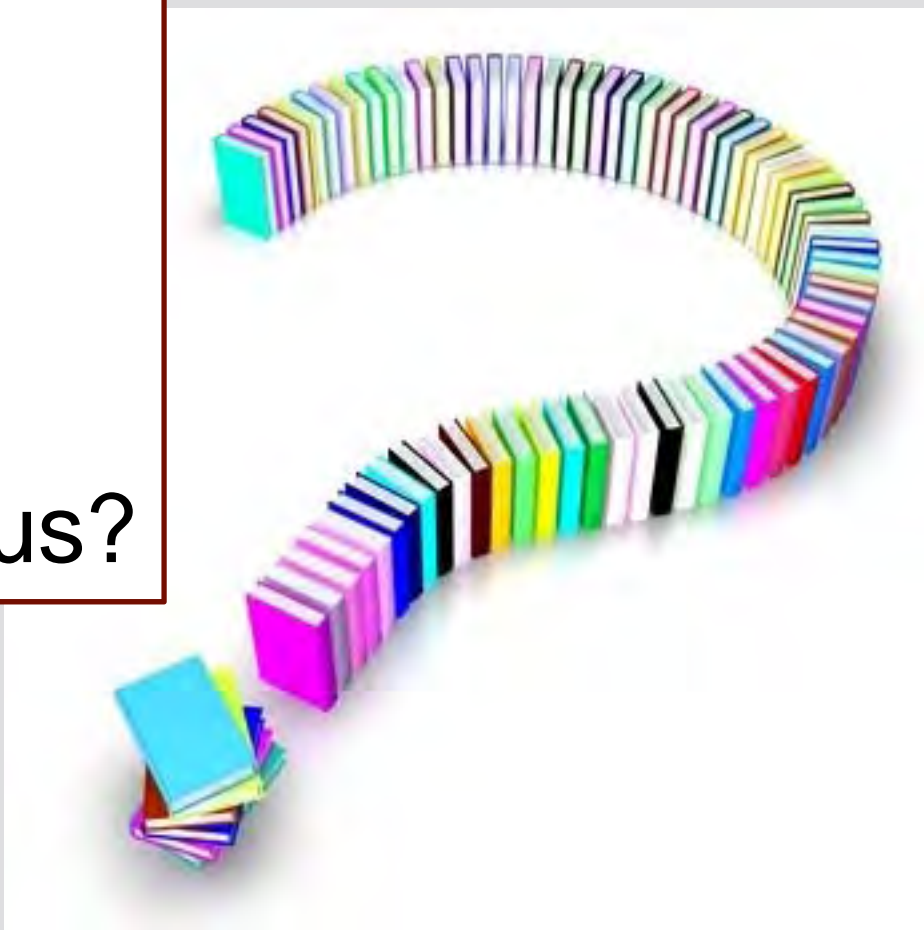
1. Regular practice with complex text and its academic language
- 2. Reading, writing and speaking grounded in evidence from the text, both literary and informational**
3. Building knowledge through content-rich nonfiction

Linking Standards to Collaborative Conversations

Examine the Speaking & Listening Standards and the increased level of demand from grades K-8.



- What is familiar?
- What is new?
- What may be challenging to students?
- What may be challenging to us?



Things to Note

Looking at the standards, there are 4 things to keep in mind, regardless of the students grade level:

- Students are expected to come prepared for discussion
- Students are expected to collaborate with diverse partners
- Students are expected to build on each others' ideas
- Students need to be able to express their ideas clearly and persuasively

Talk occurs on
grade level
topics,
texts, and
issues.



K-2 Features

- *Following the rules of discussion*
- *Moving from participation to turn taking*
- *Sustaining discussion through questioning*
- *Adult support*



3-5 Features

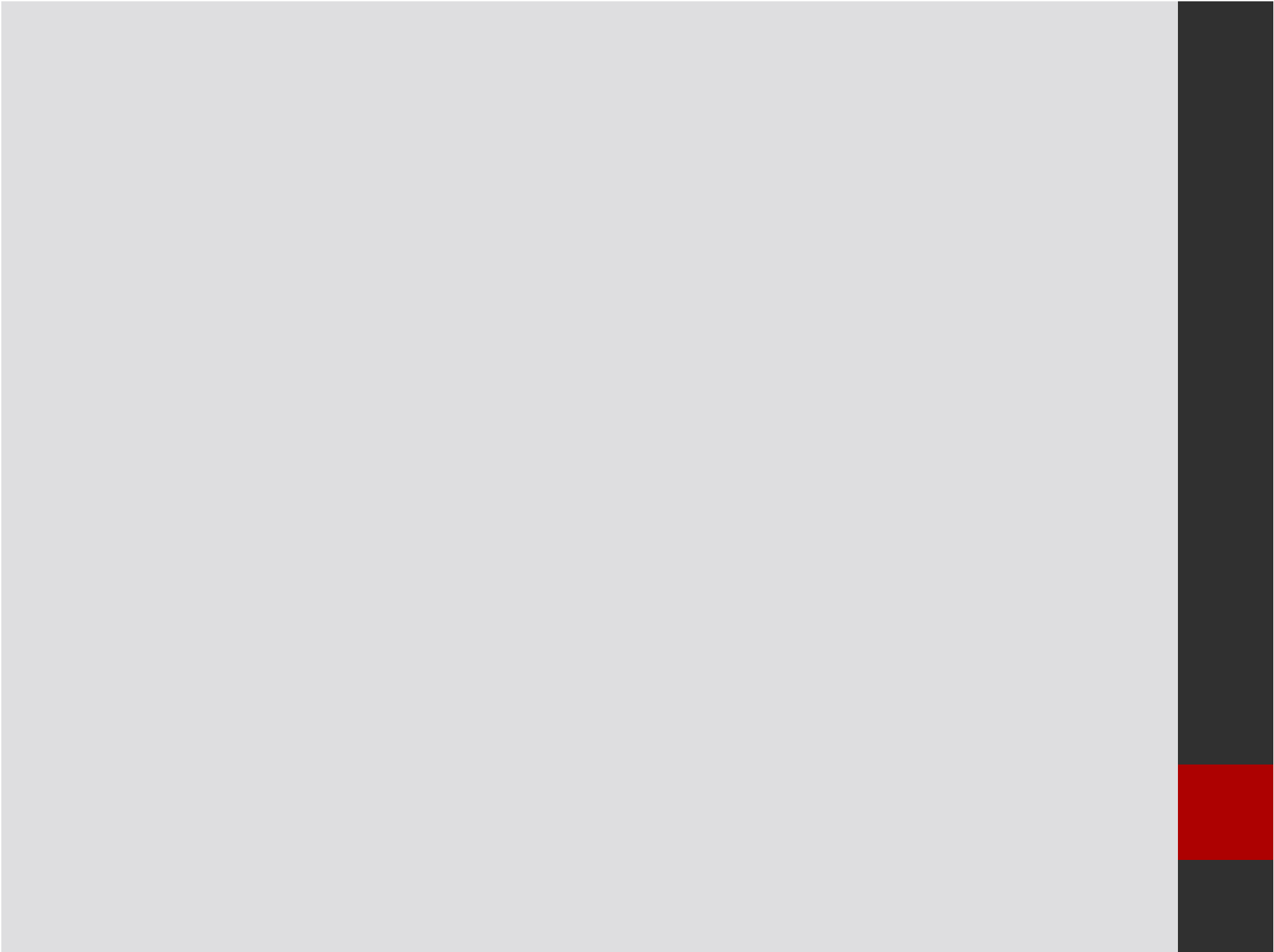
- *Preparation for discussion*
- *Yielding and gaining the floor*
- *Posing and responding to questions*
- *From explaining own ideas to explaining the ideas of others*

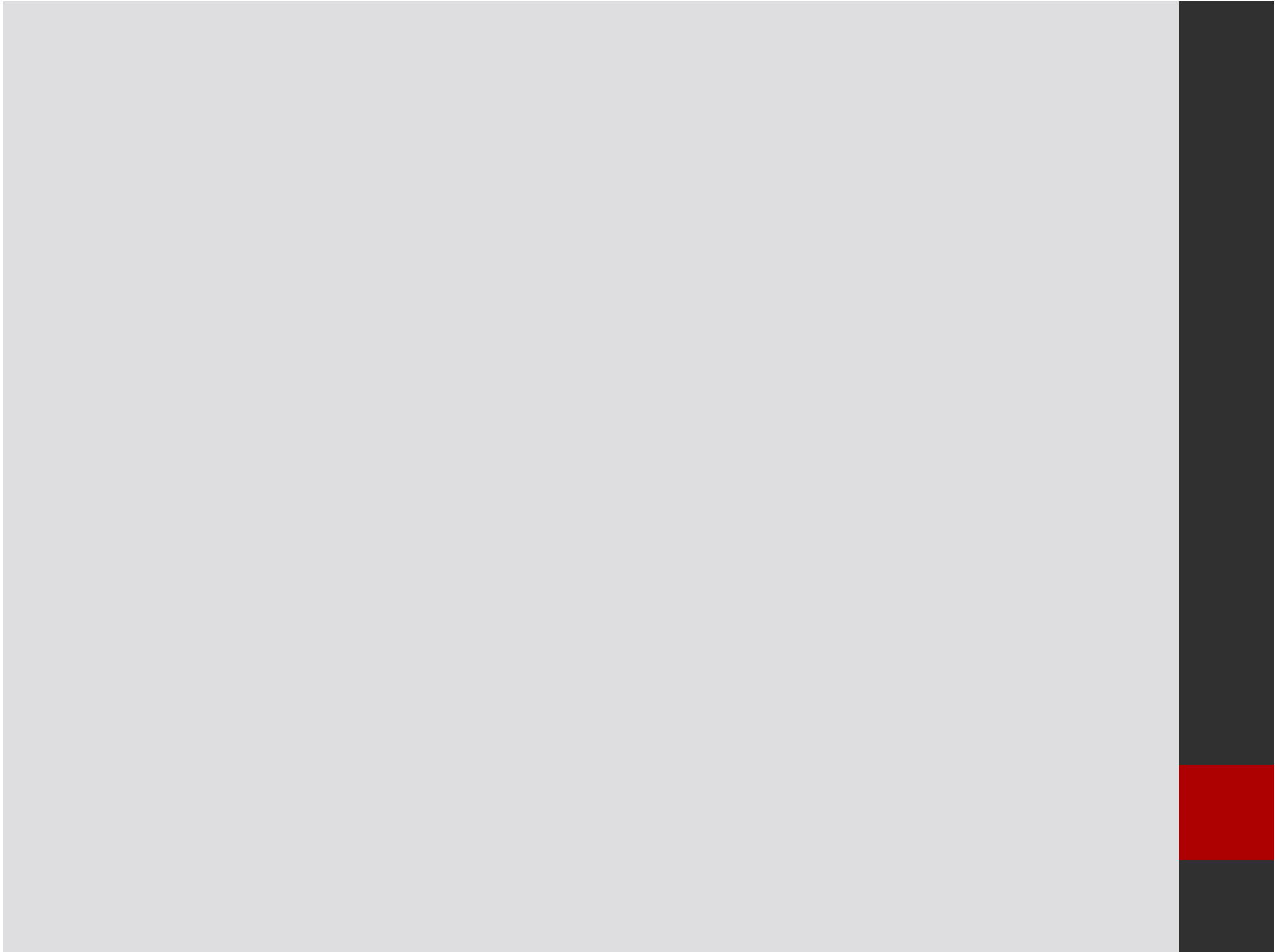


6-8 Features

- *Using evidence to probe and reflect*
- *Collegial discussions include goals and deadlines*
- *Questions connect ideas from several speakers*
- *Acknowledge new information*







Some Guidelines for Collaborative Conversations

Accountable Talk:

- Talking points based on text
- Stay on task
- Respectful discourse-no put downs
- Exhibit **active listening** techniques
 - ❖ Sit up
 - ❖ Lean in
 - ❖ Ask and answer Questions
 - ❖ Note taking
 - ❖ Track-Eye contact



Gradual Release of Responsibility

Modeling: Gradual Release of Responsibility



Fisher, D., & Frey, N. (2006). *Self-learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

Gradual Release of Responsibility: A framework which allows for the implementation of intentional instruction

Collaborative Conversations

- “When students read hard texts individually and independently and then answer questions, we do not define this as close reading.
- Students have to be interacting with others in such a way as to facilitate one another’s understanding of the text.”

Outcomes

- Develop and extend an understanding of close reading routines by participating in collaborative conversations through text dependent questions
- Analyze grade- level expectations in the ELA Speaking & Listening Standard 1
- Recognize culturally responsive instructional strategies that occur during collaborative conversations

Closure

What is one way that you can support collaborative conversations at your site?

What culturally responsive strategies do students engage in while participating in collaborative conversations?

Resources

- *Douglas Fisher & Nancy Frey:*
 - *Rigorous Reading: 5 Access Points for Comprehending Complex Texts*
 - *TDQ, Grades K-5 Text-Dependent Questions, Pathways To Close And Critical Reading*
 - *Text Complexity Raising Rigor in Reading*


Summarizing our Learning



Planning Next Steps

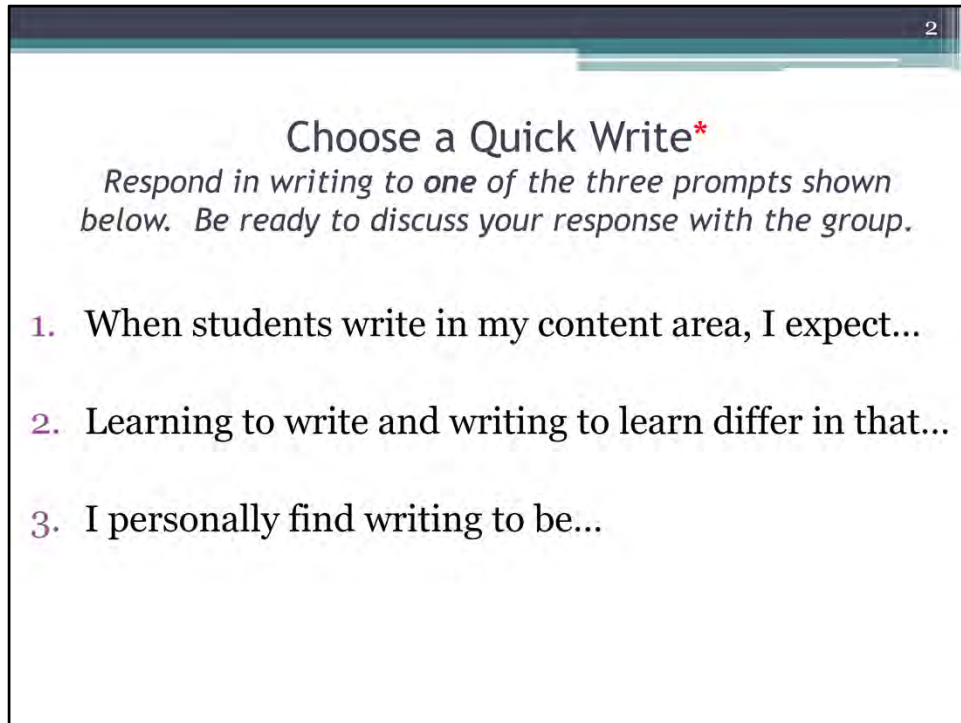
1

Writing & the AZCCR Standards



Tucson Unified School District
Curriculum & Student Engagement: MODULE 2
ELA, History/Social Studies, Science and Technical Subjects
Grades 6-12
August 20, 2014

1 minute: The subject for today's PD is Curriculum and Student Engagement (CSE) Module 2, which focuses on writing. Ideally, we will be working in groups of four. As you will recall, we studied CSE Module 1 in our first PD of the year, where we introduced the new curriculum maps designed to promote Culturally Responsive (CR) instruction. This module introduces the use of CR learning strategies that promote student engagement. Subsequent CSE Modules will present additional strategies.



2

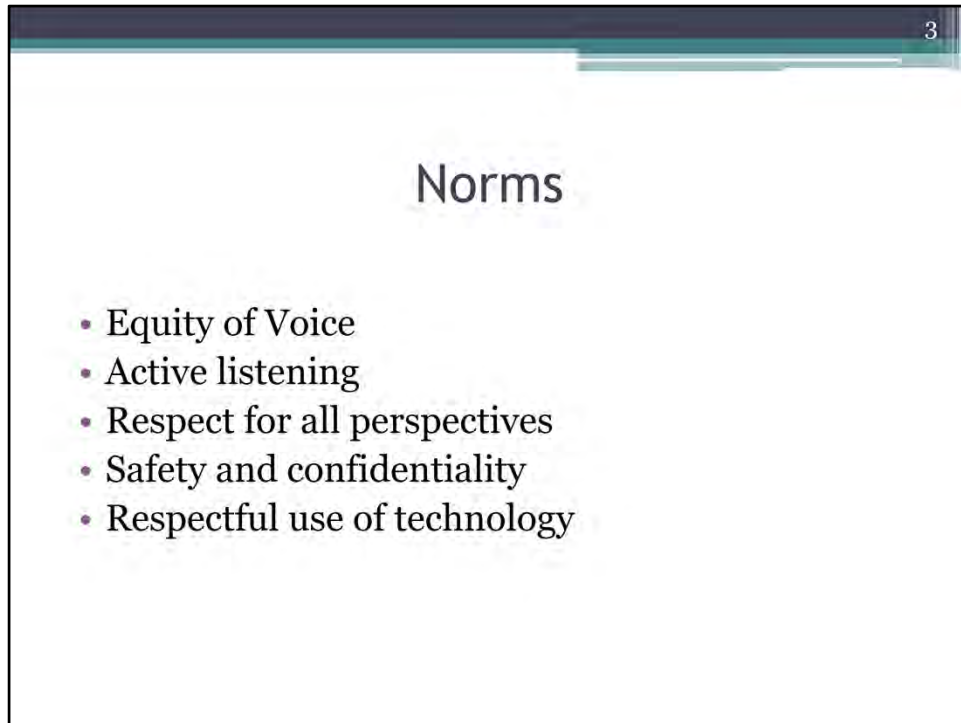
Choose a Quick Write*

*Respond in writing to **one** of the three prompts shown below. Be ready to discuss your response with the group.*

1. When students write in my content area, I expect...
2. Learning to write and writing to learn differ in that...
3. I personally find writing to be...

8 minutes total: The red asterisk denotes a culturally responsive (CR) strategy. With this Quick Write, giving students **a choice** makes it a particularly CR strategy.

- Take **2 minutes** for this quick write activity: Choose one of the three prompts shown and write a brief response on a post-it note.
- Now take **4 minutes** to share and discuss your responses at your tables.
- For another **2 minutes**, let's hear about what was discussed from a couple of groups. Who would like to begin?



There are five collaborative norms. Remind the participants with a brief example of each as you click on each one. 1. Equity of Voice: hear all voices in the room and self-monitor. 2. Active listening: Really listen to what people are saying and thinking about how to respond while someone is talking, suspend inner dialogue. 3. Safety to share different perspectives: We all have different experiences and come with different points of view. We broaden our understanding by listening to a diversity of perspectives. 4. Commitment to the work: We want to agree that all of us are willing to make connections to our personal work – regardless if you came voluntarily or you were “voluntold.” 5. Deferment of checking emails, texts, and the Internet: We know that our lives continue as we engage in the learning. Please step away from the learning arena to take care of your needs and then quickly join us. Ask the participants to pick one norm they would like to focus on for our time together. Remind participants of a signal to get everyone’s attention (chimes, hand signals, etc.).

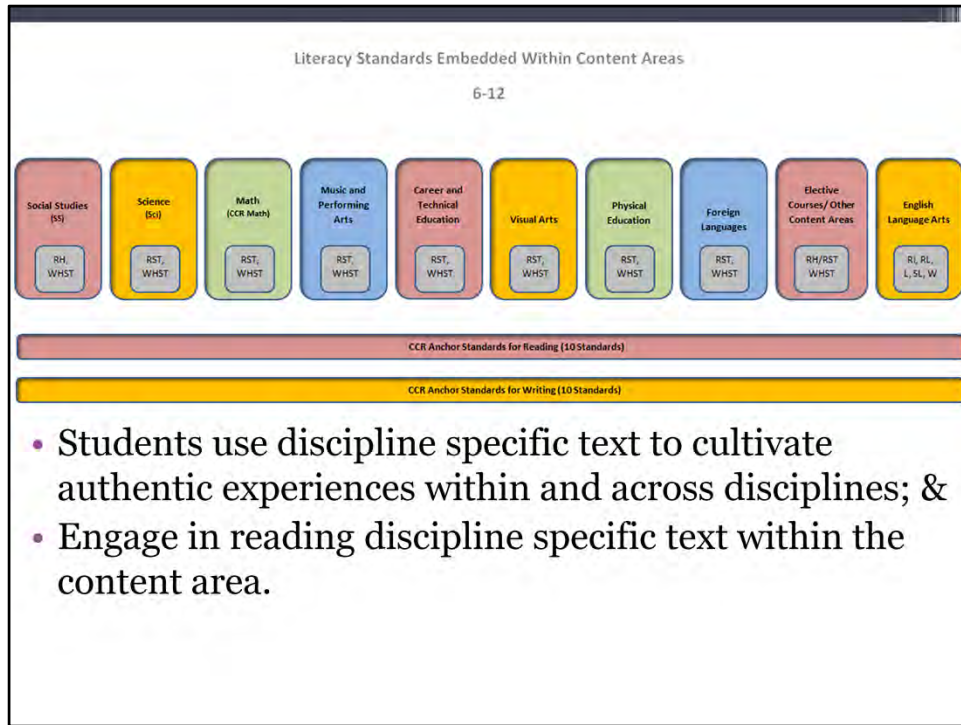
Review the agenda and schedule for the day. Remind participants of the two breaks during the day, restroom location, and lunch.

Outcomes: *Participants will*

- Name and accurately describe the three kinds of writing demanded by the AZCCR Standards.
- Identify two culturally responsive (CR) strategies that promote successful writing among all learners, particularly African American and Latino students.

1 minute: Keep in mind the key connection between cultural responsiveness and student engagement: the more culturally responsive a lesson is, the more likely it is to engage students.

Culturally responsive: The term refers to education that is student-centered and promotes equity in the classroom while fostering a partnership with parents in the community. The culture, language and other strengths that students bring to school are identified, nurtured, and used to promote academic achievement.



1 minute: This slide illustrates how the AZCCR Standards for reading and writing apply across the disciplines. One oddity in the Standards is the limiting of Listening-Speaking and Language standards exclusively to English language arts. That is particularly perplexing for foreign language, where listening-speaking standards are crucial and even the “literacy text versus informational text” distinction could apply.

6

Content Area Literacy (CAL) Standards

- **RH**—Reading in History/Social Studies
- **RST**—Reading in Science and Technical Subjects
- **WHST**—Writing in History/Social Studies, Science and Technical Subjects
- Three “Grade Bands”: **6-8**, **9-10** and **11-12**
<http://www.azed.gov/azccrs/elastandards/>

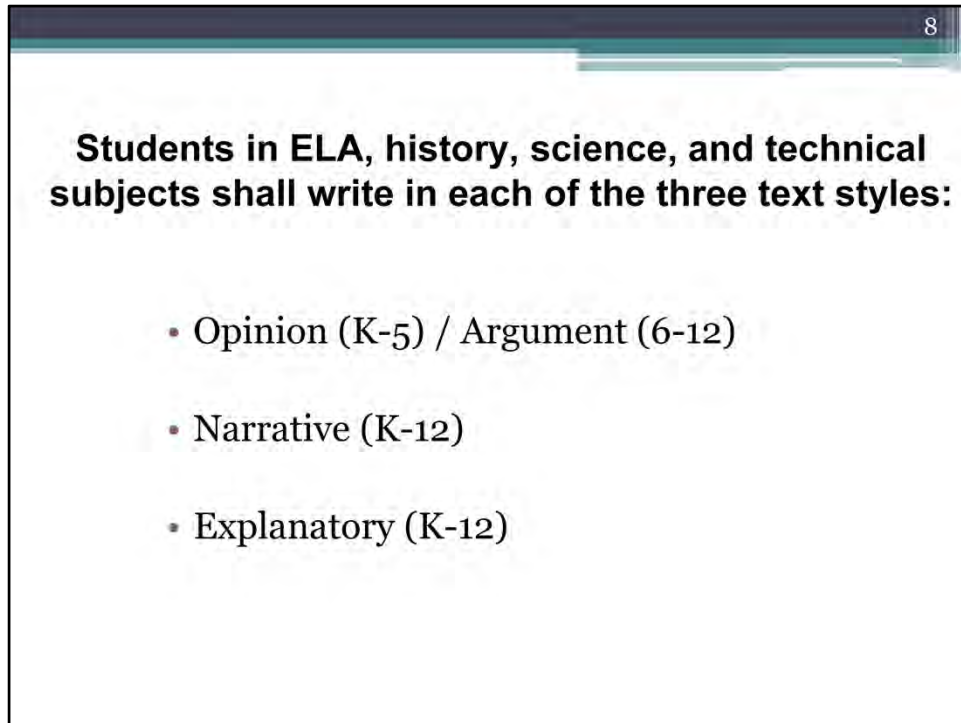
1 minute: These are the abbreviations used in the Content Area Literacy (CAL) Standards. You have a handout that shows the CAL Standards’ 3 bands.

Learning Progression across Grades

- Look at the three grade bands in the content area literacy writing standards.
- Highlight any differences you notice among the grade level bands.



4 minutes: As a brief introduction to the CAL Standards, please take two minutes to look over and highlight the Standards that appear most challenging on the 3 grade-band sheet, then take another two minutes to share in your groups.

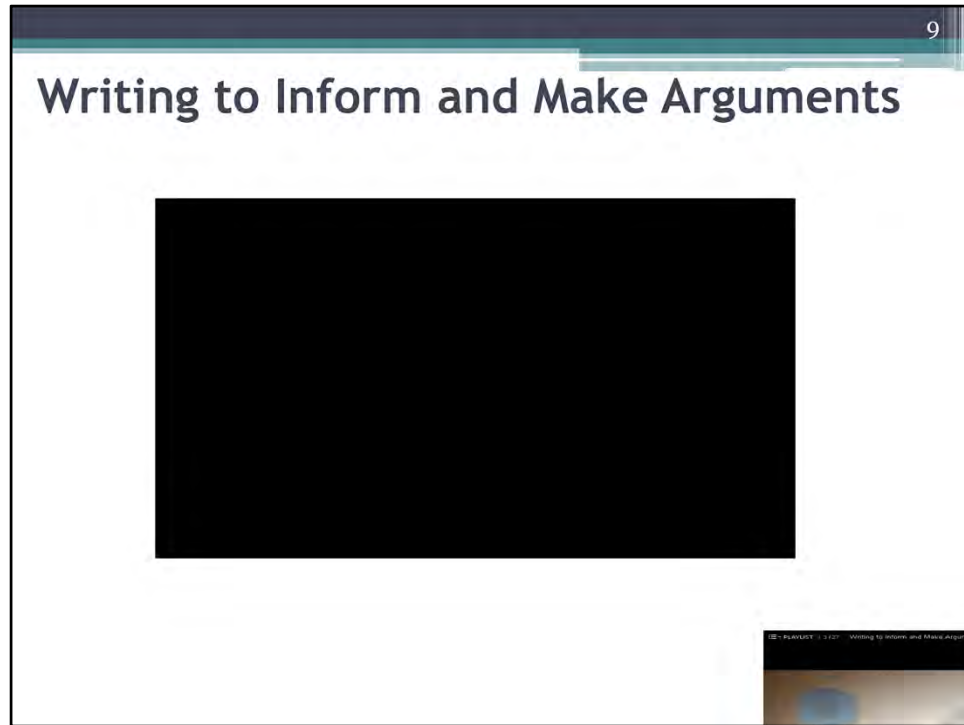


8

Students in ELA, history, science, and technical subjects shall write in each of the three text styles:

- Opinion (K-5) / Argument (6-12)
- Narrative (K-12)
- Explanatory (K-12)

One minute: The distinction between opinion and argument is made to ensure that the writing tasks are developmentally appropriate. Note also that the Standards emphasize writing in content areas. The following video provides a brief description of the three types of writing listed here. It is narrated by David Coleman, at times referred to as the “architect” of Common Core—and at other times as a spoiled rich kid who became president of the College Board.



Text-to-Image Strategy*

- Count off from 1 to 4 for jigsaw groups and read the corresponding section of the “Three Texts” article.
- Select a graphic for the text you read and explain on a post-it note how it illustrates the text’s meaning.
- Move to “alike” groups and share; group votes on best representation and prepares a chart paper version.
- Prepare to share with the whole group

20 minutes total: Now let’s use another CR strategy—translating from one medium to another—to examine a more detailed description of the three types of writing we expect from students this year. Refer to the “Three Text Types” article and the “Text-to-Image” handout. First, count out 1-4 but stay at your tables. Read and annotate your corresponding section (4 minutes). Now select a visual explanation that you feel best illustrates the part you read, and at the bottom of the Text to Image page, write your explanation for selecting that particular graphic (6 minutes). Now, move into tables according to the section you read and discuss the graphics and explanations you have made. Decide on the best explanation, and write it on poster paper to display on a wall. Be prepared to share with the whole group (10 minutes).

11

AZCCRS-ELA 6-12
 Literacy
 Framework

Literacy Framework*, Grade: 6-12 ELA

READING FOCUS

1 st Quarter: Literary	2 nd Quarter: Informational	3 rd Quarter: Literary	4 th Quarter: Informational
1 extended text 2 short literary texts 2 short informational texts	1 extended text 2 short literary texts 2 short informational texts	1 extended text 2 short literary texts 2 short informational texts	1 extended text 2 short literary texts 2 short informational texts

READING COMPLEX TEXTS: Students will read informational and literary grade-level texts of appropriate complexity. Because the ELA classroom must focus on literature (novels, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6-12 must take place in content classes to meet the demands of the AZCCRS standards.

READING EXTENDED TEXTS: Each unit includes at least one extended text, requiring about two to three weeks of concentrated focus. This should be an extended, full-length work of literature (such as a novel or a play) or longer literary nonfiction, depending on the focus of the unit. As with shorter texts, students will perform a close, analytic reading of the extended text, compare and synthesize ideas across other related texts, conduct text-based discussions, and produce written work.

READING SHORT TEXTS: Each unit includes several short texts of sufficient complexity for close reading (with emphasis in two units on reading U.S. historical documents) that would allow students to draw explicit evidence from the texts and present their analyses in writing, as well as through speaking. Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below. By drawing connections to other media and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. Shorter texts may account for three to four weeks of instruction. Literary texts include adventure stories, historical fiction, expository, myth, science fiction, realist fiction, allegories, novellas, memoirs, drama, epics, graphic novels, plays, and poetry (satirical, formal, free-verse, sonnets, etc.). Ballads, and epics. Informational/literary nonfiction includes personal essays, speeches, opinion pieces, essays, biographies, memoirs, journalistic, and historical, scientific, or technical accounts (digital or text).

WRITING FOCUS

1 st Quarter: Argumentative	2 nd Quarter: Expository	3 rd Quarter: Expository	4 th Quarter: Argumentative
4 analyses 1 research inquiry (high/low) 1 narrative (traditional event) 1 expository writing (journals, etc.)	4 analyses 1 research inquiry (high/low) 1 narrative (traditional event) 1 expository writing (journals, etc.)	4 analyses 1 research inquiry (high/low) 1 narrative (traditional event) 1 expository writing (journals, etc.)	4 analyses 1 research inquiry (high/low) 1 narrative (traditional event) 1 expository writing (journals, etc.)

WRITING TO TEXTS: Evidence from texts should be included in all writing, balanced with relevant and relevant-to-relevant texts, so that
 • in grades 6-8 50% is analytical (15% argument & 35% expository/informative) and 50% is narrative; and
 • in grades 9-12 80% is analytical (45% argument & 35% expository/informative) and 20% is narrative.

WRITING & TECHNOLOGY: Building student competence and confidence with technology should be part of instruction.

ROUTINE WRITING: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine writing responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure, and content and to develop useful modifications in analysis.

ANALYTICAL WRITING: At least four analyses should be assigned per unit. All analytical writing should put a premise on using evidence as well as on crafting works that display a high degree of logical organization and coherence. These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph responses, allowing teachers to assess students' ability to paraphrase, cite, and integrate the ideas they have gleaned from their readings. Over the course of the year, analytical writing should include comparative analysis and comparisons that show findings from the research project.

NARRATIVE WRITING: At least one narrative should be assigned per unit. Narrative writing offers students opportunities to express personal ideas and experiences, craft their own stories and descriptions, and deepen their understandings of literary concepts, structures, and genres through personal narratives. It also provides an additional opportunity for students to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions.

RESEARCH PROJECT: Each unit includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. (Research for shorter units should be a regular component of instruction.) This task should entail synthesizing knowledge from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the unit. Students are expected to assess the credibility of each source, reflect their research during the process where appropriate and integrate the information gathered. Students can present their findings in a variety of media in informal and more formal argumentative or explanatory contexts, either in writing or orally. Research aligned with the standards may take one to two weeks of instruction.

*Adapted from PARCC Model Content Framework for ELA Literacy

The Limits of Strategies

- Strategies are important but can be effective only in an appropriately supportive and inclusive environment.
- As Zaretta Hammond notes, teachers can build that environment through “Care and Push.”

1 minute: I want to close with one final, very short article that serves as a reminder that strategies don't work in a vacuum. The relationships we establish with our students is primary. For discussion at another time, think about what you do specifically in your classroom to, as the author puts it, “care and push.”

Closure

- What is the major takeaway?
- Some things to consider: Next steps?



Possible grade level discussions concerning the CR strategies, the content framework, the scope & sequence, or the Standards.