

ELA High School Power Standards

Grammar and Rhetoric

Content Expectations (1.1.1., 1.1.7, 4.1.1, 4.1.4, 4.1.5)

Persuasive and Personal Writing

Content Expectations (1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.3.9, 2.2.1, 2.2.2, 2.3.3, 2.3.8, 4.1.1, 4.1.3, 4.4.4, 4.1.5, 4.2.4)

Analysis and Synthesis

Relationship

Content Expectations (2.1.4, 2.1.6, 2.1.7, 2.2.2, 3.1.5, 2.4.1, 4.2.1, 4.2.2, 4.2.4)

Support

Content Expectations (2.1.4, 2.1.6, 2.2.2, 3.1.5)

New Insights(s)

Content Expectations (2.1.2, 2.1.6, 2.1.7, 2.2.2, 3.1.5, 3.1.8, 3.4.1)

Close and Critical Reading

What does the text say?

Content Expectations (1.2.1, 2.1.1, 2.1.3, 2.1.7, 2.2.2, 2.3.3, 3.1.3)

How does it say it?

Content Expectations (2.2.1, 2.2.3, 3.1.1, 3.1.2, 3.1.4, 3.1.9, 3.1.10, 3.2.1, 3.3.2, 3.4.1)

What does the text mean?

Content Expectations (2.1.2, 2.1.4, 2.3.1, 3.1.8, 3.1.9)

So what?

Content Expectations (1.2.1, 1.2.2, 1.2.3, 2.3.5, 2.3.6)

Portfolio and Research

Content Expectations (1.2.4, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.4.6, 1.4.7, 1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.5, 2.1.8, 2.1.9, 2.1.10, 2.1.11, 2.1.12)

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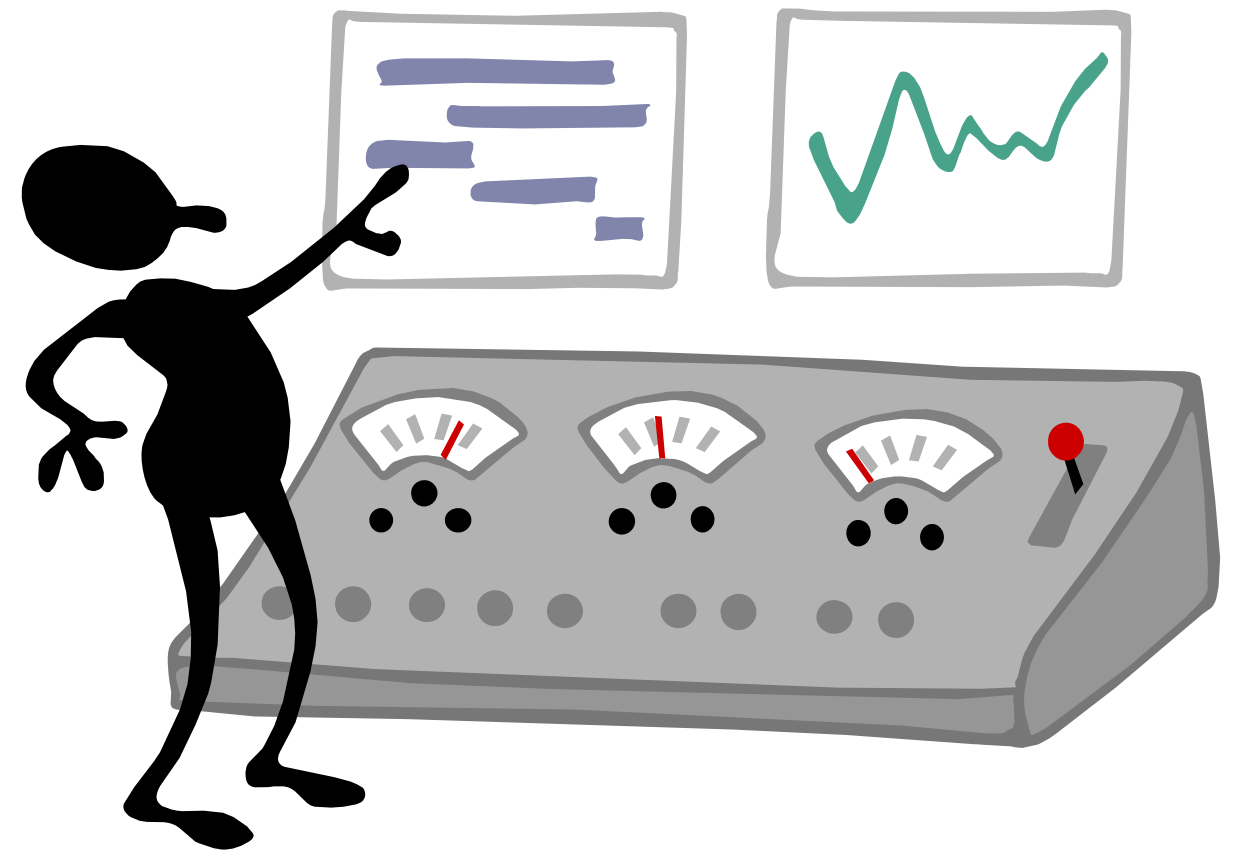
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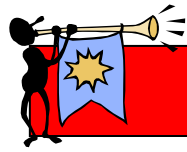
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ELA High School Assessment Manual





Introduction

The Michigan State Board of Education approved a new set of *English Language Arts High School Content*

Expectations in the spring of 2006 and defined them in the Michigan Merit Curriculum with eighteen model units — four or five per grade level.

Power Standards are a subset of the High School Content Expectations for ELA. These standards were based upon 21st Century Skills and the four grade level dispositions: Inter-Relationships and Self-Reliance, Critical Response and Stance, Transformational Thinking, and Leadership Qualities. The Power Standards represent about 78% of the 91 expectations.

Literature Units, *Learning Life’s Lessons through Literature*, are designed to: interest students, involve all the language arts, improve instruction, implement High School Content Expectations (HSCE), and increase test scores.

The **Scaffolded Units** help **all** students meet the High School Content Expectations. The units reflect the best practices in teaching and are differentiated according to students’ readiness level, interests and learning styles.

The **Assessment Units** are meant to be both formative and summative. These assessments include reading/listening/viewing selections accompanied by multiple choice questions, a grammar assessment, critical reading, and writing prompts. Each assessment unit also prescribes and outlines portfolio pieces that each student should collect for rubric assessment during each unit, including research-related activities and assessments and additional theme/content-related writing prompts.

Pre-Reading Assessments determine the students’ ability to comprehend the anchor texts found in the Michigan Merit Curriculum. These assessments can be used for pre-testing, post-testing, and testing out.



Power Standards

Grammar and Rhetoric

“Grammar and mechanics are not rules to be mastered as much as tools to serve a writer in creating a text readers will understand.”

— Jeff Anderson, *Mechanically Inclined*

Persuasive and Personal Writing

Writing to consolidate learning, generate ideas, reflect, communicate, and persuade.

Analysis and Synthesis

Analyze text for the underlying principle, metaphor, or universal truth. Synthesize disparate texts at the most abstract level to generate new knowledge or new insights through the creation of new text.

Close and Critical Reading

- What does the text say?
- How does it say it?
- What does the text mean?
- So what?

Portfolio and Research

Research and report on a topic, collaborate with others effectively to build knowledge, and reflect on learning.

The following manual provides a roadmap for implementing the Macomb ISD High School ELA Assessments and places them within the context of classroom instruction.

Curriculum and Assessment



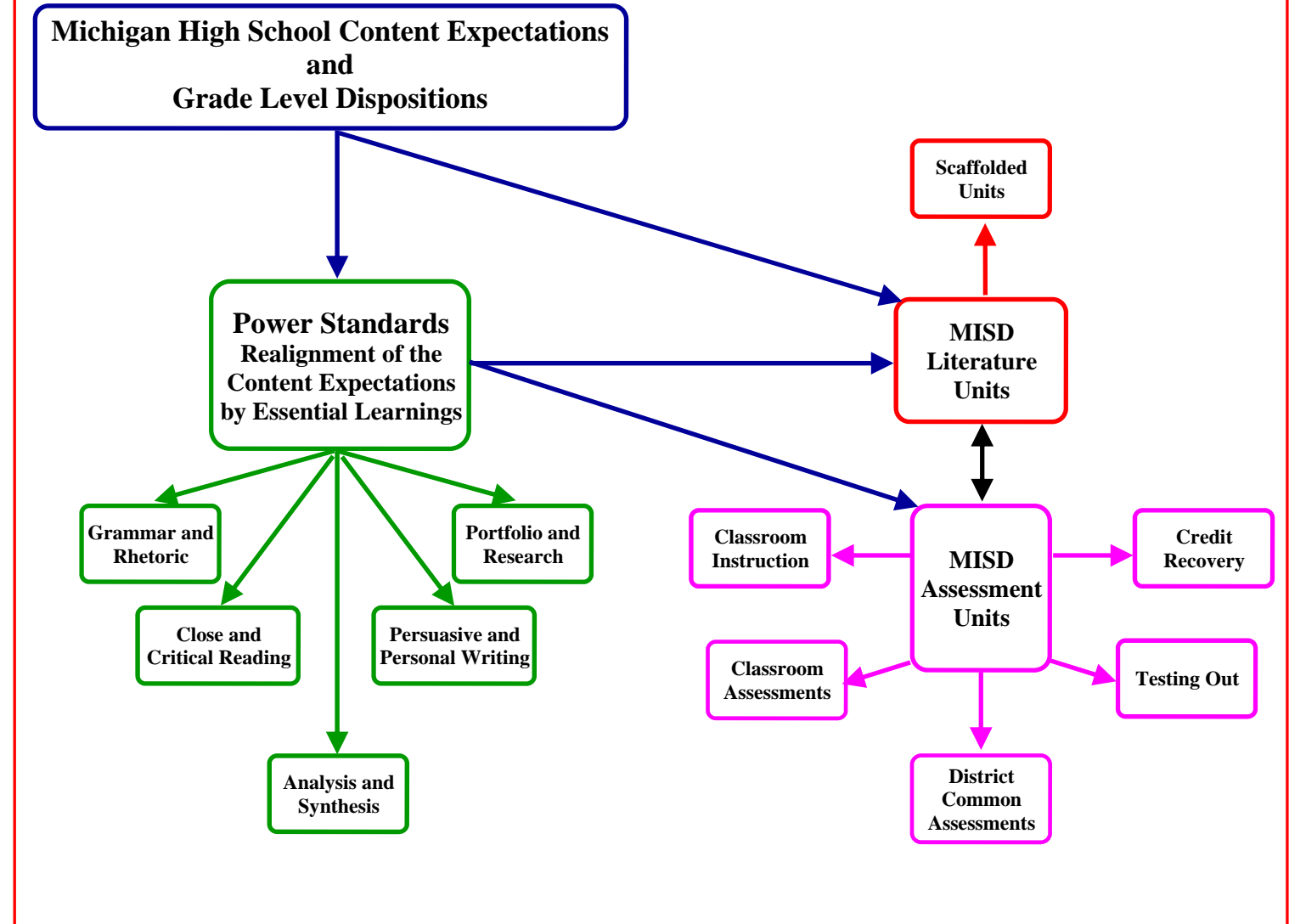
MISD Literature Units	Macomb ISD/Wayne RESA Scaffolded Literature Units
<p>9.1 Introduction to Reading: Short Story (“The Most Dangerous Game,” “The Gift of the Magi,” “The Necklace”)</p> <p>9.2 Introduction to Writing</p> <p>9.3 Contemporary Realistic Fiction: <i>To Kill a Mockingbird</i> by Harper Lee and <i>Mississippi Trial, 1955</i> and <i>Getting Away with Murder</i> by Chris Crowe</p> <p>9.4 Epic Poetry: <i>The Odyssey</i> by Homer</p> <p>9.5 Shakespearean Tragedy/Drama: <i>The Tragedy of Romeo and Juliet</i> by William Shakespeare</p>	<p>9.5 Shakespearean Tragedy/Drama: <i>The Tragedy of Romeo and Juliet</i> by William Shakespeare</p>
<p>10.1 America Post World War II Drama: <i>The Crucible</i> by Arthur Miller</p> <p>10.2 Contemporary Realistic Fiction, Novel: <i>The Adventures of Huckleberry Finn</i> by Mark Twain</p> <p>10.3 Contemporary Realistic Fiction, Novel: <i>Of Mice and Men</i> by John Steinbeck</p> <p>10.4 Harlem Renaissance and Post World War II American Drama: <i>A Raisin in the Sun</i> by Lorraine Hansberry</p>	<p>10.3 Contemporary Realistic Fiction, Novel: <i>Of Mice and Men</i> by John Steinbeck</p>
<p>11.1 The Power of Language to Transform Lives: <i>Beowulf</i> and <i>The Canterbury Tales</i></p> <p>11.2 Informed Decision-Making, The Renaissance: <i>The Tragedy of Hamlet, Prince of Denmark</i> by William Shakespeare</p> <p>11.3 Technology: Potential for Enhancing Human Life: <i>Frankenstein</i> by Mary Shelley</p> <p>11.4 Understanding Human Nature: Coping with Crisis, Chaos and Change: <i>The Lord of the Flies</i> by William Golding</p> <p>11.5 The DNA of Survival: <i>Night</i> by Elie Wiesel (12th Grade MISD Unit)</p>	<p>11.3 Technology: Potential for Enhancing Human Life: <i>Frankenstein</i> by Mary Shelley</p>
<p>12.1 The Power of Story: Inspiring Passion, Purpose, and Leadership Potential: <i>Their Eyes Were Watching God</i> by Zora Neale Hurston and <i>Things Fall Apart</i> by Chinua Achebe</p> <p>12.2 Shared Leadership: The Responsibility of the Electorate: <i>Animal Farm</i> and <i>1984</i> by George Orwell</p> <p>12.3 Balance of Power: Leadership for the American Dream: <i>The Great Gatsby</i> by F. Scott Fitzgerald and (<i>The Grapes of Wrath</i> by John Steinbeck – MDE only)</p> <p>12.4 Maintaining Balance and Integrity: The Responsibility of the Individual: <i>Antigone</i> by Sophocles (MDE only)</p> <p>12.5 Social Responsibility: Redefining the American Dream in a World Context – Culminating Senior Project (MDE only)</p>	<p>12.3 Balance of Power: Leadership for the American Dream: <i>The Great Gatsby</i> by F. Scott Fitzgerald</p>



ELA High School

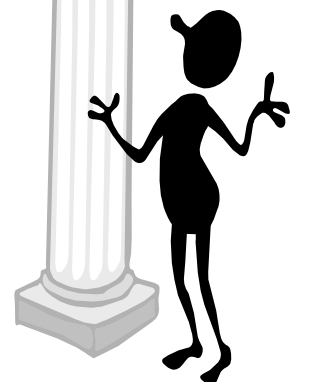
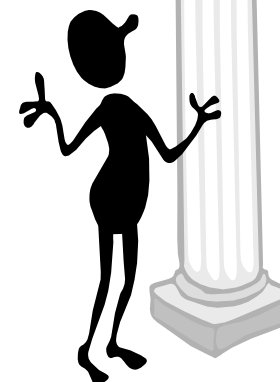
	Michigan Merit Curriculum Course/Credit	MISD Assessment Units
Grade 9 Survey Course Disposition: Inter-Relationships and Self-Reliance	9.1 Introduction to HS Reading: Short Story and Textbook 9.2 Introduction to HS Writing: Memoir, Descriptive Essay, Expository Essay, and Poetry 9.3 Contemporary Realistic Fiction and Novel 9.4 Epic Poetry 9.5 Shakespearean Drama	9.1 High School Reading 9.2 High School Writing 9.3 Novel 9.4 Epic Poetry 9.5 Shakespearean Drama
Grade 10 American Literature Disposition: Critical Response and Stance	10.1 Post World War II and American Drama 10.2 Contemporary American Literature and Satire 10.3 Contemporary Realistic Fiction and the Great Depression 10.4 Harlem Renaissance and Twentieth Century American Literature	10.1 19 th Century American Literature 10.2 American Literature: Satire 10.3 Contemporary American Literature and the Great Depression 10.4 Harlem Renaissance & 20 th Century American Literature
Grade 11 British Literature Disposition: Transformational Thinking	11.1 Anglo-Saxon and Medieval Periods 11.2 Informed Decision-making: The Renaissance 11.3 Technology: Potential for Enhancing Human Life 11.4 Victorian Period and Contemporary British Literature in the 20th Century 11.5 The DNA of Survival: Contemporary World Literature of the 20th Century	11.1 Power of Language to Transform Lives: Anglo Saxon and Medieval 11.2 Informed Decision-making: The Renaissance 11.3 Technology: Potential for Enhancing Human Life (Enlightenment and Romanticism) 11.4 Understanding Human Nature: Victorian and Contemporary British Literature 11.5 The DNA of Survival: Contemporary World Literature
Grade 12 World Literature Disposition: Leadership Qualities	12.1 The Power of Story: Inspiring Passion, Purpose, and leadership Potential 12.2 Shared Leadership and the Responsibility of the Electorate 12.3 Balance of Power: Leadership for the American Dream 12.4 Maintaining Balance and Integrity: The Responsibility of the Individual	12.1 The Power of Story: Inspiring Passion, Purpose, and Leadership Potential 12.2 Shared Leadership: The Responsibility of the Electorate (Satire, Allegory, Fable, Dystopian Fiction) 12.3 Balance of Power: Leadership for the American Dream 12.4 Maintaining Balance and Integrity: The Responsibility of the Individual

The High School English Language Arts Content Expectations from the Michigan Department of Education to the Classroom



Grade Level Dispositions

- Grade 9 - Inter-Relationships and Self-Reliance
- Grade 10 - Critical Response and Stance
- Grade 11 - Transformational Thinking
- Grade 12 - Leadership Qualities



Grammar and Rhetoric

Grammar and rhetoric knowledge is assessed with multiple-choice questions based on the ACT model. This will be scored with a rubric. (9 points)

Goal/Purpose Assurance that students have developed the six elements of effective writing that are measured on the ACT English Test:

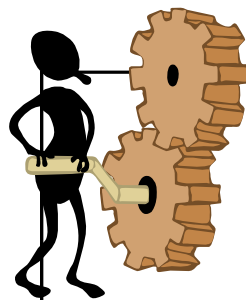
- punctuation
- grammar
- usage
- sentence structure
- strategy
- organization and style

How the assessment works

Students are given pieces of text with multiple-choice questions. They are to respond to the correctness of the grammar and rhetoric.

The thinking and skills measured by the assessment

Students must read, analyze, and recall linguistic rules very quickly.



Usage/Mechanics

- **Punctuation (13%).** Questions in this category test your knowledge of the conventions of internal and end-of-sentence punctuation, with emphasis on the relationship of punctuation to meaning (for example, avoiding ambiguity, indicating appositives).
- **Grammar and Usage (16%).** Questions in this category test your understanding of agreement between subject and verb, between pronoun and antecedent, and between modifiers and the word modified; verb formation; pronoun case; formation of comparative and superlative adjectives and adverbs; and idiomatic usage.
- **Sentence Structure (24%).** Questions in this category test your understanding of relationships between and among clauses, placement of modifiers, and shifts in construction.

Rhetorical Skills

- **Strategy (16%).** Questions in this category test how well you develop a given topic by choosing expressions appropriate to an essay's audience and purpose; judging the effect of adding, revising, or deleting supporting material; and judging the relevance of statements in context.
- **Organization (15%).** Questions in this category test how well you organize ideas and choose effective opening, transitional, and closing sentences.
- **Style (16%).** Questions in this category test how well you select precise and appropriate words and images, maintain the level of style and tone in an essay, manage sentence elements for rhetorical effectiveness, and avoid ambiguous pronoun references, wordiness, and redundancy.

How the Power Standards are developed in the Literature Units, "Learning Life's Lessons..."

Lessons or Activities in MISD Literature Units

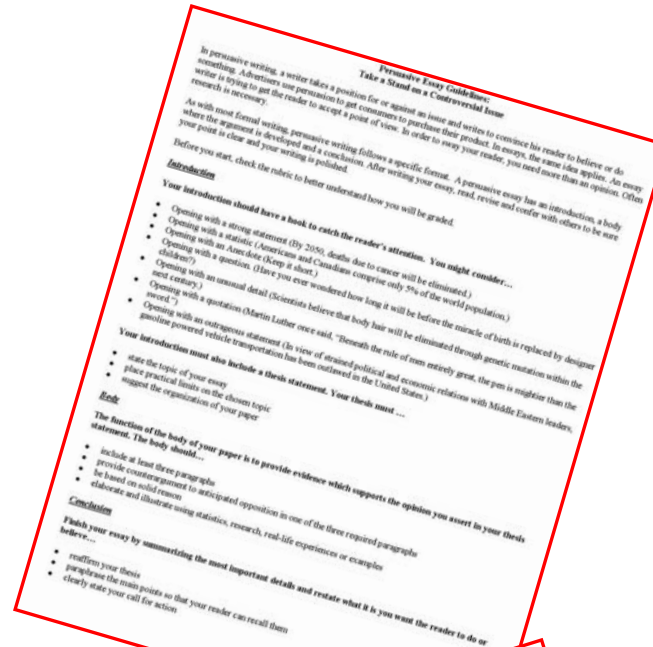
Power Standard — Persuasive and Personal Writing

Personal writing skills are developed through instruction and practice in constructed responses and with writing genres, including essay (thesis, support, conclusion or call to action), memoir, descriptive writing, personal narrative, reflective writing (including story tech), poetry, and newspaper stories and feature articles. Persuasive writing is explicitly taught and practiced through editorials, letters to editors, persuasive speeches, and ACT and MME prompts including peer revision.



Power Standard — Portfolio and Research

Skills and strategies for research and collaboration are developed through instruction and practice with gathering information through interviews, marginalia, website searches and evaluation, annotated bibliography, and advanced searches; précis and summary writing; and individual and group research. Skills and strategies are also developed through listening and viewing instruction, listening retelling, and experience with photo essays and video clips.



Show What You Know! Multimedia Presentation

The Role of Technology in Society

Now, it is time to show what you know! You will create one of the following:

- ✓ A brochure
- ✓ A poster display
- ✓ A web page
- ✓ A multi-media presentation (i.e. Power Point etc.)

Present to the class and school community to demonstrate what you have learned and gained from the texts studied in this unit. You will be using your selected article/topic from the Hyde Park Activity. Below is a suggested format to follow as you create your final project.

- What issues are involved in creating, lengthening, and bettering life?
- What is technology's role in society?
- What are the trade-offs for technological advances?
- What role will I play in future technology? Question it, consume it, or help to create it?
- What role does technology play in sustaining human life?

Section One: What, Where, How, and Why?

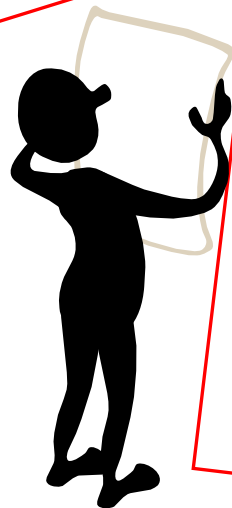
You should try to answer the following questions in this section:
 What is your issue? (Clearly state and describe your issue/topic)
 In your opinion, is it positive or negative?
 Explain why you feel this way.

Section Two: Effects on People's Lives

You should describe how this technology affects the lives of people living in the communities in which these technologies are present. Use the information that you read in your article, research, and media clips. If you know someone who has experienced technological advance, you may include an interview with him or her. Think about: What are the trade-offs for this particular technological advance?

Section Three: Conclusion

You should include a brief section summarizing all the information you have learned and any final thoughts. Questions to think about include:
 What role will I play in future technology?
 What role does technology play in sustaining human life?



Close and Critical Reading

Name: _____ Date: _____

Fractured Lullabies 1-4

Readability Reader
 analyze and summarize
 compare and contrast
 describe and explain
 identify and analyze
 infer and evaluate
 integrate and synthesize
 justify and defend
 locate and cite
 monitor and reflect
 present and persuade
 relate and connect
 research and report
 select and edit
 summarize and report
 synthesize and evaluate
 write and produce

Literary Analysis
 Analyze: A story and explain it.
 Analyze: the setting or atmosphere that the author created for the reader.
 Analyze: a reference in a story made to something from history, art, religion, myth or another work of literature.

Fractured Lullabies
 Robert Walcott and the stranger he reveals shows a master of metaphor.
 As you read Walcott's letters, look again at the chart on the back about each alternative structure, genre, attitude and personal qualities. Include the page numbers where you find these examples.

Consider both the alternative statements and the sections. Then you complete the chart, make sure to think about what the text has to achieve.

Reading

Situation:

Goal:

Attitude:

Personal Qualities:

The Situation:

Goal:

Attitude:

Personal Qualities:

(Don't forget the page numbers!)

How the Power Standards are developed in the Literature Units, “Learning Life’s Lessons...”

Lessons or Activities in MISD Literature Units

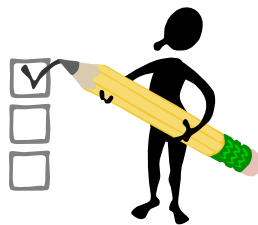
Grammar Activities for *The Odyssey*

DIRECTIONS: The sentences below may contain errors. Read the sentences carefully and choose the best answer. If you think the original version is best, choose “NO CHANGE.”

- Homer seems to have knowledge of events, and kingdoms, handed down from long before his time.
 - no change
 - kingdoms
 - long, before
 - events and kingdoms
- Although he displayed many fine qualities, Odysseus also reveals his weakness.
 - no change
 - Although,
 - displays
 - qualities
- Homer's tales of Odysseus still bring excitement to today's readers.
 - no change
 - brings
 - reader's
 - Homer's
- A sip of Circe's Phrygian wine turns Odysseus' crew to swine.
 - no change
 - whine
 - Odysseus
 - A sip

Power Standard — Grammar and Rhetoric

Grammar and rhetoric skills are developed through the writing process. For example, in the prompt at the beginning of each unit, students are reminded of steps in the process and are encouraged to use a revision checklist and a rubric emphasizing grammar, rhetoric, and conventions. All short and extended writing activities are accompanied with rubrics featuring correct use of grammar and conventions. Peer editing is encouraged. Vocabulary knowledge and word choice are developed in context and through revision. ACT practice exercises are provided in some units.



Focus Question #1 Why is George worrying about having trouble with Curley?

Answer Plan
Restate the question to introduce the answer.
Provide plausible reasons for George's fears.
Predict what will happen.

Possible Answer

[1] George is worrying that there may be trouble with Curley because he knows what has happened in the past with guys like Curley. [2] Curley seemed to be challenging them when he first saw them, as the author points out, "...his hands closed into fists. He stiffened and went into a slight crouch. His glance was at once calculating and pugnacious." "Curley seemed to be sizing the new men up. He hates big guys. He's alla picking scraps with big guys." At the end of the section, George even says, "I'm scared I'm gonna tangle with that bastard myself." [3] I think George is worried for good reason and there will be some kind of an altercation between George and Curley.

Power Standard — Close and Critical Reading

Reading Comprehension
Listening and Viewing

The skills and strategies of close and critical reading are developed through frequent focus questions with answer plans; the development of the seven reading comprehension strategies (asking questions, visualizing, determining importance, synthesizing, inferring, making connections, and repairing comprehension); the use of the four close and critical questions with some selections: *What does the text say? How does it say it? What does it mean? So what?*; Profundity (a system for getting to theme and beyond); Quick Writes (short, targeted free-writes); Think-(Write)-Pair-Share (collaborative thinking exercises); Talking to Text; and teacher and student Think Alouds (making thinking public).

Power Standard — Analysis and Synthesis

Each unit is created with a major theme and selections that develop the theme. One or more of the selections is a disparate text that rubs against the grain of the featured text to create friction/disequilibrium and induce the student's generative/creative thinking (synthesis). One of the four questions in Close and Critical Reading (*How does the text say it?*) requires students analyze text for genre, imagery, tone, organization, point of view, bias, basis of argument, etc. Literary analysis skills are developed. Analysis and synthesis are applied to a variety of genres and texts (visual) i.e., poetry and research.

Analysis of Propaganda in Famous Speeches

DIRECTIONS: Identify the speaker. Decide if the speaker's opinion is clear and if it is well supported. Give evidence of the propaganda techniques that you find. Take notes as necessary. You will select another speech and use the third column to analyze it.

Title:	Pearl Harbor Speech	Hitler's Order of the Day	Self-Selected Speech Title:
Speaker:			
Clear Opinion			
Strong Support			
Bandwagon			
Testimonial			
Plain Folks			
Transfer			
Fear			
Logical Fallacies			
Glibbing Generalities			
Names-calling			

The BIG THREE ACT Grammar Rules

Comma Rules

- Use a comma before a coordinating conjunction (and, or, but, nor, yet, for, so) that separates two independent clauses.
- Use a comma after an introductory word, phrase, or clause that comes before a main clause.
- Use commas around words, phrases, and clauses in the middle of a sentence when they aren't essential to the meaning of the sentence.
- Use commas between items in a series (example: He ate carrots, peas, beans, and celery).
- Use commas before and after a quotation within a sentence.
- Use a comma before an afterthought or contrasting element.
- Use commas to set off geographical names, items in date, and professional titles.

Subject-Verb Agreement

Verbs must agree with their subjects in person and number.

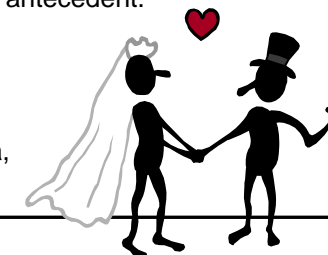
The rule to follow is that subjects and verbs need to agree in number. Singular subjects get singular verbs. Plural subjects get plural verbs. As long as you can identify the subject and verb of a sentence, you will be fine.

Pronoun Problems

Pronoun-Antecedent agreement: a pronoun must agree in number with its antecedent.

Unclear pronoun reference: when the sentence wording makes finding the antecedent difficult.

The pronoun switch: when the writer shifts from a first-person pronoun to a, third-person to first, etc.



Resources:

Grammar Charts for ACT Prep

http://www.protopage.com/wozniakc#Professional_Page/Grammar_Resources

Oakland ISD

<http://new.oakland.k12.mi.us/Departments/LearningServices/Humanities/EnglishLanguageArtsLiteracy/ELAMMEPreparation/tabid/1584/Default.aspx>

Wayne RESA

http://blackboard.resa.net/webapps/portal/frameset.jsp?tab_id=115_1

Activities:

Guide to Grammar and Writing

<http://grammar.ccc.commnet.edu/grammar/>

Close and Critical Reading

The expectation of close and critical reading is that students can, with the same text, answer the following questions: What does the text say? How does it say it? What does the text mean? And So what?

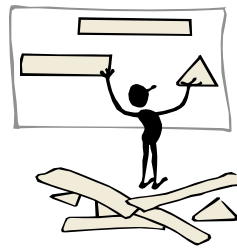
- Goal/Purpose** Assurance that students have developed the skills to do the following:
- reading skills to closely read, analyze the content, and extract the meaning in a summary
 - analysis skills to examine the way the text was constructed (genre, organization, figures of speech, etc.)
 - synthesizing skills to combine content and author’s craft to determine meaning
 - reflective skills to apply the meaning to their own world

How the assessment works

Students respond with a written constructed response to four questions: What does the text say? How does it say it? What does it mean? What does this mean for my world?

The thinking and skills measured by the assessment

Read for comprehension, determine important ideas, visualize, summarize, ask questions, make inferences, recognize the craft of the author, and know the effect craft has on the meaning, critical skills of recognizing the purpose, what is missing, the argument, the basis for the argument, the bias and the point of view, reflection and relating content to their worlds.



Pre-Reading Assessments

Each unit has a pre-reading assessment that verifies the student’s ability to read, comprehend, and analyze the anchor texts found in the Michigan Merit Curriculum prior to the study of the unit.



Close Reading Skills

Steps to close reading of literature

- <http://theliterarylink.com/closerreading.html>

Tips for close reading

- http://mason.gmu.edu/~rmatz/close_reading.htm

Close reading of information

- <http://www.fas.harvard.edu/~wricntr/documents/CloseReading.html>

Critical Reading Skills

Definition and strategies for critical reading

- www.criticalreading.com

Critical reading questions

- <http://library.uwb.edu/guides/reading.html>

Socratic Circles

Definition and a step-by-step guide

- http://www.studyguide.org/socratic_seminar.htm
- <http://www.saskschools.ca/~bestpractice/socratic/process.html>

PORTFOLIO CONTENTS

- 9.1 Research Project Outline/PowerPoint; Journal Writing; Listening
- 9.2 Research: Fact, Opinion, and Bias in Sources; Memoir Writing; Analyzing Poetry; Listening
- 9.3 Research: Evaluating Websites; Responding to Reading; Listening and Viewing; Writing Haiku
- 9.4 Research Project Outline/PowerPoint; Writing an Epic Poem; Writing a Narrative Poem; Listening and Viewing
- 9.5 Research: Library Resource Sites; Speech; Viewing; Translating a Monologue into Vernacular



- 10.1 Research: Copyright and Fair Use; Drama: *Meet Joe Black*; Literary Criticism; Listening; Journal Writing; Letter Writing
- 10.2 Research Project: Literary Movements/PowerPoint; Satiric Writing; Listening and Viewing; Persuasive ACT Writing; Newspaper Writing
- 10.3 Research Project: Plagiarism/PowerPoint; Drama: Readers’ Theater; Listening and Viewing; Persuasive ACT Writing; Memoir Writing
- 10.4 Research Project: Accuracy of Sources; Drama Production,; Listening and Viewing; Profundity; Short Story Writing



- 11.1 Research Project: Persuasive Writing; Political Cartooning; Listening and Viewing; Persuasive Writing, Writing a Eulogy
- 11.2 Research Project: Renaissance Authors/Podcast; Listening: Drama and Renaissance Music
- 11.3 Research Project: Grant Writing/PowerPoint; Listening and Viewing; Essay/Reaction
- 11.4 Research Project: Digital Storytelling; Listening and Viewing; Writing a Letter to the Editor; Persuasive ACT Writing; Stream of Consciousness Writing
- 11.5 Research Project: Interview/Podcast; Listening and Viewing; Poetry Analysis; Reflection



- 12.1 Research Project: Annotated Bibliography; Listening and Viewing; Persuasive Writing/Magical Realism; Writing an Essay for College Admissions
- 12.2 Research Project: Scholarships; Listening; and Viewing; Writing a Resume; Persuasive/Postmodernism
- 12.3 Research Project: The American Dream/Podcast; Poetry Analysis; Listening; Reaction Writing
- 12.4 Research Project: Social Entrepreneurism; Literary Analysis; Listening; Reaction Writing

Portfolio: Research and Collaboration

These assessments give students opportunities to display what they can learn and create over time both individually and collaboratively, as well as, what they can learn auditorally and visually from technological sources (internet, media, etc.) about art, photography, music, literature, etc.

“Being educated before abundant and ubiquitous information reflected to what you knew — what you could remember. Being educated in a world of networked, digital information is characterized by what you can teach yourself.”

David F. Warlick , Raw Material for the Mind

Goal/Purpose Assurance that students have developed the following skills and abilities to:

- research and report on a topic
- collaborate with others effectively to build knowledge
- use listening skills for comprehension and communication
- use questioning strategies to deepen comprehension when viewing
- reflect on their learning

How the assessment works

It is an assortment of tasks that look at student performance overtime.

The thinking and skills measured by the assessment

collaboration, persistence, working over time, agency/taking responsibility, choosing appropriate mode for presentation, creative searching, learning resources, deep searches, life skills (resume, college essay, applying for scholarships, developing a thesis, finding and evaluating sources, citing sources)



Collaboration Skills

- **Internet4Classrooms**
<http://www.internet4classrooms.com/k12links.htm>
- **Teacher's First**
<http://www.teachersfirst.com/index.cfm>
- **Discovery Education**
<http://www.discoveryeducation.com/>

Research Skills

- **Invisible Web**
<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/InvisibleWeb.html>
- **Grammar Aides**
<http://grammar.quickanddirtytips.com/>
- **MLA Instruction**
<http://owl.english.purdue.edu/oldindex.html>
- **Designing an Effective PowerPoint Presentation**
<http://owl.english.purdue.edu/owl/resource/686/01/#resourcenav>
- **Portfolio Descriptions**
<http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea5l143.htm>

Listening and Viewing for Communication

- **Listening Treasures**
<http://www.npr.org/>

Close and Critical Reading—Scaffolded

If students are unable to successfully respond to the questions on the preceding assessment, then administer the following Reading Comprehension multiple-choice assessment to determine their ability to simply read and comprehend.

Reading Comprehension Two-three reading selections (written and visual) are accompanied by approximately thirty multiple-choice questions assessing ability to read and comprehend the text.



Reading Comprehension

Determine the student's reading level

<http://missionliteracy.com/page15/page3/page16/page16.html>

Strategies and activities for developing reading comprehension

<http://missionliteracy.com/page15/page3/page17/page17.html>

Listening and Viewing Assessments

Each unit has **listening and/or viewing selection(s)** that are accompanied by approximately 10 **multiple-choice questions** and a **short written response** assessing students' listening/viewing comprehension and understanding of the unit theme.

If students are not successful reading and comprehending text, use the Listening and Viewing assessments to determine if they can comprehend text they hear or visual images they see.



Listening

Steps and tips for good listening

<http://www.factmonster.com/homework/listeningskills1.html>

Activities and lessons to teach listening skills

<http://www.onestopenenglish.com/section.asp?sectionType=listsummary&catid=59393>

<http://lil.rfd.org/Listening-A-Powerful-Skill/Teaching-Listening/46/>

A series of videos with listening quizzes

<http://www.youtube.com/watch?v=JaG7kIAI5lw>

Viewing

“Images can facilitate learning by quickly drawing mind-connections that would otherwise take a long time using purely verbal means.”

Lessons and Strategies

<http://www2.uhv.edu/trowbridges/3330/viewing.doc>

<http://www.printcenter.org/pdf/Developing%20Viewing%20Skills.pdf>

Analysis and Synthesis

A **synthesis prompt** encourages students to synthesize knowledge from the selections and the knowledge gained through completing the unit and apply the resulting new knowledge and understanding to their own lives. The synthesis will be scored with a rubric. (9 points)

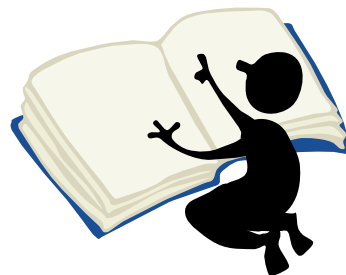
- Goal/Purpose** Assurance that students have developed the skills to do the following:
- Analyze text for the underlying principle, metaphor, or universal truth.
 - Synthesize disparate texts (written, oral, or visual) at the most abstract level to generate new knowledge or new insights through the creation of a new text.

How the assessment works

Students are asked to analyze disparate texts (written, oral, visual, etc.) to determine the most universal connection (metaphor or analogy) between or among them that will generate a new insight or new knowledge. They are given a wide range of modes of written, oral or digital discourse from which to choose how they will share their findings (e.g., essay, PowerPoint, editorial, short story, podcast, photo essay, video, speech, etc.).

The thinking and skills measured by the assessment

Inductive and deductive logic, metaphor or analogy, universal truths, flexible thinking, creativity, direct analogy, personal analogy, compressed conflict, creative problem solving and boundary-breaking analysis, and working with moral dilemmas.



Analogy/Metaphor/Simile

Analogy is a similarity in some respects between things that are otherwise dissimilar.

“Similes in song and movies”

<http://www.youtube.com/watch?v=KfeqRTMBm5A&feature=related>

Short video on analogies as the core for thinking

<http://www.youtube.com/watch?v=tr0-kMIWJgw&feature=related>

Synecotics

Synecotics refers to putting irrelevant things together.

“Making Familiar Strange and Making Strange Familiar”

Thomas Gordon

Definition and lessons

http://edweb.sdsu.edu/courses/ET650_online/MAPPS/Synecotics.html

<http://www.nmc.org/news/synecotics-presentation>

Creativity and Schools

http://www.youtube.com/watch?v=h_w4AfflmeM

ACT Persuasive Writing

All prompts used for the ACT Writing Test

- describe an issue relevant to high school students
- ask examinees to write their perspective on the issue

As a starting place, two different perspectives on the issue are provided in the prompt. Examinees may choose to support one of these perspectives or to develop a response based on their own perspective.

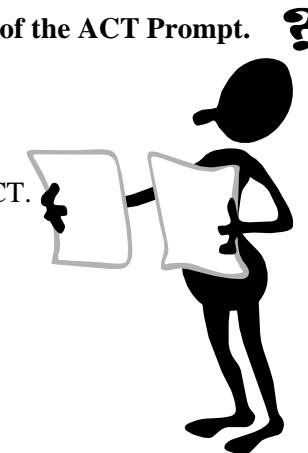
Students should be able to quickly identify the critical attributes of the ACT Prompt. ?

- the *issue*
- two *positions* with support for each side
- the *question*

The writing of the counter-argument is essential to success on the ACT.

Students must include the following attributes of effective counter-arguments:

- take a *position*
- acknowledge the *counter-argument*
- describe the *counter-argument* (why?)
- refute the *counter-argument* (rebuttal)



What Does a Good Counter-Argument Look Like?

I definitely do not believe that students should have to maintain a certain grade-point average to compete in high school sports. *Some educators and parents think that maintaining a certain required grade-point average is a good way to keep students on track academically.* They believe that withholding the sports activities will inspire students to work harder on their studies so that they can be eligible for sports. *While this may work in a few cases, I believe that more damage is done by withholding the sports that students love until their grades improve. Most often, it will have the reverse effect by making the struggling students totally lose interest in school.*

Counter-Argument

Writer's position

Why

Refuting the counter-argument (rebuttal)



Persuasive Writing Toolbox

<http://swiftpens.com/page11/page20/page28/page28.html>

Wayne RESA ACT Writing Toolbox

http://blackboard.resa.net/webapps/portal/frameset.jsp?tab_id=115_1

Argument & Persuasive Writing Lesson Plans and Teaching Resources

<http://www.webenglishteacher.com/argument.html>

Persuasive Writing Graphic Organizers

<http://www.region15.org/curriculum/pwp.pdf>

Persuasive Writing

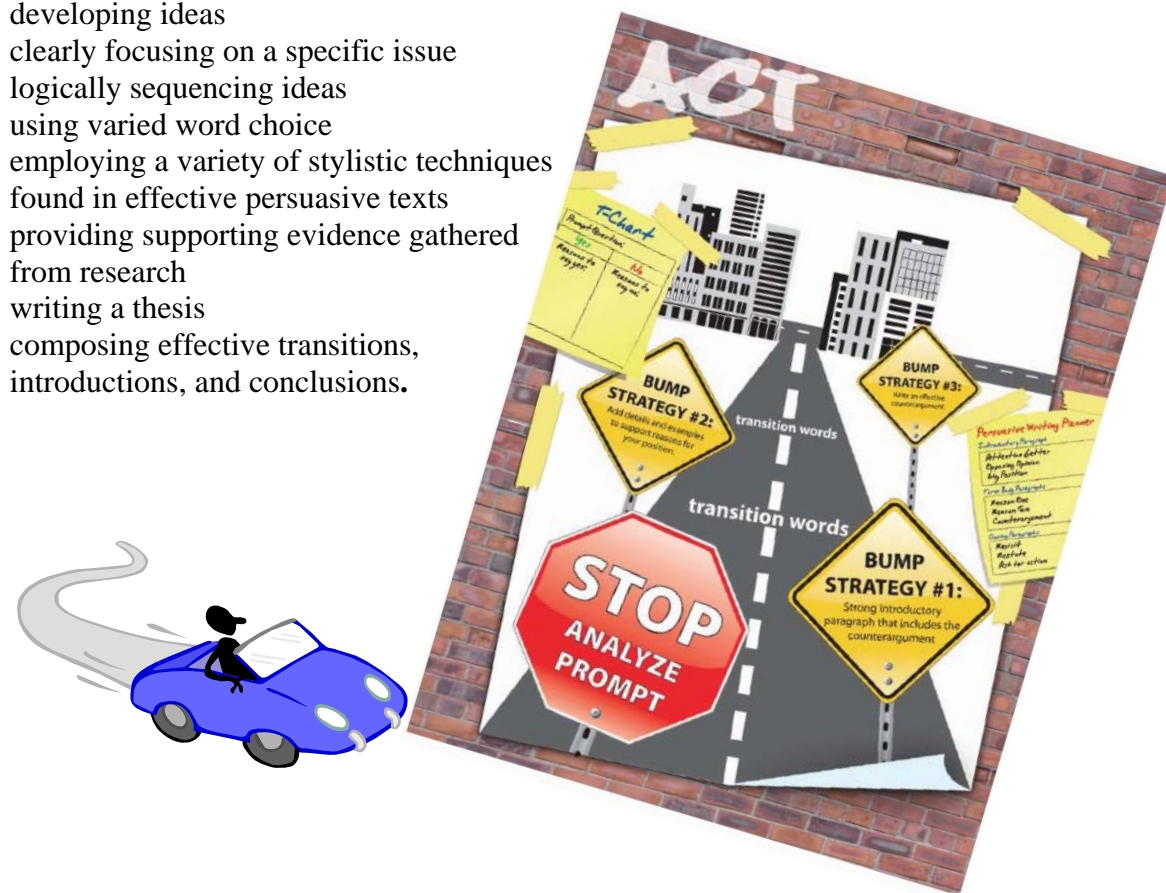
Persuasive Writing seeks to persuade an audience to accept a particular position on a controversial issue. Persuasive writing on the ACT is a 30-minute timed writing piece that describes an issue relevant to high school students and asks them to write their perspective on the issue.

Goal/Purpose Assurance that students have developed the ability to consolidate their ideas and write a persuasive essay that supports a position while refuting the opposite point of view. (This is the type of writing students will need to do in real life, but also an assessment.)

How the assessment works Throughout the assessments, students are asked to respond in writing to ideas from one or multiple written, oral, and visual texts. The responses are in the form of reflections, personal opinions, consolidated learning, essays, editorials, letters to the editor, and persuasive PowerPoint presentations, podcasts, etc. Each type of written response in the assessment unit has a corresponding rubric that sets the standard for that type of writing and provides opportunity for feedback on the written piece. **These assessments provide scaffolding to prepare students for the ACT Writing Assessment.**

The thinking and skills measured by the assessment

- organizing ideas
- creating varied sentences
- developing paragraphs
- taking a position
- offering a critical context for discussion
- examining different perspectives
- evaluating the implications and/or complications of given issue
- responding to or addressing counterarguments
- developing ideas
- clearly focusing on a specific issue
- logically sequencing ideas
- using varied word choice
- employing a variety of stylistic techniques found in effective persuasive texts
- providing supporting evidence gathered from research
- writing a thesis
- composing effective transitions, introductions, and conclusions.



Analysis and Synthesis — Scaffolded

If the students are not successful with the previous assessment, administer the next two assessments to determine where they are in the development of the analysis and synthesis power standards.

Response to Reading Students respond to a prompt asking them to synthesize and apply key ideas, generalizations, and principles from within each of two or three selections, to support a position in relation to the selections, and make a clear connection between the selections.

Cross-Text Multiple-Choice Assessment Two-three reading selections (written and visual) are accompanied by approximately six-eight multiple-choice cross-text questions assessing students on the Michigan High School Content Expectations. These questions ask students about the relationship between or among the selections.

Goal/Purpose Assurance that students have developed the skills to do the following:

- to compare and contrast two or three selections
- to see similarities in content, organization, purpose or patterns in two or three selections

How the assessment works

For Response to Reading, students respond to a prompt asking them to synthesize and apply key ideas, generalizations, and principles from within each of two or three selections, to support a position in relation to the selections, and make a clear connection between the selections. For Cross-Text question, students select from multiple choices to questions that ask about connections among and between multiple texts.

The thinking and skills measured by the assessment

Compare and contrast, recognize patterns, make connections, make inferences, summarize, and discriminate among similar information, and communicate ideas in writing.



Reading Comprehension Strategies – Make Connections and Inferences

<http://missionliteracy.com/page15/page3/page17/page17.html>

Compare and Contrast

Graphic organizers

<http://www.writedesignonline.com/organizers/comparecontrast.html>

Frayer's Concept Attainment Model

Analysis of each selection

<http://www.nde.state.ne.us/read/ProfessionalDevelopment/FrayerModel.pdf>

Graphic Organizer

<http://www.vancouver.wsu.edu/programs/edu/best/links/FrayerModel.doc>

<http://www.vancouver.wsu.edu/programs/edu/best/comp.htm>

Personal Writing

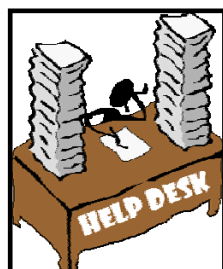
Personal Writing serves a variety of purposes. It is most commonly thought of as narrative writing. However, it includes writing to learn/reflect and writing to express/create. It is writing that gives expression to various needs. For example, students write their stories to convey their messages, write resumes to express their strengths, write journals to reflect upon their experiences, and write poetry to create new visions.

Goal/Purpose Assurance that students have developed the following: writing to consolidate learning, writing to generate ideas, writing to reflect, and writing to communicate. In other words, assurance that each student has acquired a voice in his/her world and a reflective stance that brings meaning to his/her world. Personal writing includes, but is not limited to, the following types of writing: poem, letter, story, memoir, personal narrative, article, open response, book, comics, play, commercial, PowerPoint, diary, learning log, and journal.

How the assessment works Throughout the assessments, students are asked to respond in writing to ideas from one or multiple written, oral, and visual texts. The responses are in the form of reflections, personal opinions, consolidated learning, diary entries or logs, and a variety of genres (i.e., poetry). Each type of written response has a corresponding rubric that sets the standard for that type of writing and gives feedback on the written piece.

The thinking and skills measured by the assessment

- construction of new knowledge
- use of varied sentences
- development of paragraphs
- use of description (the five senses)
- organization of ideas
- precise word choice
- creative use of literary devices (i.e., metaphor and/or analogy as a mode of thought)
- support for argument, interpretation, and defense
- use of precise, significant, and relevant detail to convey a message



Writing Fluency

<http://missionliteracy.com/page15/page5/page5.html>

Writing Development

<http://missionliteracy.com/page15/page6/page25/page25.html>

Explode a Moment

<http://www.youtube.com/watch?v=KykziiHpyuo&feature=related>

Snapshots

<http://www.youtube.com/watch?v=ZxdrOWUCu48>

Writing to Learn

<http://www.ntlf.com/html/lib/bib/writing.htm>

Writing about Poetry

<http://owl.english.purdue.edu/owl/resource/615/01/>

General Poetry Resources

<http://www.webenglishteacher.com/poetrygeneral.html>

Journaling Tips, Strategies, & Topics

<http://www.teachervision.fen.com/writing/teaching-methods/6382.html>

The BIG EIGHT PURPOSES FOR WRITING

Purpose	Explanation	Examples of Assessment
Express and reflect	The writer <ul style="list-style-type: none"> • expresses or reflects on his or her own life and experiences • often looks backward in order to look forward 	<ul style="list-style-type: none"> • Memoir • Journal entry
Inquire and explore	The writer <ul style="list-style-type: none"> • wrestles with a question or problem. • hooks with the problem and lets the reader watch him or her wrestle with it. 	<ul style="list-style-type: none"> • Writing a newspaper article • Reaction essay
Inform and explain	The writer <ul style="list-style-type: none"> • states a main point and purpose. • tries to present the information in a surprising way. 	<ul style="list-style-type: none"> • Research writing • Research interview
Analyze and interpret	The writer <ul style="list-style-type: none"> • seeks to analyze and interpret phenomena that are difficult to understand or explain. 	<ul style="list-style-type: none"> • Satiric writing of TV show • Analysis essay
Take a stand	The writer <ul style="list-style-type: none"> • seeks to persuade audiences to accept a particular position on a controversial issue. 	<ul style="list-style-type: none"> • Persuasive essay • ACT persuasive
Evaluate and judge	The writer <ul style="list-style-type: none"> • focuses on the worth of person, object, idea, or other phenomenon. • usually specifies the criteria for the object to be seen as "good" or "bad." 	<ul style="list-style-type: none"> • Analyzing poetry • Research evaluating websites
Propose a solution	The writer <ul style="list-style-type: none"> • is calling for action. • describes the problem, proposes a solution, and provides justification. 	<ul style="list-style-type: none"> • Letter to the editor • Research: social entrepreneur
Seek common ground	The writer <ul style="list-style-type: none"> • aims to calm the intensity. • respects the values of all readers. 	<ul style="list-style-type: none"> • Letter writing • Compare/contrast essay

Adapted from K. Gallagher, Teaching Adolescent Writers, 2006

Personal Writing Genres

Personal Narrative - a record of personal experiences

Journal - a personal record of thoughts, impressions, and events (Diaries - arranged chronologically)

Personal Letter - a written communication from one person to another

Letter to the Editor - letter of opinion on a timely subject intended for public reading

Memoir - an account of personal experiences and observations

Narrative (Personal) Poetry - personal expression in metrical form with word images intended to create sensory impressions

Resume - a statement of a job applicant's previous employment experience, education, etc.

Personal E-mail - (electronic mail) exchange of computer-stored messages by telecommunication

Blog - (short for [weblog](#)) a personal online journal frequently updated and intended for the public

