

Unit Goals – Stage 1

Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.

Unit Description: In this unit, students will examine various literary and informational texts about remaining an individual in a society that encourages conformity. They will also examine the elements of a narrative in order to write and present a personal narrative during the different performance tasks. Ultimately during all of the reading, writing, speaking & listening tasks, students will consider if it is better to fit in or stand out.

CCSS Anchor Reading Standards:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
10. Read and comprehend complex literary and informational texts independently and proficiently.

CCSS Anchor Writing Standards:

Text Types and Purposes

1. Write argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing

Transfer Goals: SBAC Claims

Students will be able to independently use their learning to...

1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.
2. Students can produce effective writing for a range of purposes and audiences.
3. Students can employ effective speaking and listening skills for a range of purposes and audiences.
4. Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.
5. Students can connect skills through industry themes for college and career readiness.

Making Meaning

UNDERSTANDINGS

Students will understand that...

Thematic Understanding: People have to weigh the risks and rewards of fitting in or standing out in American society.

Reading Understanding: Diction and style can reveal the author’s unique point of view on a topic.

Writing Understanding: Writers use vivid, sensory details to create a specific visual in the mind of the reader.

Language Understanding: Diction, or word choice, is central to creating an author’s unique writing style.

ESSENTIAL QUESTIONS:

Students will keep considering...

- Unit EQ: What role does individualism play in American society?
- Whole-Class Learning EQ: How has my personal experience shaped my view of individualism? Do I see it as a guiding principle, something to be avoided, or both?
- Small-Group Learning EQ: When is it difficult to march to the beat of a “different drummer” and stand on your own as an individual? What are the risks and rewards of nonconformity?
- Performance-Based Assessment: Is the experience of being an outsider universal?

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4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS Anchor Language Standards:

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

KNOWLEDGE

Students will know...

1. Poetic Structures and Theme
Author’s Choices: Diction
2. Poetic Structure and Style: Rhyme
3. Parts of Speech: Nouns
4. Development of Ideas in an Essay
5. Sentence Variety: Independent and Subordinate Clauses
6. Author’s Point of View: Explicit and Implicit Assumptions
7. Author’s Style: Conversational Style
8. Poetic Structure: Speaker and Point of View
9. Compound Nouns: Closed vs. Hyphenated
10. Author’s Choices: Direct vs. Indirect Characterization
11. Figurative Language: Simile, Metaphor, Hyperbole
12. Elements of a Personal Narrative

Acquisition

SKILLS

Students will be skilled at (Do)...

1. Analyzing how certain poetic structures can reveal the theme of a poem
2. Analyzing the effect of an author’s diction
3. Analyzing how the use of rhyme emphasizes ideas, conveys mood, and unifies groups of lines
4. Identifying nouns and differentiating between concrete and abstract nouns
5. Analyzing the structure of an essay in order to present a philosophical vision
6. Identifying and then utilizing four types of sentences
7. Analyzing an author’s implicit assumptions
8. Analyzing how an author creates a conversational style
9. Analyzing traits of the speaker in order to understand the point of view
10. Identifying and then utilizing compound nouns
11. Analyzing the author’s use of characterization and its impact on the overall story
12. Identify and interpreting figurative language
13. Crafting a personal narrative

APPLYING INDUSTRY THEME through Standards for Career Ready Practice and Behaviors of Learning and Teaching (BLTs) Students will be skilled at (Do)...

1. Applying appropriate technical skills and academic knowledge
2. Communicating clearly, effectively, and with reason
3. Employing valid and reliable research strategies
4. Engaging in deep critical thinking using challenging material and industry-specific problem solving tools
5. Pointing out connections across subjects in theme-based interdisciplinary projects

Grade Level Standards – Stage 1

Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.

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Reading	Writing	Speaking & Listening	Language
<p>(bold = assessed on End-of Unit Assessment)</p> <p>Literature:</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. • RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/ archetypes are introduced and developed). <p>Craft and Structure</p> <ul style="list-style-type: none"> • RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with 	<p>(bold = assessed on End-of Unit Assessment)</p> <p>Text Types and Purposes</p> <ul style="list-style-type: none"> • W.11-12.2: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured events sequences. <ul style="list-style-type: none"> ○ a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. ○ b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ○ c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a 	<p>(bold = assessed on End-of Unit Assessment)</p> <p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> • SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> ○ SL.11-12.1b: Work with others to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. ○ SL.11-12.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. ○ SL.11-12.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 	<p>(bold = assessed on End-of Unit Assessment)</p> <p>Conventions of Standard English</p> <ul style="list-style-type: none"> • L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. • L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ○ L.11-12.2a: Observe hyphenation conventions. <p>Knowledge of Language</p> <ul style="list-style-type: none"> • L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> • L.11-12.4: Determine of clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> ○ L.11-12.4a: Use context (e.g., the overall meaning of a sentence,

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<p>multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <ul style="list-style-type: none"> • RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. • RL.11-12.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) • RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or 	<p>particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <ul style="list-style-type: none"> ○ d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ○ e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a 	<ul style="list-style-type: none"> • SL.11-12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • SL.11-12.4: Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. ○ SL.11-12.4a: Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, and description); and draws comparisons between the specific incident and broader themes. ○ SL.11-12.4b: Plan and present an argument that: supports a precise 	<p>paragraph, or text; a word’s position or function in a sentence</p> <ul style="list-style-type: none"> ○ L.11-12.4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. ○ L.11-12.4c: Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. ○ L.11-12.4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <ul style="list-style-type: none"> • L11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ○ L11-12.5a: Interpret figures of speech (e.g., hyperbole, paradox) in

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<p>more texts from the same period treat similar themes or topics.</p> <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • RL.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. <p>Informational:</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. <p>Craft and Structure</p> <ul style="list-style-type: none"> • RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. 	<p>problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Range of Writing</p> <ul style="list-style-type: none"> • W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 	<p>claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented.</p> <ul style="list-style-type: none"> • SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. 	<p>context and analyze their role in the text.</p> <ul style="list-style-type: none"> • L11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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<ul style="list-style-type: none"> ○ RI.11-12.5a: Analyze the use of text features (e.g., graphics, headers, captions) in public documents. ● RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ● RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. ● RI.11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> ● RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 			

CCSS Standards Link: <http://www.corestandards.org/ELA-Literacy/>

CTE Model Curriculum Standards Link: <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>

Evidence of Learning – Stage 2

Stage 2 of the Understanding by Design approach answers the questions, “How will we know if students have achieved the desired results and met the standards?” and “What will we accept as evidence of student understanding and proficiency?” Having a balance of formative and summative assessments helps to build a comprehensive portrait of student learning. Formative assessments serve as “assessments FOR learning,” giving the teacher information about students along the way, while summative assessments serve as “assessments OF learning,” helping to gauge final levels of mastery or proficiency.

Evaluative Criteria	Assessment Evidence	Standards Assessed
<p><i>Student performance will be evaluated in terms of his/her ability to...</i></p> <ul style="list-style-type: none"> • Write a narrative to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. • The development, organization, and style should be appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, and rewriting 	<p><u>Required Key Assignment Writing Task 1:</u></p> <p>Write a Personal Narrative Guided Process Paper (pp. 192-199)</p>	<ul style="list-style-type: none"> • W.11-12.3a-e • W.11-12.5 • W.11-12.6
<ul style="list-style-type: none"> • Work with peers to promote civil, democratic discussions • Work with peers to make decisions, set goals and deadlines, and establish roles as needed. • Present information clearly, concisely, and logically. 	<p><u>Required Key Assignment Speaking & Listening Task:</u></p> <p>Present a Personal Narrative (pp. 262-263)</p>	<ul style="list-style-type: none"> • SL.11-12.1b • SL.11-12.3 • SL.11-12.4a
<ul style="list-style-type: none"> • Write a narrative to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. • Integrate multiple sources to support assertions • Draw evidence from literary and informational texts to support analysis, reflection, and research. 	<p><u>Required Key Assignment Writing Task 2:</u> <u>Performance-Based Assessment, Part 1:</u> Unassisted Personal Narrative that synthesizes multiple sources within the textbook that address the provided prompt (pp. 270-271) -or- Unassisted Personal Narrative that synthesizes multiple sources that might include industry-aligned supplemental texts on an industry-aligned topic (pp. 270-271)</p>	<ul style="list-style-type: none"> • W.11-12.3a-e • W.11-12.5 • W.11-12.6 • W.11-12.9
<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says. 	<p><u>Interim Unit Assessment:</u></p> <p>Unit 2 Assessment (accessible in the Digital Tools to print out or to have students take online)</p>	<ul style="list-style-type: none"> • RL.11-12.2, 3, 4, 5, 6 • RI.11-12.2, 6 • W.11-12.3a-e • L.11-12.3, 4b, 4d

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Evaluative Criteria	Other Evidence – may also be used formatively
<ul style="list-style-type: none"> • Interpret words and phrases. • Determine technical, connotative, and figurative meanings. • Analyze how specific word choices shape meaning or tone. • Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. • Assess how point of view or purpose shapes the content and style of a text. 	<p><u>Key Assignment Reading Task:</u> Analyze Craft and Structure</p>
<ul style="list-style-type: none"> • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<p>Constructed Responses: Writing to Sources, Writing to Compare, Research, Quick Writes, Summary Writing, etc.</p>
<ul style="list-style-type: none"> • Demonstrate accurate knowledge and speak effectively about the topic. The teacher is actively participating in the discussions, observing, redirecting, and collecting evidence of students’ understanding of what is being discussed. 	<p>Speaking and Listening – Collaborative Conversations</p>
<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says. 	<p>Close Reading Techniques: Annotations, Comprehension Questions, Analyze the Text Questions, Close Read the Text Responses</p>
<ul style="list-style-type: none"> • Clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 	<p>Concept Vocabulary</p>
<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<p>Conventions Activities</p>
<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says. 	<p>Selection Tests (available in the Digital Tools to print out or to have students take online)</p>
<ul style="list-style-type: none"> • Present information clearly, concisely, and logically. 	<p><u>Speaking and Listening Task 2:</u> <u>Performance-Based Assessment, Part 2:</u> Videorecorded Commentary using the Argument from Part 1 (p. 136)</p>