

**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 how the power of protest can lead to change. They will also examine the elements of an informative essay in order to craft a written essay and participate in a panel discussion during the different performance tasks. Ultimately during all of the reading, writing, speaking & listening tasks, students will consider how protest can help overcome injustices.

**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:**

Having a voice can create agency and allow for change.

**Reading Understanding:**

The way in which an author chooses to structure his/her argument helps to solidify its credibility and validity.

**Writing Understanding:**

Integrating information in our writing in a multitude of ways helps to make our message more accessible to diverse readers.

**Language Understanding:**

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

**ESSENTIAL QUESTIONS:**

*Students will keep considering...*

**Unit Essential Question:**

In what ways does the struggle for freedom change with history?

**Whole-Class Learning (Performance Task: Writing Focus – Process Essay):**

Did the nation achieve the goals that Douglass and Lincoln desired?

**Small-Group Learning (Performance Task: Speaking and Listening Focus):**

What were the goals of these reformers? Why did they want to achieve those goals?

**Performance-Based Assessment Part 1 (On-Demand Essay):**

What motivates people to struggle for change?

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**Acquisition**

**KNOWLEDGE: Students will know...**

1. Argumentative Structure: claim & counterclaim (p. 295) RI.11-12.5
2. Latin prefix: *ob-* (p. 296) L.11-12.4c
3. Noun and verb phrases (p. 297) L.11-12.1
4. Chronological structure (p. 305) RI.11-12.5
5. Synonyms and nuances (p. 306) L.11-12.5b
6. Prepositional, adverbial, and adjectival phrases (p. 307) L.11-12.1
7. Essential elements of an Informative Essay (pp. 318-325) W.11-12.2a-f
8. Refrain (p. 335) RI.11-12.2
9. Formal vs. colloquial diction (p. 336) L.11-12.3
10. Allusions (p. 344) RI.11-12.9
11. Types of Clauses (p. 345) L.11-12.1
12. Denotation and Connotation (p. 356) L.11-12.5
13. Theme and internal monologue (p. 357) RL.11-12.2
14. Irony (p. 358) RL.11-12.6
15. Jargon/ Technical language (p. 367) RL.11-12.4
16. Structure of a legal document: opinion, analytical argument, claim, counterclaims (p. 368 & 376) RI.11-12.5
17. Subordinating Conjunctions (p. 377) L.11-12.1

**APPLYING INDUSTRY THEME through Standards for Career Ready Practice and Behaviors of Learning and Teaching (BLTs)**

**Students will know...**

18. Technical skills and academic knowledge
19. Reason and organization
20. Research strategies
21. Industry-specific problem-solving tools
22. Interdisciplinary project assignments/topics

Resources for Applying Industry Theme:

- “Understand CTE Model Curriculum Standards” available on MyPD Course #2505
- Behaviors of Learning and Teaching <https://goo.gl/U9idsY>

**SKILLS: Students will be skilled at (Do)...**

1. Identifying and analyzing claims and counterclaims in an argument and evaluating the purpose of the argument
2. Defining the Latin prefix, *ob-*, and dissecting words in order to determine their meaning
3. Differentiating between noun and verb phrases
4. Analyzing and evaluating the chronological structure of a text
5. Analyzing and then producing synonyms and nuances in writing
6. Analyzing the use of prepositional phrases in order to label them as either adverbial or adjectival phrases.
7. Identifying and utilizing the elements of an informative text in speaking and writing
8. Analyzing the use of a refrain as an effective argumentative technique
9. Switching between formal and colloquial registers
10. Identifying and analyzing the author’s use of allusions
11. Differentiating between independent and subordinate/dependent clauses before creating their own
12. Determining the connotations of a variety of words that have the same denotation, evaluating which connotation is most negative or positive
13. Determining the central theme of the text
14. Analyzing the irony in the text before creating an ironic twist in their own writing
15. Identifying and define the jargon/ technical language in a legal document
16. Analyzing the structure of a legal document/ Opinion of the Court
17. Identifying subordinating conjunctions in order to learn how they work so that they can then combine two independent clauses using a subordinating conjunction.

**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.**

*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.*

Reading	Writing	Speaking & Listening	Language
<p>(<b>bold</b> = assessed on End-of- Unit Assessment)</p> <p><b>Literature:</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>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).</b></li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>RL.11-12.6: Analyze a case in which grasping point of view requires</b></li> </ul>	<p>(<b>bold</b> = assessed on End-of- Unit Assessment)</p> <p><b>Text Types and Purposes</b></p> <ul style="list-style-type: none"> <li>• <b>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.</b> <ul style="list-style-type: none"> <li>○ W.11-12.2a: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>○ W.11-12.2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>○ W.11-12.2c: Use appropriate and varied transitions and syntax to link the major sections of the text,</li> </ul> </li> </ul>	<p>(<b>bold</b> = assessed on End-of- Unit Assessment)</p> <p><b>Comprehension and Collaboration</b></p> <ul style="list-style-type: none"> <li>• <b>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.</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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</li> </ul> </li> </ul>	<p>(<b>bold</b> = assessed on End-of- Unit Assessment)</p> <p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>• <b>L.11-12.1: Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking.</b> <ul style="list-style-type: none"> <li>○ L.11-12.1a: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> </ul> </li> </ul> <p><b>Knowledge of Language</b></p> <ul style="list-style-type: none"> <li>• <b>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.</b> <ul style="list-style-type: none"> <li>○ L.11-12.3a: Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ul> </li> </ul> <p><b>Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"> <li>• <b>L.11-12.4: Determine of clarify the meaning of unknown and multiple-meaning words and phrases based on</b></li> </ul>

**Grade Level Standards – Stage 1**

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Reading	Writing	Speaking & Listening	Language
<p><b>distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</b></p> <p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Informational:</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>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.</li> <li><b>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.</b></li> <li><b>RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events</b></li> </ul>	<p>create cohesion, and clarify the relationships among complex ideas and concepts.</p> <ul style="list-style-type: none"> <li>W.11-12.2d: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>W.11-12.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>W.11-12.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> <li>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.</li> </ul> <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>or research is required to deepen the investigation or complete the task.</p> <ul style="list-style-type: none"> <li>SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</li> <li>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.</li> </ul> <p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio,</li> </ul>	<p><i>grades 11-12 reading and content, choosing flexibly from a range of strategies.</i></p> <ul style="list-style-type: none"> <li><b>L.11-12.4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence</b></li> <li><b>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.</b></li> <li>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.</li> <li>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).</li> <li>L11-12.5: Demonstrate understanding of figurative language, word</li> </ul>

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<p>interact and develop over the course of the text.</p> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• <b>RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</b></li> <li>• <b>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.</b> <ul style="list-style-type: none"> <li>○ <b>RI.11-12.5a: Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</b></li> </ul> </li> <li>• <b>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.</b></li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• <b>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</b></li> </ul>	<p><b>Research to Build and Present Knowledge</b></p> <ul style="list-style-type: none"> <li>• <b>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 problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</b></li> <li>• <b>W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</b></li> <li>• <b>W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> <ul style="list-style-type: none"> <li>○ <b>W.11-12.9b: Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the</b></li> </ul> </li> </ul>	<p>visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <ul style="list-style-type: none"> <li>• <b>SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</b></li> </ul>	<p>relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>○ <b>L11-12.5b: Analyze nuances in the meaning of words with similar denotations</b></li> <li>• <b>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.</b></li> </ul>

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<p>words in order to address a question or solve a problem.</p> <ul style="list-style-type: none"> <li>RI.11-12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses)</li> <li>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.</li> </ul> <p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]" ).</p> <p><b>Range of Writing</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>		

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"> <li>• 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.</li> <li>• The development, organization, and style should be appropriate to task, purpose, and audience.</li> <li>• Develop and strengthen writing as needed by planning, revising, editing, and rewriting.</li> </ul>	<p><b><u>Required Key Assignment Writing Task 1:</u></b> <b>Performance Task – Writing Focus</b> Informative Essay - Teacher-Guided Process Paper (pp. 318-325)</p>	<ul style="list-style-type: none"> <li>• W.11-12.2a-f</li> <li>• W.11-12.5</li> <li>• W.11-12.7</li> <li>• W.11-12.8</li> <li>• W.11-12.10</li> <li>• L.11-12.3a</li> </ul>
<ul style="list-style-type: none"> <li>• Work with peers to promote civil, democratic discussions.</li> <li>• Work with peers to make decisions, set goals and deadlines, and establish roles as needed.</li> <li>• Present information clearly, concisely, and logically.</li> </ul>	<p><b><u>Required Key Assignment Speaking &amp; Listening Task:</u></b> <b>Performance Task – Speaking &amp; Listening Focus</b> Hold a Panel Discussion (pp. 380-381)</p>	<ul style="list-style-type: none"> <li>• SL.11-12.1b</li> <li>• SL.11-12.3</li> <li>• SL.11-12.4a</li> </ul>
<ul style="list-style-type: none"> <li>• Write a narrative to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</li> <li>• Integrate multiple sources to support assertions.</li> <li>• Draw evidence from literary and informational texts to support analysis, reflection, and research.</li> </ul>	<p><b><u>Required Key Assignment Writing Task 2:</u></b> <b>Performance-Based Assessment, Part 1</b> Unassisted Informative Essay that synthesizes multiple sources within the textbook that addresses the provided prompt (pp. 388-389) -or- Unassisted Informative Essay that synthesizes multiple sources that might include industry-aligned supplemental texts on an industry-aligned topic (pp. 388-389)</p>	<ul style="list-style-type: none"> <li>• W.11-12.2a-f</li> <li>• W.11-12.9</li> <li>• W.11-12.10</li> </ul>
<ul style="list-style-type: none"> <li>• Interpret words and phrases.</li> <li>• Determine technical, connotative, and figurative meanings.</li> <li>• Analyze how specific word choices shape meaning or tone.</li> <li>• Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</li> <li>• Assess how point of view or purpose shapes the content and style of a text.</li> </ul>	<p><b><u>Interim Unit Assessment:</u></b>  Unit 3 Assessment (accessible in the Digital Tools to print out or to have students take online)</p>	<ul style="list-style-type: none"> <li>• RL.11-12.2, 3, 5</li> <li>• RI.11-12.2, 3, 4, 5, 6, 8</li> <li>• W.11-12.2a-f</li> <li>• L.11-12.1, 3, 4a, 4b, 5b, 6</li> </ul>

**Evidence of Learning – Stage 2**

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Evaluative Criteria	Other Evidence – may also be used formatively
<ul style="list-style-type: none"> <li>• Interpret words and phrases.</li> <li>• Determine technical, connotative, and figurative meanings.</li> <li>• Analyze how specific word choices shape meaning or tone.</li> <li>• Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</li> <li>• Assess how point of view or purpose shapes the content and style of a text.</li> </ul>	<p><b>Required Key Assignment Reading Task:</b></p> <p>Analyze Craft and Structure</p>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Constructed Responses: Writing to Sources, Writing to Compare, Research, Quick Writes, Summary Writing, etc.</p>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Speaking and Listening – Collaborative Conversations</p>
<ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence to support analysis of what the text says</li> </ul>	<p>Close Reading Techniques: Annotations, Comprehension Questions, Analyze the Text Questions, Close Read the Text Responses</p>
<ul style="list-style-type: none"> <li>• Clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</li> </ul>	<p>Concept Vocabulary</p>
<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> </ul>	<p>Conventions Activities</p>
<ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence to support analysis of what the text says.</li> </ul>	<p>Selection Tests (available in the Digital Tools to print out or to have students take online)</p>
<ul style="list-style-type: none"> <li>• Present information clearly, concisely, and logically.</li> </ul>	<p>Performance-Based Assessment, Part 2, Speaking and Listening</p>