

**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 why people find it entertaining to be frightened. They will also examine the elements of an argument in order to craft a written essay and participate in an argumentative presentation during the different performance tasks. Ultimately during all of the reading, writing, speaking & listening tasks, students will consider what it takes to face our fears.

**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:** Unrestrained and unreasonable fear can damage society.

**Reading Understanding:** The way in which an author chooses to structure a text and manipulate the details can create different emotional responses in the mind of the reader.

**Writing Understanding:** An effective argument contains all of the elements of an argument, is organized in a logical manner, and uses word choice and tone to create a sense of seriousness and authority.

**Language Understanding:** Proper use of pronouns helps to make longer sentences more efficient and less repetitive.

**ESSENTIAL QUESTIONS:**

*Students will keep considering...*

**Unit Essential Question:**

How do we respond when challenged by fear?

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

Could any of the characters in *The Crucible* have done more to end the hysteria in Salem?

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

Do people usually learn from their fear?

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

Is fear always a harmful emotion?

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**Acquisition**

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

1. Latin Root: *-fama-* (p. 597) L.11-12.5
2. Structural Elements of Drama (p. 598) RL.11-12.3 & 5
3. Personal Pronouns (p. 599) L.11-12.1 & 3
4. Technical Words of the Legal System (p. 625) L.11-12.4c & 6
5. External vs. Internal Conflict (p. 626) RL.11-12.3 & 5
6. Connotation (p. 657) L.11-12.5 & 5b
7. Direct vs. Indirect Characterization & Character Motivation (p. 658) RL.11-12.3
8. Dramatic vs. Verbal Irony (p. 659) RL.11-12.6
9. Etymology (p. 680) L.11-12.4c
10. Allegory (p. 681) RL.11-12.2
11. Biblical Allusions (p. 682) RL.11-12.4
12. Elements of Realism (p. 683) RL.11-12.4
13. Elements of an Argument (p. 692-699) W.11-12.1a-f
14. Enriching Writing with Research (p. 694-695) W.11-12.8
15. Indefinite Pronouns (p. 697) L.11-12.1
16. Latin Suffix: *-or* (p. 713) L.11-12.4b
17. Direct vs. Indirect Characterization in Nonfiction Narrative (p. 714) RI.11-12.3
18. Shifting Points of View (p. 715) RI.11-12.6
19. Loanwords (p. 734) L.11-12.4c
20. Chronological Order: *In medias res*, flashback, foreshadowing (p. 735) RL.11-12.3 & 5
21. Pronouns and Antecedents (p. 736) L.11-12.1

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

**Students will know...**

22. Technical skills and academic knowledge
23. Reason and organization
24. Research strategies
25. Industry-specific problem-solving tools
26. 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. Defining words by analyzing the use of the root *-fama-*.
2. Identifying elements of a drama and analyzing how these elements create an aesthetic impact.
3. Analyzing the case of personal pronouns and then revising text to reflect standard usage.
4. Identifying legal terminology and use reference materials to determine meaning.
5. Identifying conflict within a plot and determining if it is external or internal.
6. Determining the degree of connotation in a word and writing synonyms for the word.
7. Identifying examples of direct and indirect characterization and analyzing the motivation of a characters actions.
8. Identifying and analyzing examples of dramatic and verbal irony in order to determine the impact it makes on the text.
9. Researching Greek origins of words using an etymological dictionary or the internet.
10. Interpreting the literal and symbolic meaning and theme of an allegory.
11. Determining the meaning of biblical allusions in a text and explaining what the allusions reveal about the characters or situation.
12. Analyzing the setting, plot events, and dialogue of a text in order to see how the author emphasized the realistic qualities.
13. Crafting arguments around a precise claim and supporting it with logical reasoning and relevant evidence from multiple texts.
14. Researching reliable sources to find additional evidence to support their writing.
15. Integrating indefinite pronouns while maintaining subject-verb agreement.
16. Defining words by analyzing the use of the suffix *-or*.
17. Inferring what a person’s behavior can tell us about his/her character.
18. Analyzing text to identify when the author shifts between varying points of view.
19. Researching the meaning of loanwords and determining the language from which they were borrowed.
20. Identifying chronological plot devices and analyzing their effects on the plot.
21. Identifying pronouns and their antecedents.

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

22. Applying appropriate technical skills and academic knowledge
23. Communicating clearly, effectively, and with reason
24. Employing valid and reliable research strategies
25. Engaging in deep critical thinking using challenging material and industry-specific problem solving tools
26. 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>(<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.11-12.1:</b> 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>RL.11-12.2:</b> 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.</li> <li>• <b>RL.11-12.3:</b> 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 are introduced and developed).</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• <b>RL.11-12.4:</b> 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 multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</li> <li>• <b>RL.11-12.5:</b> 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.</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.11-12.1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.               <ul style="list-style-type: none"> <li>○ <b>W.11-12.1a:</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>○ <b>W.11-12.1b:</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>○ <b>W.11-12.1c:</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>○ <b>W.11-12.1d:</b> Establish and maintain a formal style and objective tone while</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:</b> 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"> <li>○ <b>SL.11-12.1a:</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic of issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>○ <b>SL.11-12.1c:</b> Propel conversations by posing and responding to questions that probe</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:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking.               <ul style="list-style-type: none"> <li>○ <b>L.11-12.1a:</b> 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:</b> 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.</li> </ul> <p><b>Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"> <li>• <b>L.11-12.4:</b> Determine of clarify the meaning of unknown and multiple-meaning words and phrases</li> </ul>

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<ul style="list-style-type: none"> <li>● <b>RL.11-12.6:</b> 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).</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>● 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 by an American dramatist.)</li> </ul> <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> <b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● RL.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.</li> </ul>	<p><b>attending to the norms and conventions of the discipline in which they are writing.</b></p> <ul style="list-style-type: none"> <li>○ W.11-12.1e: Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>○ W.11-12.1f: Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</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><b>Research to Build and Present Knowledge</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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</li> </ul>	<p>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.</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 speakers’ 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>	<p><b>based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</b></p> <ul style="list-style-type: none"> <li>○ 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</li> <li>○ 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.</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</li> </ul>

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<ul style="list-style-type: none"> <li>● <b>RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</b></li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <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>● 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.</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>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.</p> <ul style="list-style-type: none"> <li>● W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.               <ul style="list-style-type: none"> <li>○ W.11-12.9a: Apply grades 11-12 Reading standards to literature.</li> <li>○ W.11-12.9b: Apply grades 11-12 Reading standards to literary nonfiction.</li> </ul> </li> </ul> <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>	<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> </ul>	<p><b>speech, its etymology, or its standard usage.</b></p> <ul style="list-style-type: none"> <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 relationships, and nuances in word meanings.               <ul style="list-style-type: none"> <li>○ <b>L11-12.5b: Analyze nuances in the meaning of words with similar denotations.</b></li> </ul> </li> <li>● 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.</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 an argumentative essay using effective techniques, well-chosen details, and well-organized support of a central claim.</li> <li>• Develop, organize, and utilize style appropriate to task, purpose, and audience.</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• Develop and strengthen writing as needed by planning, revising, editing, and rewriting</li> </ul>	<p><b>Required Key Assignment Writing Task 1:</b> <b>Performance Task – Writing Focus</b> Argumentative Essay - Teacher-Guided Process Paper (pp. 692-699)</p>	<ul style="list-style-type: none"> <li>• W.11-12.1a-e</li> <li>• W.11-12.5</li> <li>• W.11-12.8</li> <li>• W.11-12.10</li> <li>• L.11-12.1</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>Required Key Assignment Speaking &amp; Listening Task:</b> <b>Performance Task – Speaking &amp; Listening Focus</b> Present an Argument (pp. 738-739)</p>	<ul style="list-style-type: none"> <li>• SL.11-12.1c</li> <li>• SL.11-12.4</li> </ul>
<ul style="list-style-type: none"> <li>• Write argumentative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</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>Required Key Assignment Writing Task 2:</b> <b>Performance-Based Assessment, Part 1</b> Unassisted Argumentative Essay that synthesizes multiple sources within the textbook that addresses the provided prompt (pp. 746-747) -or- Unassisted Argumentative Essay that synthesizes multiple sources that might include industry-aligned supplemental texts on an industry-aligned topic (pp. 746-747)</p>	<ul style="list-style-type: none"> <li>• W.11-12.1a-e</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>Interim Unit Assessment:</b>  Unit 5 Assessment (accessible in the Digital Tools to print out or to have students take online)</p>	<ul style="list-style-type: none"> <li>• RL.11-12.1, 2, 3, 4, 5, 6, 10</li> <li>• RI.11-12.3, 6</li> <li>• W.11-12.1</li> <li>• L.11-12.1, 4, 4a, 4b, 4c, 5b</li> </ul>

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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>