

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 many places across America that can be described with the words grit and grandeur. They will also examine the elements of an explanatory essay in order to craft a written essay and participate in an explanatory talk during the different performance tasks. Ultimately during all of the reading, writing, speaking & listening tasks, students will consider what makes certain places memorable.

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:

One’s surrounding can influence perspective.

Reading Understanding:

Descriptive elements are key to helping the reader visualize a specific setting.

Writing Understanding:

An effective explanation is organized in a logical manner and uses examples to engage and concisely inform readers.

Language Understanding:

Clear and precise diction helps clarify meaning.

ESSENTIAL QUESTIONS:

Students will keep considering...

Unit Essential Question:

What is the relationship between literature and place?

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

How do American authors use regional details to make the events and themes of a narrative come to life for readers?

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

Are the texts all inspired by a childhood sense of place, or are there other sources of inspiration, whether real or symbolic?

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

What makes certain places live on in our memory?

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Acquisition

KNOWLEDGE: Students will know...

1. Author’s purpose: anecdotes, humorous descriptions, & social commentary (p. 415) RL.11-12.6
2. Suffix: *-esque* (p. 416) L.11-12.4b
3. Diction and tone (p. 417) RI.11-12.4
4. Point of View, frame story, incongruity, and hyperbole (p. 427) RL.11-12.6
5. Denotation and connotation (p. 428) L.11-12.5b
6. Dialect and idiomatic expressions (p. 429) RL. 11-12.4
7. Theme, imagery, and symbol (p. 445) RL.11-12.2
8. Latin root: *hospes* (p. 446) L.11-12.4c
9. Sentence types (p. 447) L.11-12.3
10. Elements of an Explanatory Essay (p. 450) W.11-12.2a-f
11. Syntax (p. 455) W.11-12.2c & L.11-12.3a
12. Latin suffix: *-al* (p. 469) L.11-12.4b
13. Central ideas and voice (p. 470) RI.11-12.1 & 3
14. Dashes and hyphens (p. 471) L.11-12.2a
15. Multiple-meaning words (p. 488) L.11-12.4
16. Elements of literary nonfiction: social context, dialogue, and dialect (p. 489) RI.11-12.6
17. Figurative meanings: overstatement, hyperbole, and idioms (p. 490) RI.11-12.4
18. Present participle (p. 499) L.11-12.4b
19. Figurative devices: imagery, repetition, and personification (p. 500) RL.11-12.4
20. Poetic structures: line lengths and ellipsis (p. 501) RL.11-12.5
21. Etymology (p. 517) L.11-12.4c
22. Poetic devices: personification, simile, metaphor (p. 518) L.11-12.5
23. Poetic conventions: repetition, end-stopped lines, enjambment, stanza breaks (p. 519) RL.11-12.5
24. Latin roots: *-dei-* and *-cid-* (p. 527) L.11-12.4b

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

1. Analyzing an author’s purpose for including specific elements in the text and determining the effect created by the use of that element.
2. Defining words by analyzing the use of the suffix *-esque-*.
3. Analyzing an author’s diction in order to determine the type of tone he/she creates.
4. Identifying examples of hyperbole and incongruity in a text and analyzing the effected created by the use of these elements.
5. Analyzing the connotations of words and finding additional words that align with or contrast those connotations.
6. Translating dialect into Standard English and analyzing how idiomatic expressions serve to create characterization.
7. Analyzing the author’s use of imagery and symbols in order to determine the theme(s) in a text.
8. Defining words by analyzing the use of the Latin root *hospes*.
9. Analyzing the effects created when an author varies his/her use of sentence types.
10. Crafting explanatory writing that is organized in a logical manner and uses examples to engage and concisely inform readers.
11. Varying the syntax in their writing in order to add variety and capture the reader’s attention
12. Defining words by analyzing the use of the Latin suffix *-al*
13. Identifying the central idea and supporting details for the sections of a text and analyzing the voice and tone the author uses in order to connect to the reader.
14. Analyzing an author’s use of dashes and the effect they create on tone and mood so that they can then use dashes and hyphens correctly.
15. Using a dictionary to help clarify the differences between multiple-meaning words.
16. Analyzing how elements of literary nonfiction help to reveal nuance and depth to the reader’s understanding of the text.
17. Identifying examples of overstatement and idioms and analyzing how they add to the portrayal of the scene in the text.
18. Identifying present participles so that they can then use present participles correctly in their own writing.
19. Identifying and analyzing the effects created by use of figurative devices.
20. Identifying use of poetic structures and analyzing the overall effect created by these structures.
21. Using a specialized reference to research the etymology of words.
22. Identifying and analyzing examples of poetic devices and the effects they create in a text.
23. Identifying and analyzing examples of poetic conventions and the effects they create in a text.

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<p>25. Elements of literary nonfiction: historical and reflective writing (p. 528) RI.11-12.6</p> <p>26. Poetic prose: figurative language and imagery (p. 529) L.11-12.5</p> <p>APPLYING INDUSTRY THEME through Standards for Career Ready Practice and Behaviors of Learning and Teaching (BLTs) Students will know...</p> <p>27. Technical skills and academic knowledge</p> <p>28. Reason and organization</p> <p>29. Research strategies</p> <p>30. Industry-specific problem-solving tools</p> <p>31. Interdisciplinary project assignments/topics</p> <p>Resources for Applying Industry Theme:</p> <ul style="list-style-type: none"> • “Understand CTE Model Curriculum Standards” available on MyPD Course #2505 • Behaviors of Learning and Teaching https://goo.gl/U9idsY 	<p>24. Defining words by analyzing the use of the Latin roots <i>-dei-</i> and <i>-cid-</i></p> <p>25. Identifying and interpreting historical details and personal reflections in a nonfiction text.</p> <p>26. Analyzing poetic prose and determining the reasons why an author might choose to include them in a nonfiction text.</p> <p>APPLYING INDUSTRY THEME through Standards for Career Ready Practice and Behaviors of Learning and Teaching (BLTs) <i>Students will be skilled at (Do)...</i></p> <ol style="list-style-type: none"> 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
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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: 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, 	<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, 	<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> 	<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. <p>Knowledge of Language</p>

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<p>including determining where the text leaves matters uncertain.</p> <ul style="list-style-type: none"> • 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. <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 multiple meanings or language that is particularly fresh, engaging, or beautiful. • 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>organization, and analysis of content.</p> <ul style="list-style-type: none"> ○ 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. ○ 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. ○ W.11-12.2c: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ○ 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. 	<p>building on others’ ideas and expressing their own clearly and persuasively.</p> <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. <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.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, 	<ul style="list-style-type: none"> • 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. • 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. <ul style="list-style-type: none"> ○ 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. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> • L.11-12.4: Determine or 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, paragraph, or text; a word’s position or function in a sentence ○ L.11-12.4b: Identify and correctly use patterns of word changes that indicate different meanings or parts

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<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. 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. <p>Craft and Structure</p> <ul style="list-style-type: none"> RI.11-12.4: Determine the meaning of words and phrases as they are used in a 	<ul style="list-style-type: none"> 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. 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). <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. <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> 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 	<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"> SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. 	<p>of speech. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> L.11-12.5a: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. L11-12.5b: Analyze nuances in the meaning of words with similar denotations. L11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for

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<p>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).</p> <ul style="list-style-type: none"> ● 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><u>Integration of Knowledge and Ideas</u></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. <p><u>Range of Reading and Level of Text Complexity</u></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. 	<p>on any one source and following a standard format for citation.</p> <ul style="list-style-type: none"> ● W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. <p><u>Range of Writing</u></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>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.</p>

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 informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • 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>Required Key Assignment Writing Task 1: Performance Task – Writing Focus Explanatory Essay - Teacher-Guided Process Paper (pp. 450-457)</p>	<ul style="list-style-type: none"> • W.11-12.2a-f • W.11-12.5 • W.11-12.7 • W.11-12.8 • W.11-12.10 • L.11-12.3a
<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>Required Key Assignment Speaking & Listening Task: Performance Task – Speaking & Listening Focus Give an Explanatory Talk (pp. 532-533)</p>	<ul style="list-style-type: none"> • SL.11-12.1b • SL.11-12.4
<ul style="list-style-type: none"> • 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. • Integrate multiple sources to support assertions • Draw evidence from literary and informational texts to support analysis, reflection, and research. 	<p>Required Key Assignment Writing Task 2: Performance-Based Assessment, Part 1 Unassisted Explanatory Essay that synthesizes multiple sources within the textbook that addresses the provided prompt (pp. 540-541) -or- Unassisted Explanatory Essay that synthesizes multiple sources that might include industry-aligned supplemental texts on an industry-aligned topic (pp. 540-541)</p>	<ul style="list-style-type: none"> • W.11-12.2a-f • W.11-12.9 • W.11-12.10
<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>Interim Unit Assessment: Unit 4 Assessment (accessible in the Digital Tools to print out or to have students take online)</p>	<ul style="list-style-type: none"> • RL.11-12.1, 2, 4, 5 • RI.11-12.2, 4, 6, 10 • W.11-12.2, 2d • L.11-12.1, 2a, 3a, 4, 4a, 4b, 5, 5b

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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>Required Key Assignment Reading Task:</p> <p>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>Performance-Based Assessment, Part 2, Speaking and Listening</p>