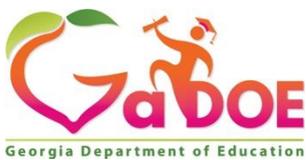


Driving Practices & Unified Skillsets for ELA

This document contains holistic, standards-based skillsets for grades K-12. These unified skillsets support specific driving practices that are integral parts of meaningful and purposeful learning in English language arts.



June 2020



Grades K-1

K-1 Unified Skillset:

- ~ Learn a new set of language skills that focuses on how to read.
- ~ Learn concepts of print and the role they play in making meaning.
- ~ Blend, segment, and manipulate sounds in words.
- ~ Use a range of word analysis skills (e.g., rhyming, decoding, patterns, etc.).
- ~ Participate regularly in thinking, talking, and writing about rich stories and other read-aloud books.
- ~ Learn to confer with peers about topics and texts by responding to others, asking questions, and following rules for discussions.
- ~ Begin to experiment with writing using a combination of drawing, dictating, and writing letters to share information, ideas, and feelings.

Driving Practice: *Learn to Read.*

RF.1: Print Concepts

RF.2: Phonological Awareness

RF.3: Phonics and Word Recognition

RF.4: Fluency

K	1st Grade
<p>ELA.GSE.K.RF1: Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page-by-page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 	<p>ELA.GSE.1.RF1: Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<p>ELA.GSE.K.RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or/x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<p>ELA.GSE.1.RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<p>ELA.GSE.K.RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>ELA.GSE.1.RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables.

<p>ELAGSEKRF4: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.</p>	<p>f. Read words with inflectional endings.</p> <p>ELA.GSE.1.RF4: Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled words.
---	--

Driving Practice: *Acquire and Use Vocabulary.*

L.4: Word Meanings

L.5: Nuances in Meaning

L.6: Academic/Disciplinary Vocabulary

K Grade	1st Grade
<p>ELA.GSE.K.L4: With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. 	<p>ELA.GSE.1.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<p>ELA.GSE.K.L5: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 	<p>ELA.GSE.1.L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
<p>ELA.GSE.K.L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>ELA.GSE.1.L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships(e.g., I named my hamster Nibblet because she nibbles too much because she likes that).</p>

Driving Practice: *Read, Explore, Analyze, and Connect a Range of Informational and Literary Texts.*

- RI.1:** Textual Evidence in Informational and Literary Nonfiction Texts
- RL.1:** Textual Evidence in Literary Texts
- RI.4:** Word Choice in Informational and Literary Nonfiction Texts
- RL.4:** Word Choice in Literary Texts
- RI.9:** Analyze, Compare, Contrast, Connect, Disconnect Informational and Literary Nonfiction Texts
- RL.9:** Analyze, Compare, Contrast, Connect, Disconnect Literary Texts
- RI.10:** Read and Comprehend a Variety of Grade-Level Informational and Literary Nonfiction Texts
- RL.10:** Read and Comprehend a Variety of Grade-Level Literary Texts

K	1st Grade
ELA.GSE.K.RI1: With prompting and support, ask and answer questions about key details in a text.	ELA.GSE.1.RI1: Ask and answer questions about key details in a text.
ELA.GSE.K.RL1: With prompting and support, ask and answer questions about key details in a text.	ELA.GSE.1.RL1: Ask and answer questions about key details in a text.
ELA.GSE.K.RI4: With prompting and support, ask and answer questions about unknown words in a text.	ELA.GSE.1.RI4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
ELA.GSE.K.RL4: With prompting and support, ask and answer questions about unknown words in a text.	ELA.GSE.1.RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
ELA.GSE.K.RI9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	ELA.GSE.1.RI9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
ELA.GSE.K.RL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	ELA.GSE.1.RL9: Compare and contrast the adventures and experiences of characters in stories.
ELA.GSE.K.RI10: Actively engage in group reading of informational text with purpose and understanding.	ELA.GSE.1.RI10: With prompting and support, read informational texts appropriately complex for grade 1.
ELA.GSE.K.RL10: Actively engage in group reading activities with purpose and understanding.	ELA.GSE.1.RL10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Driving Practice: *Collaborate Effectively in a Variety of Contexts.*

- SL.1:** Collaboration

K	1st Grade
<p>ELA.GSE.K.SL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 	<p>ELA.GSE.1.SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.

Driving Practice: *Build, Write About, and Present Knowledge.*

W.8: Informational Research & Integration

K	1 st Grade
ELA.GSE.K.W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	ELA.GSE.1.W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Grades 2-3

2-3 Unified Skillset:

- ~ Become more independent readers and writers.
- ~ Begin to read with fluency and confidence.
- ~ Continue to learn and practice rules for letter-sound knowledge.
- ~ Learn new concepts, such as words that share the same root, that help them figure out the meanings of new words.
- ~ Learn to appreciate that some words and phrases have meanings that are not literal.
- ~ Read increasingly challenging stories and books and continue to build knowledge about the world.
- ~ Use newly learned words and phrases to express thoughts and ideas.
- ~ Write clear sentences and paragraphs on a range of topics, drawing on an expanding vocabulary.
- ~ Become more confident speakers and listeners as students learn to paraphrase, clarify, explain, and report on information they hear.

Driving Practice: *Learn to Read.*

RF.3: Phonics and Word Recognition

RF.4: Fluency

2 nd Grade	3 rd Grade
<p>ELA.GSE.2.RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. 	<p>ELA.GSE.3.RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words.
<p>ELA.GSE.2.RF4: Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Recognize and read grade-appropriate irregularly spelled words. 	<p>ELA.GSE.3.RF4: Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled words.

Driving Practice: *Acquire and Use Vocabulary.*

L.4: Word Meanings

L.5: Nuances in Meaning

L.6: Academic/Disciplinary Vocabulary

2 nd Grade	3 rd Grade
<p>ELA.GSE.2.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	<p>ELA.GSE.3.L4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
<p>ELA.GSE.2.L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 	<p>ELA.GSE.3.L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
<p>ELA.GSE.2.L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>ELA.GSE.3.L6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>

Driving Practice: *Read, Explore, Analyze, and Connect a Range of Informational and Literary Texts.*

RI.1: Textual Evidence in Informational and Literary Nonfiction Texts

RL.1: Textual Evidence in Literary Texts

RI.4: Word Choice in Informational and Literary Nonfiction Texts

RL.4: Word Choice in Literary Texts

RI.9: Analyze, Compare, Contrast, Connect, Disconnect Informational and Literary Nonfiction Texts

RL.9: Analyze, Compare, Contrast, Connect, Disconnect Literary Texts

RI.10: Read and Comprehend a Variety of Grade-Level Informational and Literary Nonfiction Texts

RL.10: Read and Comprehend a Variety of Grade-Level Literary Texts

2 nd Grade	3 rd Grade
ELA.GSE.2.RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	ELA.GSE.3.RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELA.GSE.2.RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	ELA.GSE.3.RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELA.GSE.2.RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.	ELA.GSE.3.RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
ELA.GSE.2.RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	ELA.GSE.3.RL4: Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text.
ELA.GSE.2.RI9: Compare and contrast the most important points presented by two texts on the same topic.	ELA.GSE.3.RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.
ELA.GSE.2.RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	ELA.GSE.3.RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
ELA.GSE.2.RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELA.GSE.3.RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
ELA.GSE.2.RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELA.GSE.3.RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Driving Practice: *Collaborate Effectively in a Variety of Contexts.*

SL.1: Collaboration

2 nd Grade	3 rd Grade
<p>ELA.GSE.2.SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	<p>ELA.GSE.3.SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

Driving Practice: *Build, Write About, and Present Knowledge.*

W.8: Informational Research & Integration

2 nd Grade	3 rd Grade
ELA.GSE.2.W8: Recall information from experiences or gather information from provided sources to answer a question.	ELA.GSE.3.W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Grades 4-5

4-5 Unified Skillset:

- ~ Build the stamina and skills to read widely and deeply from a range of challenging fiction, informational texts, and other materials.
- ~ Build knowledge about subjects through informal research projects and respond analytically to literary and informational sources in other content areas.
- ~ Learn variations in word meanings: synonyms, antonyms, idioms, and words with more than one meaning.
- ~ Solidify essential language skills (roots, prefixes, suffixes) that are used to analyze the meanings of complex words.
- ~ Explain what books say—both explicitly and what is implied from its details.
- ~ Write effective summaries, book reports, essays, and descriptions of characters or events.

Driving Practice: *Acquire and Use Vocabulary.*

L.4: Word Meanings

L.5: Nuances in Meaning

L.6: Academic/Disciplinary Vocabulary

4 th Grade	5 th Grade
<p>ELA.GSE.4.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<p>ELA.GSE.5.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<p>ELA.GSE.4.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites(antonyms) and to words with similar but not identical meanings(synonyms). 	<p>ELA.GSE.5.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

ELA.GSE.4.L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	ELA.GSE.5.L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
---	---

Driving Practice: *Read, Explore, Analyze, and Connect a Range of Informational and Literary Texts.*

- RI.1:** Textual Evidence in Informational and Literary Nonfiction Texts
- RL.1:** Textual Evidence in Literary Texts
- RI.4:** Word Choice in Informational and Literary Nonfiction Texts
- RL.4:** Word Choice in Literary Texts
- RI.9:** Analyze, Compare, Contrast, Connect, Disconnect Informational and Literary Nonfiction Texts
- RL.9:** Analyze, Compare, Contrast, Connect, Disconnect Literary Texts
- RI.10:** Read and Comprehend a Variety of Grade-Level Informational and Literary Nonfiction Texts
- RL.10:** Read and Comprehend a Variety of Grade-Level Literary Texts

4 th Grade	5 th Grade
ELA.GSE.4.RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	ELA.GSE.5.RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.GSE.4.RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	ELA.GSE.5.RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
ELA.GSE.4.RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	ELA.GSE.5.RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
ELA.GSE.4.RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	ELA.GSE.5.RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
ELA.GSE.4.RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	ELA.GSE.5.RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
ELA.GSE.4.RL9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	ELA.GSE.5.RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
ELA.GSE.4.RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELA.GSE.5.RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
ELA.GSE.4.RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELA.GSE.5.RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Driving Practice: *Collaborate Effectively in a Variety of Contexts.*

SL.1: Collaboration

4 th Grade	5 th Grade
<p>ELA.GSE.4.SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>ELA.GSE.5.SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>

Driving Practice: *Build, Write About, and Present Knowledge.*

W.8: Informational Research & Integration

W.9: Support Analysis, Reflection, & Research Using a Variety of Texts

4 th Grade	5 th Grade
<p>ELA.GSE.4.W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>ELA.GSE.5.W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p>ELA.GSE.4.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>ELA.GSE.5.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading Standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading Standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).</p>

Grades 6-8

6-8 Unified Skillset

~Apply skills learned in earlier grades to understand more challenging texts, to address various topics, and to expand vocabulary and word usage.

~Explore, analyze, connect, and evaluate ideas with increasing precision when reading, writing, speaking, and listening.

~Make sense of what authors and speakers say and mean by questioning their assumptions, assessing their claims, and evaluating their evidence.

~Use disciplinary language and knowledge to put ideas in context.

~Cite textual evidence to bring clarity to points and reasoning when writing or speaking for a given audience.

Driving Practice: *Acquire and Use Vocabulary.*

L.4: Word Meanings

L.5: Nuances in Meaning

L.6: Academic/Disciplinary Vocabulary

6 th Grade	7 th Grade	8 th Grade
<p>ELA.GSE.6.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. 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).</p>	<p>ELA.GSE.7.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. 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).</p>	<p>ELA.GSE.8.L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. 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).</p>
<p>ELA.GSE.6.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwholesome, thrifty).</p>	<p>ELA.GSE.7.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>ELA.GSE.8.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
<p>ELA.GSE.6.L6: Acquire and accurately use grade-appropriate</p>	<p>ELA.GSE.7.L6: Acquire and accurately use grade-appropriate</p>	<p>ELA.GSE.8.L6: Acquire and accurately use grade-appropriate</p>

general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
---	---	---

Driving Practice: *Read, Explore, Analyze, and Connect a Range of Informational and Literary Texts.*

RI.1: Textual Evidence in Informational and Literary Nonfiction Texts

RL.1: Textual Evidence in Literary Texts

RI.4: Word Choice in Informational and Literary Nonfiction Texts

RL.4: Word Choice in Literary Texts

RI.9: Analyze, Compare, Contrast, Connect, Disconnect Informational and Literary Nonfiction Texts

RL.9: Analyze, Compare, Contrast, Connect, Disconnect Literary Texts

RI.10: Read and Comprehend a Variety of Grade-Level Informational and Literary Nonfiction Texts

RL.10: Read and Comprehend a Variety of Grade-Level Literary Texts

6 th Grade	7 th Grade	8 th Grade
ELA.GSE.6.RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.GSE.7.RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.GSE.8.RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ELA.GSE.6.RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.GSE.7.RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.GSE.8.RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ELA.GSE.6.RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	ELA.GSE.7.RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	ELA.GSE.8.RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELAGSE6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	ELA.GSE.7.RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	ELA.GSE.8.RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELA.GSE.6.RI9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	ELA.GSE.7.RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.	ELA.GSE.8.RI9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

ELA.GSE.6.RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	ELA.GSE.7.RL9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.	ELA.GSE.8.RL9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
ELA.GSE.6.RI10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELA.GSE.7.RI10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELA.GSE.8.RI10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
ELA.GSE.6.RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELA.GSE.7.RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELA.GSE.8.RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Driving Practice: *Collaborate Effectively in a Variety of Contexts.*

SL.1: Collaboration

6th Grade	7th Grade	8th Grade
<p>ELA.GSE.6.SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>ELA.GSE.7.SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.</p>	<p>ELA.GSE.8.SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p>

Driving Practice: *Build, Write About, and Present Knowledge.*

W.8: Informational Research & Integration

W.9: Support Analysis, Reflection, & Research Using a Variety of Texts

6 th Grade	7 th Grade	8 th Grade
<p>ELA.GSE.6.W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>ELA.GSE.7.W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>ELA.GSE.8.W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p>ELA.GSE.6.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>ELA.GSE.7.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>ELA.GSE.8.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>

Grades 9-12

9-12 Unified Skillset:

- ~Read texts of increasing sophistication and expand literary and cultural knowledge to better analyze and integrate references, inferences, allusions, and images.
- ~Make full use of diverse texts, resources, and evidence bases to support original ideas and evaluate intricate arguments.
- ~Address different aspects of the same topic and convey how complex ideas interact by putting texts and sources in conversation.
- ~ Employ convincing examples and compelling evidence with cohesion to communicate knowledge, understanding, and perspective through a variety of well-reasoned writings, presentations, and discussions.

Driving Practice: *Acquire and Use Vocabulary.*

L.4: Word Meanings

L.5: Nuances in Meaning

L.6: Academic/Disciplinary Vocabulary

9 th –10 th Grade	11 th -12 th Grade
<p>ELA.GSE.9-10.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., 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, or its etymology. d. 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). 	<p>ELA.GSE.11-12.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., 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, or its etymology, or its standard usage. d. 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).
<p>ELA.GSE.9-10.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 	<p>ELA.GSE.11-12.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
<p>ELA.GSE.9-10.L6: 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.</p>	<p>ELA.GSE.11-12.L6: 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.</p>

Driving Practice: *Read, Explore, Analyze, and Connect a Range of Informational and Literary Texts.*

RI.1: Textual Evidence in Informational and Literary Nonfiction Texts

RL.1: Textual Evidence in Literary Texts

RI.4: Word Choice in Informational and Literary Nonfiction Texts

RL.4: Word Choice in Literary Texts

RI.9: Analyze, Compare, Contrast, Connect, Disconnect Informational and Literary Nonfiction Texts

RL.9: Analyze, Compare, Contrast, Connect, Disconnect Literary Texts

RI.10: Read and Comprehend a Variety of Grade-Level Informational and Literary Nonfiction Texts

RL.10: Read and Comprehend a Variety of Grade-Level Literary Texts

9 th -10 th Grade	11 th -12 th Grade
ELA.GSE.9-10.RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.GSE.11-12.RI1: 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.
ELA.GSE.9-10.RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.GSE.11-12.RL1: 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.
ELA.GSE.9-10.RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	ELA.GSE.11-12.RI4: 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).
ELA.GSE.9-10.RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)	ELA.GSE.11-12.RL4: 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.)
ELA.GSE.9-10.RI9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Nelson Mandela’s Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.	ELA.GSE.11-12.RI9: Analyze foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. For British Literature, American Literature, and Multicultural Literature use comparable documents of historical significance.
ELA.GSE.9-10.RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	ELA.GSE.11-12.RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.
ELA.GSE.9-10.RI10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently.	ELA.GSE.11-12.RI10: 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. By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band independently and proficiently.
ELA.GSE.9-10.RL10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELA.GSE.11-12.RL10: 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. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.

Driving Practice: *Collaborate Effectively in a Variety of Contexts.*
SL.1: Collaboration

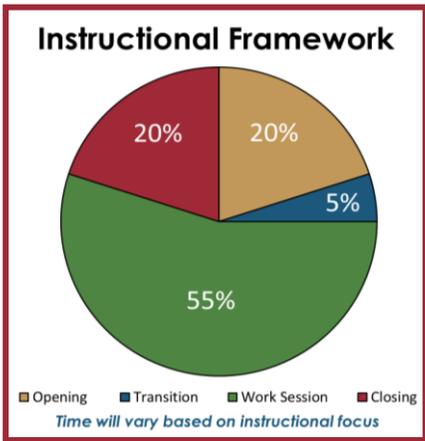
9 th –10 th Grade	11 th –12 th Grade
<p>ELA.GSE.9-10.SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. 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 or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>ELAGSE11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. 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 or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. 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> <p>d. 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>

Driving Practice: *Build, Write About, and Present Knowledge.*

W.8: Informational Research & Integration

W.9: Support Analysis, Reflection, & Research Using a Variety of Texts

9 th –10 th Grade	11 th –12 th Grade
<p>ELA.GSE.9-10.W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>ELA.GSE.11-12.W8: 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.</p>
<p>ELA.GSE.9-10.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>ELA.GSE.11-12.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).</p>



OPENING

<p>Teacher:</p> <ul style="list-style-type: none"> Introduces standard(s), learning target(s) and success criteria Engages students/accesses prior knowledge and makes connections Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding Models problem-solving and comprehension strategies Asks challenging questions 	<p>Student:</p> <ul style="list-style-type: none"> Accesses prior knowledge Engages in note-taking strategies Participates in classroom discussions; investigates and analyzes thinking Asks thought-provoking and clarifying questions using language of the standards
--	--

PERVASIVE LESSON PRACTICES

Teacher will embed pervasive practices throughout lesson based on instructional focus

Literacy Across the Content:

- Disciplinary literacy
- Content literacy
- Close reading
- Disciplinary research/reading to learn

Writing Across the Content

- Content writing
- Writing process
- Writing to learn

Vocabulary Development:

- Academic vocabulary
- Content vocabulary
- Discipline vocabulary
- Engages in classroom talk reflective of discipline-specific habits of thinking

Formative Assessment:

- Formal assessments
- Informal assessments
- Standards-based feedback

Classroom Culture:

- Models practices and procedures
- Encourages risk-taking and collaboration
- Demonstrates high expectations in classroom discourse

TRANSITION TO WORK SESSION

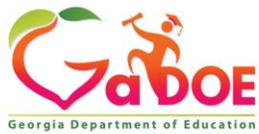
<p>Teacher:</p> <ul style="list-style-type: none"> Provides guided student practice Engages students in discipline-specific discussion Introduces organizing tools Reviews learning targets, success criteria and expectations for work 	<p>Student:</p> <ul style="list-style-type: none"> Engages in guided practice Participates in discussion Prepares organizing tools Asks clarifying questions
--	---

WORK SESSION

<p>Teacher:</p> <ul style="list-style-type: none"> Facilitates independent and small group work; scaffolds learning task Purposefully assigns collaborative groups and differentiates tasks Monitors, assesses and documents student progress and provides standards-based feedback Provides small group instruction Allows students to engage in productive struggle, make mistakes, and engage in error analysis Conferences formally and informally with students 	<p>Student:</p> <ul style="list-style-type: none"> Engages in independent or collaborative learning Demonstrates proficiency on skills and concepts related to content standards Completes conceptually rich performance tasks, research or guided practice Conferences with teacher and receives standards-based feedback
---	---

CLOSING

<p>Teacher:</p> <ul style="list-style-type: none"> Formally or informally assesses student understanding Provides data-driven, standards-based targeted feedback to students Explicitly clarifies misconceptions in student understanding Summarizes and celebrates progress toward learning target and mastery of standard(s) Identifies next steps for instruction based on data analysis 	<p>Student:</p> <ul style="list-style-type: none"> Shares, assesses, and justifies work using language of the standards Provides peer feedback and asks clarifying questions using language of the standards Reflects and summarizes progress toward mastery of learning target/standard based on success criteria
---	--



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Pervasive Lesson Practices in English Language Arts

The lists below represent “look fors” during ELA lessons. Note: Please be reminded that this is **not an exhaustive list**, but rather a list of sample indicators of practices that may be observed during an ELA lesson.

Literacy Across the Content: Reading			
Disciplinary Literacy (specialized reading practices)	Content-Area Literacy (general reading strategies)	Close Reading	Disciplinary Research/ Reading to Learn
<p>Teachers modeling how to use information from visual charts and graphs to deepen understanding of the text</p> <p>Teachers providing explicit instruction on discipline-specific text features (e.g., charts, graphs, diagrams, boldface vocabulary)</p> <p>Students analyzing information from a primary and/or secondary source documents (e.g., newspaper article, survey, map, research article, etc.)</p>	<p>Teachers providing explicit instruction on text features (e.g., boldface headings, vocabulary, captions)</p> <p>Teachers providing opportunities for real world application or creative application of content (e.g., students use digital platform to communicate information)</p>	<p>Students reading independently while annotating text</p> <p>Teachers modeling text annotation</p> <p>Teachers modeling critical thinking and analysis</p> <p>Students engaging in think-pair-share after reading a “chunk” of text</p> <p>Students moving from Think-Pair-Share to small group discussion to large group discussion</p> <p>Students analyzing information from several texts (written, digital, visual, speech)</p>	<p>Students accessing information on a topic from credible sources using written and digital resources</p> <p>Students organizing and analyzing accumulated evidence.</p> <p>Students demonstrating fidelity to research format, (e.g. labs, argument essay, speeches, editorials)</p>



Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Pervasive Lesson Practices in English Language Arts

Literacy Across the Content: Writing

Content Writing	Writing Process	Writing to Learn
<p>Students writing a response to informational text</p> <p>Students completing quick writes to show understanding of text</p> <p>Students engaging in DOK level 3 and 4 tasks; specific to the discipline</p> <p>Students responding to open ended questions; specific to the discipline (extended and constructed response)</p> <p>Evidence of close reading</p> <p>Evidence of content specific vocabulary throughout student work</p>	<p>Teacher conducting writing conferences</p> <p>Teachers sharing examples of exemplar papers</p> <p>Students using graphic organizer to compose writing</p> <p>Students engaging in peer-editing</p> <p>Students revising and editing work</p> <p>Students using rubrics to assess progress and take ownership of writing</p>	<p>Students annotating text</p> <p>Students using multiple sources to compose diverse types of writing such as essay, editorials, research papers, speeches, lab reports or position papers</p> <p>Students writing to reflect on their learning</p> <p>Students creating graphics and incorporating them into their writing to further explain or support their thinking</p> <p>Students using technology to enhance the publication of their writing</p>



Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Pervasive Lesson Practices in English Language Arts

Literacy Across the Content				
Oral and Visual Presentations	Digital Media Literacy	Collaborative Conversations	Academic Vocabulary Tier 2 Words	Disciplinary Vocabulary Tier 3 Words
<p>Students engaging in oral presentations on a topic or text</p> <p>Students creating visual representations of relevant facts and key details on a topic or text</p>	<p>Students accessing, analyzing, synthesizing, and creating digital media.</p> <p>Students communicating ideas using a digital platform (i.e., PowerPoint, Prezi, Rocket Slide, iMovie)</p>	<p>Students collaborating in small groups; asking and responding to questions about the text</p> <p>Students explaining their own ideas and understanding of concepts presented in the text</p>	<p>Students creating a non-linguistic representation of the word</p> <p>Students participating in comparison, classification, analogy, and metaphor activities</p>	<p>Students creating a non-linguistic representation of the word</p> <p>Students participating in comparison, classification, analogy, and metaphor activities</p>



Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Pervasive Lesson Practices in English Language Arts

Formative Assessment

Formal Assessments	Informal Assessments	Standards-based Feedback
<p>Teacher administering common lesson (quizzes, response system questions),-assessments with the results being shared with students for clarification and/or used for differentiated instruction</p> <p>Students completing unit assessments that are used to guide instruction</p>	<p>Prior to teaching, teacher administers a diagnostic to a small group of students identifying students' skill level</p> <p>Teacher taking a pulse check (graded or ungraded) such as 3-2-1 summaries, KWL, exit ticket, or quick write. Data is then used for flexible grouping for just in time intervention, which might look like small group re-teaching, acceleration or extension.</p> <p>Teacher administering a running record assessment.</p>	<p>Teacher pointing out what a student has done well</p> <p>Teacher giving the student feedback for employing the effective use of a process or strategy</p> <p>Teacher giving specific feedback for improvement using the language of the standard and specific learning targets</p> <p>Teacher giving specific information to guide improvement</p> <p>Teacher describing a feature of quality that needs additional work</p>



Richard Woods, Georgia's School Superintendent
 "Educating Georgia's Future"

Pervasive Lesson Practices in English Language Arts

Classroom Culture

Modeling	Encouraging Risk-taking and Collaboration	Demonstrating High Expectations	Presenting Diverse Texts	Engaging in Classroom Talk/ Developing Habits of Thinking
<p>Teachers modeling problem-solving and comprehension strategies</p> <p>Teacher models...guided practice...student independently completes task. (I do...We do...You do)</p> <p>Teacher modeling Think Alouds. Making the abstract thought process visible whenever possible.</p>	<p>Students participating in classroom discussions</p> <p>Teachers <u>and</u> students asking thought-provoking and clarifying questions utilizing content specific vocabulary</p> <p>Teachers providing scaffolded guided student practice</p> <p>Teachers creating space for students to engage in productive struggle, make mistakes, and engage in error analysis</p> <p>Students engaging in collaborative learning</p> <p>Evidence of established guidelines and structures to facilitate collaborative, small group, and peer learning.</p>	<p>Teachers asking high-order, challenging questions</p> <p>Students having an awareness of expectations as related to the assigned task</p> <p>Students analyzing their assessment data in light of their goals</p>	<p>Teachers using authentic texts representing culturally and linguistically diverse students</p> <p>Teachers using developmentally appropriate texts</p> <p>Teachers engaging students using multi-modal texts (written, digital, visual)</p>	<p>Teachers intentionally emphasizing domain-specific vocabulary</p> <p>Students engaging in a discussion using vocabulary</p> <p>Students conducting a presentation using vocabulary</p>

Sample English Language Arts Learning Plan

Big Idea/ Topic

How do I use text evidence to support my analysis and inferences in literary works?

Standard Alignment

ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE7RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

ELAGSE7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

ELAGSE7RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELAGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Instructional Design

Materials	<ul style="list-style-type: none"> • “Thank You M'am” by Langston Hughes – This text can be obtained with a free account via CommonLit • Thank You M'am Video Clip • Prediction Journal • Evidence Hunt 	
Lesson Description	Introduction to character analysis and citing explicit textual evidence	
Opening	Teacher:	Student:
	<ul style="list-style-type: none"> • The teacher will show a clip of “Thank You M'am”. • If unplugged: The teacher will have students make a prediction by reading the title and the first paragraph. 	<ul style="list-style-type: none"> • Students will view the clip and make predictions about what the story will be about using the Prediction Journal.
	Teacher:	Student:



<p>Transition to Work Session/Mini-Lesson</p>	<ul style="list-style-type: none"> • The students will be instructed to keep their predictions out to determine if their predictions were correct. • The teacher will discuss the importance of making predictions • Remind students that as they read, good readers monitor predictions, changing them or coming up with new ones if needed. 	<ul style="list-style-type: none"> • Students will share their predictions as a class, in small groups or via chat.
	<p>Teacher:</p>	<p>Student:</p>
<p>Work Session</p>	<ul style="list-style-type: none"> • First read: The teacher and the students will read the short story “Thank You M’am”. Remind students that as they read, good readers monitor predictions, changing them or coming up with new ones if needed. • Second Read: Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.) Sample questions can include: <ul style="list-style-type: none"> ○ Do you think Mrs. Jones is wise or foolish to trust Roger? Why? ○ What does Mrs. Jones do when Roger tries to steal her purse? What can you tell about her character from this action? How are her actions connected to her past experiences? ○ What does Roger do when Mrs. Jones leaves him alone with her purse? Why does he do this? ○ How did Roger's behavior and attitude change? ○ What do Mrs. Jones and Roger talk about during their meal? Why doesn't 	<ul style="list-style-type: none"> • Students will review their prediction as they read. • Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. • Students will generate words that describe either Mrs. Luella Bates Washington Jones or Roger and will provide explicit textual evidence to support their answer using the Evidence Hunt activity.



	<p>Mrs. Jones ask Roger any personal questions?</p> <ul style="list-style-type: none"> ○ What does Roger say when he leaves the apartment? What more does he want to say? Why can't he say more? ● After re-reading, the students will generate words that describe either Mrs. Luella Bates Washington Jones or Roger and will provide explicit textual evidence to support their answer using the Evidence Hunt activity. 	
	Teacher:	Student:
Closing	<ul style="list-style-type: none"> ● The teacher will ask students to review their predictions and find the evidence to support their predictions. If they are incorrect, they will use evidence to identify the moment they realized their prediction was incorrect. 	<ul style="list-style-type: none"> ● Review predictions and determine if they are correct. If they are correct, find the evidence to support predictions. If they are incorrect, use evidence to identify the moment in the story they realized their prediction was incorrect.
Considerations for Unplugged Learning	<ul style="list-style-type: none"> ● The prediction chart guide can be completed via paper and pencil or digitally by creating a shared online document. ● The teacher can have students make a prediction by reading the title and the first paragraph. ● The teacher will ask students to discuss their predictions with a partner or discuss as a whole group. ● The Evidence Hunt activity can be drawn and completed in their notebook or using a digital graphic organizer tool in Microsoft Word, Google Docs, etc. ● Alternate lessons for this text are available from CommonLit and can be found here https://www.commonlit.org/en/texts/thank-you-m-am. ● For other considerations, visit the Universal Design for Learning in Education webpage. ● Make sure to follow your district's guidance on appropriate online tools to use with students. 	

Evidence of Student Success
<ul style="list-style-type: none"> ● The teacher will use the guided reading questions and the Evidence Hunt Activity as a formative assessment.

Student Learning Supports
<ul style="list-style-type: none"> ● The prediction chart guide can be completed via paper and pencil or digitally by creating a shareable online document. ● The teacher will ask students to discuss their predictions with a partner or discuss as a whole group.



- The Evidence Hunt activity can be drawn and completed in their notebook or using a digital graphic organizer tool in Microsoft Word, Google Docs, etc.
- Alternate lessons for this text are available from [CommonLit](#) and can be found [here](#).
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.
- Students may need a [list of character traits](#) to generate ideas.
- The [audio](#) of the text can be used for students who need this accommodation
- Model with the students how to fill in the evidence chart by filling in the first couple of rows together as a class.
- Provide an opportunity for students to store new words that they encounter. Students could use a chart to keep track of these new words and their meanings as they read.

Considerations for Online and Offline Learning

- **Asynchronous:** Student works completely independently. Views PowerPoint and takes notes, reads/listens to short story, downloads Character Analysis worksheet and uploads completed work to teacher for e-feedback.
- **Synchronous:** Instructor displays writing prompt, allows students time to reflect and prompts them to share on-line though live video. Teacher presents PowerPoint or video and supplements explanations, asks questions, evaluates student understanding. Students read/listen independently, complete handout independently, and teacher can choose to return to Zoom/Teams/Google Classroom to solicit student response and evaluate understanding. Alternatively, teacher could put students in electronic “groups” and allow time for group discussion and collaboration.
- **Offline/Unplugged:** Students are provided with printed materials: copy of notes, short story, and Evidence Hunt Activity diagram and works independently.

Engaging Families

- [Literary Elements and Techniques | Characterization](#)
- **Source:** PBS Learning Media
- **Resource Type:** Video
- Explore characterization and how authors reveal qualities of characters in this short animated video from WNET.
- *Skill: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).*
- Parents/Guardians may choose to read aloud with student or have student read to them.
- Parents can reinforce student’s understanding of character traits by using examples from stories and movies with which the student is familiar of a story or drama interact (e.g., how settings shape the characters or plot).



Sample English Language Arts Learning Plan

Big Idea/ Topic

Introduction to Short Story Unit
Skill: Plot Elements

Standard Alignment

ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELAGSE7L6: Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELAGSE7RL10: Read and Comprehend a Variety of Grade-Level Literary Texts

ELAGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly.

Instructional Design

Lesson Description	Introduction to Short Story Unit (Plot Elements)	
Materials	<ul style="list-style-type: none"> • Thank You M'am by Langston Hughes • Thank You M'am Audio • Thank You M'am Clip • Thank You M'am Warm Up • Narratives PowerPoint or watch Learn Plot Diagram Using Movie Clips (5:45 minutes). • Student Handout(s) <ul style="list-style-type: none"> ○ Plot Diagram ○ Interactive Plot Diagram ○ Narratives Guided Notes 	
	Teacher:	Student:



Opening	<ul style="list-style-type: none"> • Thank You M'am Warm Up Asks: "When was the last time you told someone, 'Thank you?' What did they do that was deserving of thanks?" 	<ul style="list-style-type: none"> • Students respond to the prompt in 3-5 complete sentences: • When was the last time you told someone, "Thank you?" What did they do that was deserving of thanks?
Transition to Work Session	Teacher:	Student:
	<ul style="list-style-type: none"> • Reviews academic language/terms related to plot elements using PowerPoint "Plot Elements" or watching Learn Plot Diagram Using Movie Clips. • Point of view (1st and 3rd) • Plot elements (exposition, rising action, climax, falling action, resolution). • Conflict (internal/external) • Guided notes can be used for struggling learners 	<ul style="list-style-type: none"> • Student takes notes during PPT presentation or during video using • Guided Notes document can be used if needed.
Work Session	Teacher:	Student:
	<ul style="list-style-type: none"> • Distributes student handout "Plot Diagram" and has students complete the plot diagram as they complete the Second Read. • Students can also complete an interactive plot diagram if technology is available. 	<ul style="list-style-type: none"> • First Read: Reading may be silent reading, popcorn reading, teacher-led, or reading along with audio version of the story. • Second Read: Reading may be silent reading or reading along with audio version of the story. • Student completes "Plot Diagram" while reading "Thank You M'am" by Langston Hughes.
Closing	Teacher:	Student:
	<ul style="list-style-type: none"> • If taught remotely: Teacher displays the plot diagram on the screen and invites students to provide input to complete the handout as a class. Teacher may solicit input in general or from specific students. • Teacher clarifies misconceptions, summarizes and encourages progress, and identifies next steps: Tomorrow, we'll take a quiz and complete a quick write for "Thank You M'am". 	<ul style="list-style-type: none"> • Uses academic language to identify plot elements. • Asks clarifying questions; provides feedback to peers. • Summarizes and reflects on how author's use plot elements to create an effective story.



Evidence of Student Success

- Student will be able to accurately identify the story's plot element and conflicts.
- Student will be able to support his/her responses using academic language and textual evidence.

Considerations for Online and Offline Learning

- **Asynchronous:** Student works completely independently. Views PowerPoint and takes notes, reads/listens to short story, downloads Plot Diagram worksheet and uploads completed work to teacher for e-feedback.
- **Synchronous:** Instructor displays writing prompt, allows students time to reflect and prompts them to share on-line through live video. Teacher presents PowerPoint or YouTube video and supplements explanations, asks questions, evaluates student understanding. Students read/listen independently, complete Plot Diagram handout independently, and teacher can choose to return to Zoom/Teams/Google Classroom to solicit student response and evaluate understanding. Alternatively, teacher could put students in electronic "groups" and allow time for group discussion and collaboration.
- **Offline/Unplugged:** Students are provided with printed materials: copy of notes, short story, and plot diagram and works independently.

Student Learning Supports

- **For auditory/visual learners,** introduce elements of the plot diagram using the following [Learn Plot Diagram Using Movie Clips](#) (5:45 minutes).
- **For auditory learners or struggling readers,** utilize the [Thank You M'am Audio](#)
- Teacher may choose to record narration over PowerPoint
- Teacher may use a document camera to annotate the "Plot Diagram" worksheet with students and save/share the file with students.
- Students who may struggle organizing information could use the Guided Notes PPT or Handout for notetaking.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- Parents/Guardians may choose to read aloud with student or have student read to them.
- Parents can reinforce student's understanding of plot elements and conflict by using examples from stories and movies with which the student is familiar.



Sample English Language Arts Learning Plan

Big Idea/ Topic
Short Story Focus – “Thank You M’am” by Langston Hughes & Formative Assessment

Standard Alignment
<p>ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).</p>
<p>ELAGSE7L6: Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>ELAGSE7RL10: Read and Comprehend a Variety of Grade-Level Literary Texts</p>
<p>ELAGSE7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>
<p>ELAGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics and texts, building on others’ ideas and expressing their own clearly.</p>

Instructional Design		
Lesson Description	Short Story Focus “Thank You M’am” by Langston Hughes (Formative Assessment)	
Materials	<ul style="list-style-type: none"> • Thank You M’am Review Quizizz • Formative Assessment & Key for “Thank You M’am” by Langston Hughes 	
Opening	Teacher:	Student:
	<ul style="list-style-type: none"> • The teacher will review the plot of “Thank You M’am” with Quizizz activity. • Teacher can play live for synchronous contact and assign it as a HW to play asynchronously. 	<ul style="list-style-type: none"> • Students will play the ‘Thank You M’am Review game via Quizizz Live, HW or Activity Sheet.



	<ul style="list-style-type: none"> For students working online, the activity can be printed. 	
Transition to Work Session	Teacher:	Student:
	<ul style="list-style-type: none"> Introduces today's assessment, reviews learning targets (reading comprehension, plot elements, characterization, and conflict). Asks if students have any questions. The teacher distributes assessment. 	<ul style="list-style-type: none"> Students access prior knowledge; participates by responding to teacher's questions. Asks clarifying questions. Students prepare to begin assessment.
Work Session	Teacher:	Student:
	<ul style="list-style-type: none"> Teacher monitors students' progress while taking the assessment. 	<ul style="list-style-type: none"> Students complete the assessment independently.
Closing	Teacher:	Student:
	<ul style="list-style-type: none"> Refer students back to the story, "Thank You M'am" and remind them that the story ends with the sentence, "And he never saw her again." Tell students to imagine that the publisher of the story has decided to delete that last sentence and that the publisher has hired each of them to write an alternate ending. Tell students to brainstorm and then write their own continuation/ending of "Thank You M'am." Teacher clarifies misconceptions, summarizes and encourages progress, and identifies next steps: Tomorrow, we'll be looking at how an author uses conflict and characterization to develop a theme. 	<ul style="list-style-type: none"> Imagine that the publisher of the story has decided to delete that last sentence and that the publisher has hired you to write an alternate ending. Brainstorm and then write their own continuation/ending of "Thank You M'am."

Evidence of Student Success

- Student success is defined as having achieved 80% proficiency.

Considerations for Online and Offline Learning

- Asynchronous & Synchronous:** Teacher transfers formative quiz to electronic, timed format.
- Offline/Unplugged:** Student completes paper copy of quiz.



Distance Learning Supports

- Students review for the quiz by re-reading and/or listening to the short story and reviewing PowerPoint notes.
- Teacher will provide necessary testing accommodations for students (small group, extended time, repeat directions, paraphrase directions, etc.)
- Chunk the assignment over multiple days
- Students can use dictation software to record responses
- Students can orally record their answers with voice recorder software.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- Parents/Guardians may encourage student to prepare for quiz by reviewing PowerPoints, creating flashcards with academic terms, re-reading/re-listening to the short story, and reviewing student-completed handouts.



Sample English Language Arts Learning Plan

Big Idea/ Topic
Short Story Focus – Theme & “Amigo Brothers”

Standard Alignment

ELAGSE7RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

ELAGSE7RL10: Read and Comprehend a Variety of Grade-Level Literary Texts

ELAGSE7L6: Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELAGSE7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELAGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics and texts, building on others’ ideas and expressing their own clearly.

Instructional Design		
Lesson Description	Short Story Focus “Amigo Brothers” and Theme	
Materials	<ul style="list-style-type: none"> • “Amigo Brothers” by Piri Thomas - This text can be obtained with a free account via CommonLit • Amigo Brothers Audio (24:02) • “Identifying Theme in Five Steps” – PowerPoint • “Identifying Theme in Five Steps” – Guided Notes • Student Handout(s) <ul style="list-style-type: none"> ○ Plot Diagram ○ Interactive Plot Diagram 	
Opening	Teacher:	Student:
	<ul style="list-style-type: none"> • Teacher presents PowerPoint on “Identifying Theme.” Using prior knowledge from students’ reading of “Thank You M’am” by Langston Hughes, teacher provides explicit direction connecting students’ 	<ul style="list-style-type: none"> • Student accesses prior knowledge of “Thank You M’am” by Langston Hughes • Engages in note-taking on the 5 steps for identifying theme, participates in teacher-led discussion, and asks



	<p>knowledge of plot, characterization, & conflict to explore the theme(s) of “Thank You M’am.” Teacher models this strategy, asks challenging questions, and clarifies understanding of key concepts.</p> <ul style="list-style-type: none"> • Guided notes can be used for struggling learners 	<p>clarifying questions using the academic language of the standards.</p> <ul style="list-style-type: none"> • Guided Notes document can be used if needed.
Transition to Work Session	Teacher:	Student:
	<ul style="list-style-type: none"> • Provides handout on “Plot Diagram” (identical to one used for “Thank You M’am”), reviews key concepts, but adds that students will be including identifying theme to the worksheet. Distributes “The Amigo Brothers” PDF to students. • Students can also complete an interactive plot diagram if technology is available. 	<ul style="list-style-type: none"> • Prepares to work by gathering materials and asking clarifying questions.
Work Session	Teacher:	Student:
	<ul style="list-style-type: none"> • First read: The teacher and the students will read the short story “Thank You M’am”. Remind students that as they read, good readers monitor predictions, changing them or coming up with new ones if needed. • Second Read: Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.) Sample questions can include: <ul style="list-style-type: none"> ○ How is Antonio and Felix’s friendship special? ○ What interest do the boys share? How do they like to spend time together? ○ How are these boys different from other kids in 	<ul style="list-style-type: none"> • First Read: Reading may be silent reading, popcorn reading, teacher-led, or reading along with audio version of the story. • Second Read: Reading may be silent reading or reading along with audio version of the story. • Student responds to guiding questions during class discussion • Completes Plot Diagram, demonstrating proficiency in comprehension skills and concepts (elements of plot, characterization, conflict, setting, & theme) during guided practice. Conferences with teacher and receives standards-based feedback.



	<p>their neighborhood? Why do you think this is?</p> <ul style="list-style-type: none"> ○ What do you learn about their boxing skills? ○ What conflict do we learn about in these paragraphs? How does it begin to affect their friendship? ○ How do the boys face the conflict between them? Does this surprise you at all? Why or why not? ○ What are both boys worried about? How do you know? ○ What is the promise(s) that Antonio and Felix make to each other? ○ Why do you think they promise these things to each other? What does this show you about what these boys are like? 	
Closing	Teacher:	Student:
	<ul style="list-style-type: none"> • Informally assesses student understanding by reviewing plot diagram and theme as a class, provides feedback to students, and explicitly clarifies misconceptions. • Summarizes and celebrates progress towards understanding of plot elements and concept of theme. Identifies next steps – <i>Figurative Language</i> 	<ul style="list-style-type: none"> • Shares and justifies work using academic language and textual evidence. • Provides peer feedback (if online) and asks clarifying questions. • Reflects on knowledge of key concepts and summarizes progress and understanding of concepts. • Posts their theme electronically via Padlet or using a sticky note.

Evidence of Student Success

- Formative assessment of prior knowledge (plot elements, reading comprehension) during opening class discussion and during independent/group work.
- Formative assessment: Accurate completion of plot diagram and identification of theme(s). Possible student responses may include the following: “The importance of Friendship,” “Positive activities can protect you,” “Hard work is rewarded in the end”.



Considerations for Online and Offline Learning

- **Synchronous Instruction:** Teacher uses video conferencing to introduce topic of theme using students' prior knowledge from "Amigo Brothers." Teacher may use document camera or share screen to model how conflict and characterization contribute to identification of theme. Students then work independently or in virtual groups to complete assignment. At the end of the lesson, teacher and students return to video conference to assess students' understanding and to clarifying any misunderstandings.
- **Asynchronous Instruction:** Teacher records video of herself/himself introducing the topic of theme and models how to identify theme using prior reading, "Amigo Brothers." Student works independently on plot diagram and theme handout and submits it electronically to teacher for his/her formative assessment and feedback. Teacher posts tomorrow's warm up writing activity as on-line discussion topic for students' response.
- **Offline/Unplugged:** Student is provided with print copies of PowerPoint notes, works independently on plot/theme activity and submits work to teacher for assessment and feedback.

Distance Learning Supports

- Teacher may create small learning groups based on mastery of skills to work together to identify plot and theme for fairy tales, television shows, or movies.
- Teacher may create virtual groups based on reading ability (synchronous).
- Students who may struggle organizing information could use the Guided Notes for notetaking.
- Alternate lessons for this text are available from [CommonLit](#) and can be found [here](#).
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

- Parents and Guardians are encouraged to support student learning by identifying plot elements, characterization, and theme from pop culture.



Sample English Language Arts Learning Plan

Big Idea/ Topic

Short Story Focus – Theme & “Amigo Brothers”

Standard Alignment

ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE7RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

ELAGSE7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELAGSE7RL10: Read and Comprehend a Variety of Grade-Level Literary Texts

ELAGSE7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELAGSE7L6: Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELAGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics and texts, building on others’ ideas and expressing their own clearly.

Instructional Design

Lesson Description	Short Story Focus “The Amigo Brothers” and Figurative Language	
Materials	<ul style="list-style-type: none"> • “Amigo Brothers” by Piri Thomas - This text can be obtained with a free account via CommonLit • Amigo Brothers Audio (24:02) • Figurative Language PowerPoint • Figurative Language Guided Notes • Student Handout(s) <ul style="list-style-type: none"> ○ “The Amigo Brothers” Figurative Language Activity & Key 	
Opening	Teacher:	Student:

	<ul style="list-style-type: none"> • Warm up: Students respond in writing (3-5 sentences) to the following prompt “Think about your best friend. What do you do together? How do you spend time with each other?” • What evidence might other people see that would prove you are best friends?” 	<ul style="list-style-type: none"> • Student engages with prior and personal knowledge in writing to connect to the theme of “The Amigo Brothers.” • If on-line, participates in group discussion and analyzes thinking. Asks thought provoking and clarifying questions.
Transition to Work Session	Teacher:	Student:
	<ul style="list-style-type: none"> • Teacher engages students by having students share their responses re: best friends. • Teacher presents PPT “Figurative Language” and provides explicit instruction on academic terms and examples. • Guided notes can be used for struggling learners. 	<ul style="list-style-type: none"> • Student engages in teacher-led discussion. Prepares to take notes. • Student takes notes and asks clarifying questions during PPT. Guided Notes document can be used if needed.
Work Session	Teacher:	Student:
	<ul style="list-style-type: none"> • Teacher then distributes the handout “The Amigo Brothers – Figurative Language.” Students identify textual evidence as teacher monitors and assesses student progress. Allows students to productively struggle and make mistakes while conferencing with them and providing on-going support. • 	<ul style="list-style-type: none"> • Engages in independent work or small group work using the activity to identify examples of figurative language from the short story. • Conferences with teacher and receives feedback. Demonstrates proficiency in identifying key concepts. • Submits assignment for formative assessment.
Closing	Teacher:	Student:
	<ul style="list-style-type: none"> • Reviews key concepts of figurative language and invites students to share examples they identified from the text. Clarifies misconceptions in student understanding. • Summarizes how figurative language is used to enrich the reader’s understanding of the material. • Teacher conducts Ticket Out the Door. This can be converted to a poll, shared document or can be completed via chat. <ul style="list-style-type: none"> ○ I can identify different types of figurative 	<ul style="list-style-type: none"> • Student contributes to classroom discussion offering his/her textual examples of figurative language from the story. Provides peer feedback if working with a partner. And asks clarifying questions using academic language. Summarizes progress towards mastery. • Students complete figurative language exit ticket.



	<p>language.”</p> <p>5 4 3 2 1</p> <ul style="list-style-type: none"> ○ Figurative language is when you state facts exactly as they are in the real world. <p style="text-align: center;">True or False</p> <ul style="list-style-type: none"> • The teacher can also use the Amigo Brothers Quizizz as a closing activity. 	
--	---	--

Evidence of Student Success

- Student mastery of content will be evidenced by accurately identifying examples of figurative language from the text.
- Formative assessments will include completion of the activity at 80% accuracy and participation in teacher-led discussion (if synchronous instruction).

Considerations for Online and Offline Learning

- **Synchronous Instruction:** Students participate in group discussion of warm-up and analyzes thinking. Asks thought provoking and clarifying questions. During transition, students engage in teacher-led discussion. Student works independently or video conferences/on-line chats with partner during on “Figurative Language” worksheet and contributes to class discussion during closing.
- **Asynchronous Instruction:** Teacher posts warm-up as on-line discussion topic prior to today’s lesson. Teacher audio/video records warm-up using anonymous student responses and transition to work session. Records audio for PowerPoint “Figurative Language” and models metacognitive response to figurative language. Students work independently on “figurative language” handout and upload assignment to teacher.
- **Offline/Unplugged resources:** Teacher provides print copies of PowerPoint and handout. Student works independently and submits finished work to teacher for feedback and assessment.

Distance Learning Supports

- Students may access [online Figurative Language flashcards](#) or [Amigo Brothers Quizizz](#) for additional practice
- Struggling learners can use Figurative Language Guided Notes if needed
- Auditory and visual learners’ needs are addressed through oral/visual lesson. Teacher creates differentiated groups or partners based on skill mastery.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.
- Provide page numbers for the Figurative Language Activity for students who may have difficulty navigating lengthy texts.

Engaging Families

- Parents/Guardians may encourage their students to access the on-line flashcards and quizzes for reinforcement of figurative language terms.



Sample English Language Arts Learning Plan

Big Idea/ Topic

Short Story Focus – Plot, Theme & Figurative Language “Amigo Brothers”

Standard Alignment

ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE7RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELAGSE7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELAGSE7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

ELAGSE7RL10: Read and Comprehend a Variety of Grade-Level Literary Texts

ELAGSE7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

ELAGSE7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELAGSE7L6: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELAGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics and texts, building on others’ ideas and expressing their own clearly.

ELAGSE7SL5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

ELAGSE7SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.



Instructional Design		
Lesson Description	Short Story Focus “Amigo Brothers” Culminating Task	
Materials	Materials: <ul style="list-style-type: none"> • “Amigo Brothers” by Piri Thomas - This text can be obtained with a free account via CommonLit • “Amigo Brothers” Audio (24:02) • “Amigo Brothers” Choice Board • “Amigo Brothers” Choice Board Rubric 	
Opening	Teacher:	Student:
	<ul style="list-style-type: none"> • The teacher will pose the question: “The author did not state which friend won the boxing match. Why do you think he did that?” • This activity can be done orally or as a writing prompt. 	<ul style="list-style-type: none"> • Students will respond to the question: “The author did not state which friend won the boxing match. Who do you think he did that?”
Transition to Work Session	Teacher:	Student:
	<ul style="list-style-type: none"> • The teacher will introduce the “Amigo Brothers” Choice Board by explaining that each square is an activity. • Students will select one activity to complete as their Short Story Unit Assessment. • The teacher will review the “Amigo Brothers” Choice Board rubric which can be created using an online rubric maker like Google forms or by modifying the Sample Rubric. • All activities are adaptable for students with access to technology, low access to technology or no access to technology. • Students should have at least 2 class sessions to complete the assignment. 	<ul style="list-style-type: none"> • Students will select one activity of their choice from the “Amigo Brothers” Choice Board to complete independently. • Students should consider availability of technology when completing their selections.
Work Session	Teacher:	Student:
	<ul style="list-style-type: none"> • The teacher will distribute necessary materials to students based on their selection from “Amigo Brothers” Choice Board. • The teacher will help students who require help selecting an activity and generating ideas. 	<ul style="list-style-type: none"> • Students will complete the activity they selected from the “Amigo Brothers” Choice Board.



Closing	Teacher:	Student:
	<ul style="list-style-type: none"> • The teacher will provide the opportunity for students to present their final product to the class via a Gallery Walk. • The teacher will provide the following prompt to guide the Gallery Walk: How are you able to see the theme “Friendship is better than competition” in this product? • The teacher could take pictures of each product and host a virtual gallery walk via Google Slides or Padlet, or have them displayed in the classroom for in person instruction. • The teacher will explain the process of a Gallery Walk before students begin. • The teacher reinforces correctly expressed concepts and corrects for misconceptions and errors. • The teacher will remind students that all feedback should have a positive tone with suggestions for improvement. 	<ul style="list-style-type: none"> • Students will view each product and make comments based on the prompt: • How are you able to see the theme “Friendship is better than competition” in this product?

Evidence of Student Success

- Summative assessment of students’ reading comprehension and critical thinking and ability to provide textual evidence as justification and use proper grammar will be determined per the rubric.

Considerations for Online and Offline Learning

- **Synchronous:** Teacher employs video-conferencing to engage and informally assess students in class discussion and to address students’ questions.
- **Asynchronous:** Teacher records opening comments, warm-up, and choice board prompt (PowerPoint) and students respond in on-line discussion format. Student accesses PowerPoint and rubric; uses word processing software to craft activities and uploads to teacher.
- **Offline/Unplugged resources:** Student is provided a print copy of the PowerPoint and the rubric. Student hand writes or creates products and submits it to teacher for assessment.

Distance Learning Supports

- Activities are differentiated to provide student choice.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.



Engaging Families

- Parents and Guardians are encouraged to support student learning helping with the projects and providing guidance on which option to choose.





Equity Instructional Planning Look Fors

Big Ideas	Teacher Look Fors	Student Supports
<p>Content Standards</p>	<p>This lesson aligns to the Georgia Standards of Excellence.</p> <p>This lesson addresses all parts of the Georgia Standards of Excellence (not just the content).</p>	<p>All our students should be working toward learning the content that is outlined in the Georgia Standards of Excellence.</p> <p>Making content more accessible for all students can be accomplished using High Leverage Practices. These high leverage practices can be used to in every classroom to assist students in learning the material. <i>Some examples of high leverage practices are providing scaffolded supports, use explicit instruction, use flexible grouping and use strategies to promote active student engagement. More information is available on the CEEDAR-GA Project website. Use the following link to access that information: Georgia Department of Education</i></p>
<p>Multiple Modalities</p>	<p>This lesson utilizes the principles of Universal Design for Learning to assist ALL students in accessing, using and expressing the material.</p>	<p>Present materials in multiple ways. <i>This could include using articles, videos, verbally explaining to the student, making the lesson tactile, making the lesson visual and having inquiry.</i></p> <p>The students should be able to show their knowledge in multiple formats. <i>Some of these formats could include writing, verbally explaining, discussion, creating a play, drawing or creating a presentation.</i></p>
<p>Coherent Instruction</p>	<p>This lesson considers the needs of students in the classroom and provides for the needs of those students using differentiated instruction to reach ALL students.</p>	<p>Providing equity in the classroom can take many forms depending on the student population which leads to the importance of differentiated instruction. The teacher should consider student needs and then differentiate instruction. A few examples of things to consider when differentiating are included below:</p> <ul style="list-style-type: none"> • Add some time for students to process material. • Provide explicit instruction in using graphic organizers, other instructional materials and social-emotional behaviors. • Chunking the material. • Repetition may be required for some students. • Provide visual representations.
<p>Individualized Education Program</p>	<p>This lesson is providing Specially Designed Instruction for each student with disabilities in the classroom.</p>	<p>The IEP Team determines the individualized accommodations that each child requires to be successful in the general education classroom.</p> <p>Ensure that the lesson adapts content, methodology and delivery of instruction as part of Specially Designed Instruction to address each student's unique needs in the class based on their disability to ensure access of the child to the general curriculum so that students can meet the same education standards that apply to all children. More information is available at the following link Georgia Department of Education.</p>