

Lawrence High School Literacy Workshop II

Literacy workshop is a year-long course offered to second year English students at Lawrence High School. The purpose of the course is to provide students with additional instruction and support in the area of literacy development, and is designed to complement the skills and content that students are learning their second year English course. Students in Literacy Workshop II will also engage in more explicit focus on language skills in order to improve their understanding of grammar and conventions. The course outlines some key concepts that will reinforce what students are learning in their second year English course, but also leaves ample opportunity for teachers to add additional concepts and skills to meet the needs of their students.

Course Description

Literacy Workshop II is a year-long course for second year students at Lawrence High School concurrently enrolled in English II, designed to provide students with additional instruction and support in literacy. The course reinforces key skills and concepts of English II, while providing flexibility to meet the needs of individual students. Placement is by teacher and counselor recommendation.

Contents

Language Progressive Skills 3

Vocabulary Standards and Instructional Strategies..... 4

Unit 1 5

Unit 2 7

Unit 3 9

Unit 4 11

Unit 5 13

Unit 6 15

Teaching Resources 17

Vocabulary Strategies 22

Literacy Development Activities 28

 Peer Assessment of Writing 28

 Fishbowl Discussion 29

 Socratic Seminar 30

 Jigsaw 33

Language Progressive Skills

At the beginning of each grade level all students will be administered a writing pre-assessment, which will assess for the language standards that are outlined by the MA ELA Frameworks. Teachers should use the data from this assessment to determine areas of need in relation to language skills, and plan instruction in those areas. Additionally, teachers will revisit language skill building as they assess students throughout the year via writing assignments and oral language proficiency.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

Vocabulary Standards and Instructional Strategies

The Massachusetts Curriculum Framework for English Language Arts and Literacy outlines specific vocabulary proficiencies that must be attained by the end of each grade level. These vocabulary standards are represented in the Strands for both Reading Literature and Informational Text. In addition, the Language Standards 3-6 also outline vocabulary-specific skills that must be practiced and mastered to proficiency by the conclusion of grades 11-12. It is the expectation that students at Lawrence High School receive regular and consistent instruction around the following vocabulary skills:

- 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.
- Determine the meaning of words and phrases as they are used in the 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.
- Determine the meaning of unknown and multiple-meaning words and phrases using a range of strategies, including:
 - Use context as a clue to the meaning of words and phrases.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
 - Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - Verify the preliminary determination of the meaning of a word or phrase.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by interpreting figures of speech in context and analyze their role in the text, and analyzing nuances in the meaning of words with similar denotations.
- Acquire and use accurately general 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.

Evidence of students' work on the above should be apparent in students' notebooks. Specific vocabulary strategies have been included in the "teacher resource" section of this document as a suggested guide for vocabulary instruction.

Unit 1	<p>August 20-September 26 Main Idea and Theme in Fiction Explanatory Writing and Narrative Writing</p>	
Overarching Essential Questions:	<p>Writing:</p> <ul style="list-style-type: none"> ❖ What power can writing have? ❖ How does the medium of writing affect its message? 	<p>Reading:</p> <ul style="list-style-type: none"> ❖ How can vocabulary be equated with power? What power do words have? ❖ What is the purpose of fiction and non-fiction?
MA ELA Standards	<p>RL2: Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	
Concepts and Literacy Strategies	<ul style="list-style-type: none"> ❖ Main Idea ❖ Theme ❖ Textual Evidence ❖ Figurative meaning of words ❖ Planning ❖ Revising ❖ Editing ❖ Rewriting ❖ Topic Development ❖ Summarizing v. Analyzing ❖ Narratives ❖ Explanatory/Informative Writing ❖ Topic Development ❖ Punctuation: Period, Comma, Semi-Colon ❖ Pronoun Shifts: Number and Person ❖ Recognizing Variations from standard English in writing and speaking 	<p>RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says.</p> <p>RL&RI4: Determine the meaning of words and phrases as they are used in the text, including figurative meanings.</p> <p>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.</p> <p>W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L.4.3b: Choose punctuation for effect</p> <p>L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person</p> <p>L.6.1e: Recognize variations from standard English in their own and others’ writing and speaking, and</p>
Content Objectives	<p>Students will:</p> <ul style="list-style-type: none"> ❖ Know the meaning of theme and main idea, and explain both the differences and the interconnectedness between the two concepts. 	

	<ul style="list-style-type: none"> ❖ Determine the main idea in a work of fiction, and explain how that main idea is developed by the author. ❖ Determine the theme(s) in works of fiction, and explain how the theme is developed by the author. ❖ Explain how the concept of theme represents a view or comment on life, and relate the theme(s) in works of short fiction to their own lives. ❖ Cite strong and thorough textual evidence to support analysis of both theme and main idea in a work of short fiction ❖ Effectively engage in collaborative discussions related to the concepts of main idea and theme in literature. ❖ Write narratives to develop imagined experiences in order to demonstrate understanding of theme and main idea. ❖ Be able to choose punctuation in writing in order to create the desired effect. ❖ Recognize and correct shifts in pronoun in their own writing. ❖ Recognize variation from standard English in their own writing, and use strategies to improve their expression of conventional language
<p>Assessments/ Products</p>	<p>Types of Writing</p> <p>Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Narrative Writing and Explanatory Writing: See Second Year English Unit 1 Writing Assignments – Students will engage in a variety of activities that will help them build the skill that are necessary to effectively assess and edit their writing and the writing of their peers. These activities include, but are not limited to, student-teacher conferencing, self-assessment of writing, peer assessment of writing, etc.</p>
<p>ELA/Cross Content Connections</p>	<p>As students are reading Julia Alvarez’s <i>In The Time of the Butterflies</i> in Second Year English, teachers are encouraged to choose short works of fiction and non-fiction to read closely with students in Literacy Workshop that connect with said text. Teachers are also encouraged to collaborate with teachers across the content areas to engage in close readings of works of short non-fiction that relate to the topics students are exploring in science, math, and history.</p>

<p>Unit 2</p>	<p>September 29-October 31 (Term 1 Ends October 24th) Point of View in Fiction Argumentative Essay</p>	
<p>Overarching Essential Questions:</p>	<p>Writing:</p> <ul style="list-style-type: none"> ❖ What power can writing have? ❖ How does the medium of writing affect its message? 	<p>Reading:</p> <ul style="list-style-type: none"> ❖ How can vocabulary be equated with power? What power do words have? ❖ What is the purpose of fiction and non-fiction?
<p>MA ELA Standards</p>	<p>RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	

	<p>W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	
<p>Concepts and Literacy Strategies</p>	<ul style="list-style-type: none"> ❖ Point of View ❖ Argumentation ❖ Figurative meaning of words ❖ Connotative Meaning of Words ❖ Revising ❖ Editing ❖ Narrative Technique ❖ Peer Review of Writing ❖ Conferencing ❖ Punctuation: Period, Comma, Semi-Colon ❖ Pronoun Shifts: Number and Person ❖ Recognizing variations from standard English in writing and speaking 	<p>RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says.</p> <p>RL&RI4: Determine the meaning of words and phrases as they are used in the text, including figurative meanings.</p> <p>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.</p> <p>W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L.4.3b: Choose punctuation for effect</p> <p>L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person</p> <p>L.6.1e: Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</p>
<p>Content Objectives</p>	<p>Students will:</p> <ul style="list-style-type: none"> ❖ Know the meaning of point of view, the differences in points of view, and how point of view shapes the reader’s perception of the work of literature. ❖ Determine an author’s point of in a work of literature, and explain how that point of view contributes to one or more of the major themes of the book. ❖ Develop and refine arguments to support a claim related to a work of literature. ❖ Cite strong and thorough textual evidence to support an analysis of the point of view in a work of fiction. ❖ Effectively engage in collaborative discussions related to the concept of point of view in order to deepen understanding of the text. ❖ Be able to choose punctuation in writing in order to create complex sentences. ❖ Recognize and correct shifts in pronoun in their own writing, and make self-corrections as needed. 	

	<ul style="list-style-type: none"> ❖ Recognize variation from standard English in their own writing and the writing of their peers, and use strategies to improve their expression of conventional language
<p>Assessments/ Products</p>	<p><u>Types of Writing</u></p> <p>Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Argumentative Writing: See Second Year English Unit 2 Writing Assignments - Students will engage in a variety of activities that will help them build the skill that are necessary to effectively assess and edit their writing and the writing of their peers. These activities include, but are not limited to, student-teacher conferencing, self-assessment of writing, peer assessment of writing, etc.</p>
<p>ELA/Cross Content Connections</p>	<p>As students are reading Sophocles’ <i>Oedipus Rex</i> and <i>Antigone</i> in Second Year English, teachers are encouraged to choose short works of fiction and non-fiction to read closely with students in Literacy Workshop that connect with said text. Teachers are also encouraged to collaborate with teachers across the content areas to engage in close readings of works of short non-fiction that relate to the topics students are exploring in science, math, and history.</p>

<p>Unit 3</p>	<p>November 3-December 19th Main Idea, Theme, and Point of View in Non-Fiction Argumentative Writing</p>	
<p>Overarching Essential Questions:</p>	<p>Writing:</p> <ul style="list-style-type: none"> ❖ What power can writing have? ❖ How does the medium of writing affect its message? 	<p>Reading:</p> <ul style="list-style-type: none"> ❖ How can vocabulary be equated with power? What power do words have? ❖ What is the purpose of fiction and non-fiction?
<p>MA ELA Standards</p>	<p>RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	

	<p>RI6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p>	
<p>Concepts and Literacy Strategies</p>	<ul style="list-style-type: none"> ❖ Main Idea ❖ Author’s Point of View ❖ Author’s Purpose ❖ Argumentation ❖ Coherence in Writing ❖ Textual Support ❖ Metacognition ❖ Planning, Revising, Editing, Re-writing ❖ Nonrestrictive/Paranetical Elements ❖ Consistency of Style and Tone in Writing ❖ Phrases ❖ Clauses ❖ Misplaced Modifiers ❖ Dangling Modifiers ❖ Precision of Language ❖ Verb Voice and Mood ❖ Parallel Structure 	<p>RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL&RI4: 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).</p> <p>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>L.6.2a: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.3b: Maintain consistency in style and tone</p> <p>L.7.1c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.8.1d: Recognize and correct inappropriate shifts in verb voice and mood</p> <p>L.9-10: Use parallel structure</p>
<p>Content Objectives</p>	<p>Students will:</p> <ul style="list-style-type: none"> ❖ Identify the main idea in a work of literature, and explain how it is shaped by specific details in the text. ❖ Identify theme in a work of literature, and explain how it is shaped by specific events in the text. ❖ Explain the interconnectedness of main idea, theme, and author’s purpose in a work of literature. ❖ Write arguments to support claims in an analysis of topics related to the literature being explored in 9th grade English. ❖ Collaborate with peers to assess their writing, and use that feedback to improve their own writing. ❖ Reflect on their development as a writer, and use that reflection to engage in metacognitive writing. ❖ Use commas, parentheses, and dashes correctly in order to set off nonrestrictive/parenthetical elements in their writing, and the writing of others. 	

	<ul style="list-style-type: none"> ❖ Be able to maintain consistence in style and tone throughout their writing, and the writing of others.. ❖ Know the definition of misplaced and dangling modifiers, and be able to recognize where they exist in their writing. ❖ Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. ❖ Choose language that expresses their ideas precisely and concisely, recognizing and eliminating wordiness and redundancy in their writing, and the writing of others.. ❖ Recognize and correct inappropriate shifts in verb voice in their writing. , and the writing of others. ❖ Know the definition of parallel structure, be able to recognize parallel structure in a piece of writing, and be able to use it in their writing.
<p>Assessments/ Products</p>	<p><u>Types of Writing</u></p> <p>Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Argumentative Writing: See Second Year English Unit 3 Writing Assignments - Students will engage in a variety of activities that will help them build the skill that are necessary to effectively assess and edit their writing and the writing of their peers. These activities include, but are not limited to, student-teacher conferencing, self-assessment of writing, peer assessment of writing, etc.</p>
<p>ELA/Cross Content Connections</p>	<p>As students are reading Elie Wiesel’s <i>Night</i> in Second Year English, teachers are encouraged to choose short works of fiction and non-fiction to read closely with students in Literacy Workshop that connect with said text. Teachers are also encouraged to collaborate with teachers across the content areas to engage in close readings of works of short non-fiction that relate to the topics students are exploring in science, math, and history.</p>

<p>Unit 4</p>	<p>January 5th-February 13th (Term 2 ends January 9th) Author’s Purpose in Fiction and Non-Fiction Argumentative Writing and Narrative Writing</p>	
<p>Overarching Essential Questions:</p>	<p>Writing:</p> <ul style="list-style-type: none"> ❖ What power can writing have? ❖ How does the medium of writing affect its message? 	<p>Reading:</p> <ul style="list-style-type: none"> ❖ How can vocabulary be equated with power? What power do words have? ❖ What is the purpose of fiction and non-fiction?
<p>MA ELA Standards</p>	<p>RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RI6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	
<p>Concepts and Skills</p>	<ul style="list-style-type: none"> ❖ Author’s Purpose ❖ Text Structure ❖ Textual Evidence ❖ Context Clues ❖ Figurative Meaning ❖ Connotative Meaning ❖ Making Inferences ❖ Word Choice ❖ Pacing ❖ Rhetorical Technique ❖ Point of View ❖ Planning, Revising, Editing ❖ Nonrestrictive/Paranetical Elements ❖ Consistency of Style and Tone in Writing ❖ Phrases ❖ Clauses ❖ Misplaced Modifiers ❖ Dangling Modifiers ❖ Precision of Language ❖ Verb Voice and Mood 	<p>RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly.</p> <p>RL&RI4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.</p> <p>SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> building on others’ ideas.</p> <p>W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information.</p> <p>L.6.2a: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.3b: Maintain consistency in style and tone</p> <p>L7.1c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L7.3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating</p>

		<p>wordiness and redundancy.</p> <p>L.8.1d: Recognize and correct inappropriate shifts in verb voice and mood</p>
<p>Content Objectives</p>	<p>Students will:</p> <ul style="list-style-type: none"> ❖ Know the difference between theme and author’s purpose in a work of literature. ❖ Identify author’s purpose in a work of literature, and explain how specific details from the text contribute to this purpose. ❖ Know different rhetorical techniques that authors use, and explain how these different techniques impact the message of the work. ❖ Describe how an author structures the text, and explain how this structure creates shifts in mood and tone of the work. ❖ Determine an author’s purpose in a work of non-fiction, and explain how the author utilizes rhetoric to achieve this purpose. ❖ Write arguments to support a claim related to a work of fiction being read in 9th grade English. ❖ Know the function of punctuation marks such as commas, parentheses, and dashes, and use said punctuation to set off nonrestrictive elements. ❖ Be able to maintain consistence in style throughout their writing. ❖ Know the difference between a phrase and a clause, and use each correctly within their own writing. ❖ Choose language that expresses their ideas precisely and concisely. ❖ Recognize and correct inappropriate shifts in verb voice in their writing. 	
<p>Assessments/ Products</p>	<p><u>Types of Writing</u></p> <p>Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Argumentative Writing: See Second Year English Unit 4 Writing Assignments - Students will engage in a variety of activities that will help them build the skill that are necessary to effectively assess and edit their writing and the writing of their peers. These activities include, but are not limited to, student-teacher conferencing, self-assessment of writing, peer assessment of writing, etc.</p>	
<p>ELA/Cross Content Connections</p>	<p>As students are reading Maya Angelou’s <i>I Know Why the Caged Bird Sings</i> in Second Year English, teachers are encouraged to choose short works of fiction and non-fiction to read closely with students in Literacy Workshop that connect with said text. Teachers are also encouraged to collaborate with teachers across the content areas to engage in close readings of works of short non-fiction that relate to the topics students are exploring in science, math, and history.</p>	

<p>Unit 5</p>	<p>February 23rd-April 10th (Term 3 ends March 24th) Style and Text Structure in Non-Fiction Explanatory Writing</p>	
<p>Overarching Essential Questions:</p>	<p>Writing:</p> <ul style="list-style-type: none"> ❖ What power can writing have? ❖ How does the medium of writing affect its message? 	<p>Reading:</p> <ul style="list-style-type: none"> ❖ How can vocabulary be equated with power? What power do words have? ❖ What is the purpose of fiction and non-fiction?
<p>MA ELA Standards</p>	<p>RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	
<p>Concepts and Literacy Strategies</p>	<ul style="list-style-type: none"> ❖ Citation ❖ Context Clues ❖ Figurative Meaning ❖ Connotative Meaning ❖ Close Reading ❖ Text Style ❖ Text Structure ❖ Explanatory Writing ❖ Narrative Technique ❖ Planning, Revising, Editing ❖ Audience in Writing ❖ Nonrestrictive/Paranetical Elements ❖ Consistency of Style and Tone in Writing ❖ Phrases ❖ Clauses ❖ Misplaced Modifiers ❖ Dangling Modifiers ❖ Precision of Language ❖ Verb Voice and Mood 	<p>RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL&RI4: 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).</p> <p>SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>L.6.2a: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.3b: Maintain consistency in style and tone</p> <p>L.7.1c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating</p>

		<p>wordiness and redundancy.</p> <p>L.8.1d: Recognize and correct inappropriate shifts in verb voice and mood</p>
<p>Content Objectives</p>	<ul style="list-style-type: none"> ❖ Know the difference between style and structure in a work of non-fiction. ❖ Delineate the style and structure of a work of non-fiction, and explain how they contribute to the overall meaning of the text. ❖ Explain how the author unfolds a series of events, and/or ideas in a work of literary non-fiction, and explain how this structure contributes to the meaning of the text. ❖ Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ❖ Collaborate with classmates to assess the quality of their own writing and their peers’ writing using standards-based rubrics, and use that feedback to revise and refine their own writing. ❖ Use commas, parentheses, and dashes correctly in order to set off nonrestrictive/parenthetical elements in their writing. ❖ Be able to maintain consistence in style and tone throughout their writing. ❖ Know the definition of misplaced and dangling modifiers, and be able to recognize where they exist in their writing. ❖ Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. ❖ Choose language that expresses their ideas precisely and concisely, recognizing and eliminating wordiness and redundancy in their writing. ❖ Recognize and correct inappropriate shifts in verb voice in their writing. 	
<p>Assessments/ Products</p>	<p><u>Types of Writing</u></p> <p>Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Argumentative Writing: See Second Year English Unit 5 Writing Assignments - Students will engage in a variety of activities that will help them build the skill that are necessary to effectively assess and edit their writing and the writing of their peers. These activities include, but are not limited to, student-teacher conferencing, self-assessment of writing, peer assessment of writing, etc.</p>	
<p>ELA/Cross Content Connections</p>	<p>As students are reading a book of their teacher’s choosing in Second Year English, teachers are encouraged to choose short works of fiction and non-fiction to read closely with students in Literacy Workshop that connect with said text. Teachers are also encouraged to collaborate with teachers across the content areas to engage in close readings of works of short non-fiction that relate to the topics students are exploring in science, math, and history.</p>	

<p>Unit 6</p>	<p>April 20th-June 5th (End of Term 4) Synthesizing Information Through Research Research Writing</p>	
<p>Overarching Essential Questions:</p>	<p>Writing:</p> <ul style="list-style-type: none"> ❖ What power can writing have? ❖ How does the medium of writing affect its message? 	<p>Reading:</p> <ul style="list-style-type: none"> ❖ How can vocabulary be equated with power? What power do words have? ❖ What is the purpose of fiction and non-fiction?
<p>MA ELA Standards</p>	<p>W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>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>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	
<p>Concepts and Literacy Strategies</p>	<ul style="list-style-type: none"> ❖ Research – Purpose, Process, Organization, Impact ❖ Thesis ❖ Reliable v. Unreliable Sources ❖ Biased v. Unbiased Sources ❖ MLA Citation ❖ Synthesis of Information ❖ Plagiarism ❖ Punctuation: Comma, Semi-Colon 	<p>RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly.</p> <p>RL&RI4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.</p> <p>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.</p> <p>W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L.4.3b: Choose punctuation for effect</p>

	<ul style="list-style-type: none"> ❖ Pronoun Shifts: Number and Person ❖ Recognizing variations from standard English in writing and speaking 	<p>L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person</p> <p>L.6.1e: Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</p>
<p>Content Objectives</p>	<p>Students will</p> <ul style="list-style-type: none"> ❖ Conduct sustained research on a self-generated question, narrowing and/or broadening inquiry when appropriate. ❖ Know the purpose of research, and apply that knowledge to the development of a How research thesis. ❖ Gather multiple authoritative print and digital sources, and synthesize that information to develop their research writing. ❖ Demonstrate understanding of the subject under investigation through writing. ❖ Evaluate the credibility and accuracy of sources, noting any discrepancies among data. ❖ Know the format of MLA citation, and apply that format to research writing. ❖ Be able to choose punctuation in writing in order to create variety in sentence structure. ❖ Recognize and correct shifts in pronoun in their own writing and the writing of their peers, and make self-corrections as needed. ❖ Recognize variation from standard English in their own writing and the writing of their peers, and use strategies to improve their expression of conventional language 	
<p>Assessments/ Products</p>	<p><u>Types of Writing</u> Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Research Paper: See Second Year English Unit 6 Writing Assignments - Students will engage in a variety of activities that will help them build the skill that are necessary to effectively assess and edit their writing and the writing of their peers. These activities include, but are not limited to, student-teacher conferencing, self-assessment of writing, peer assessment of writing, etc.</p>	
<p>ELA/Cross Content Connections</p>	<p>Students are engaged in a research project in Second Year English, teachers are encouraged to choose short works of fiction and non-fiction to read closely with students in Literacy Workshop that connect with said research project. Teachers are also encouraged to collaborate with teachers across the content areas to engage in close readings of works of short non-fiction that relate to the topics students are exploring in science, math, and history.</p>	

Teaching Resources

Content Response Notes (Informational Text)

Chapter/Section/Article/Document/Presentation Title/Topic

Key Concepts, Phenomena, Processes, Events, Documents, Decisions, Laws, People, Organizations, Inc.

Name it:

- Identify and list the key concepts, events, phenomena, etc. included in the title, major headings, subheadings, illustrations, boldfaced and italicized words, chapter summary as you preview the text.
- Identify and list additional key concepts, phenomena, events, people, etc. as you read, listen, and/or watch.

Question It:

- Identify any questions you have about key concepts, events, phenomena, etc.
- You will answer these questions after you've completed your content notes.

Explain It: Succinctly, in note form, using your own words (and key quotes from primary source documents). Include key dates.

Helpful Hints:

- Underline or highlight the names of key concepts, people, phenomena, events, etc.
- Write in phrases or key words
- Use a symbol to identify the main idea
- Use a different symbol to identify important details and examples, directly under the main ideas.

Summarize It: 100 Word Limit

- Briefly synthesize what you have learned from the reading, video, or presentation, including the topic, main idea, most important details, and examples.
- Explain why the concepts, phenomena, people, etc. you studied are important for your and others to study, remember and understand.

Content/Response Notes Organizer: Fiction, Poetry, Drama

Title:

Author:

Pages:

Element/Device	Quotes & Notes (w/pg. #)	Importance	H.O.T. Responses: Developing Habits of Mind*
<p>__ Plot/Action</p> <p>__ Character</p> <p>__ Setting</p> <p>__ Theme</p> <p>__ Tone/Mood</p> <p>__ Conflict/Resolution</p> <p>__ P.O.V.</p> <p>Device (e.g., symbolism, irony, flashback, satire, personification): _____</p> <p>__ All the above.</p>			
<p>Summary:</p> <ul style="list-style-type: none"> • Important Development (e.g., “This section was important to the development of _____ because....”) • Important Details/Evidence: Quotes & Notes 			<p>Extended Response:</p> <ul style="list-style-type: none"> • Response • Details/Evidence • Explanation/Reasoning

H.O.T. Responses: Key Questions

Determine Importance:

- What specific text is important to think about and remember?
- Why is this text important to the development of the theme, a “big idea”, the tone/mood, the conflict/resolution; to the development of a selected element; as a literary/poetic/dramatic/rhetorical device; for some other reason? What have I learned from it?

Question:

- What confusing words, phrases, lines, or passages do I need help with?
- What other questions do I have, that I want and need answers to?

Make Connections:

- How is __ similar to something/someone else I’ve read (about), observed, studied, heard (about), experienced, or know about? (Compare)
- How is __ contrary to something/someone else I’ve read (about), observed, studied, heard (about), experienced, or know about? (Contrast)
- How does __ help me reconsider some idea, issue, problem, challenge, experience, essential question that I (and/or other people) struggle with?
- What was the cause and/or effect of __? Why did __ happen? (Cause & Effect)
- How and why are these connections interesting and important, to everyone and/or to me?

Identify the Theme & Author’s Point of View

- Why did the author write this story, poem, play?
- What important idea, issue, problem, challenge, human condition, or essential question did the author want to explore or explain?
- What, if any, position did the author take on this idea, issue, problem, challenge, human condition, or essential question?

Reflect/Search for Relevance:

- What lesson(s)/new idea(s) have I learned from __?
- How has __ changed my thinking, and why?
- How can I apply what I’ve learned in some positive way?

Infer/Interpret:

- What do I think I know about __ that hasn’t already been revealed?
- Why did s/he do that? What are his/her intentions or beliefs?
- What does he/she mean by this?
- What does this line, passage, event, characterization, or setting imply, indicate, or suggest? What might it be a symbol of, or a metaphor for?
- What does all of this add up to, given what I just read and already know?

Comment/Evaluate:

- What adjective(s) best describe __? What text leads me to believe this?
- What action, idea, point of view, or solution do I like/dislike (or agree/disagree) with? What text leads me in this direction?
- What other action, idea, point of view, or solution would I prefer, and why?

Predict/Estimate:

- What will happen next, given what I’ve read, seen, heard?
- What will the results likely be, given what I’ve read, seen, heard?

Visualize:

- How can I summarize or characterize __ in one or more images?
- What details are essential to include in my visual?

Vocabulary Strategies

Steps in the Vocabulary Self-Selection Strategy (Adapted from Bolachowics & Fischer, 2002)

1. Have students read a text selection and identify two words that they find interesting or challenging.
2. Have each student write these two words on a card so that they can be shared with the class.
3. Ask the class to vote on five to eight words to be learned for the week.
4. Engage students in a discussion of the words to clarify, elaborate, and extend word meanings.
5. Have students record the word on the My Words Sheet and the Class Words sheet and generate a chart, diagram, picture, and definition to help them remember the words' meanings.
6. As an extension to this activity, ask students to create writing assignments, activities, games, and practice tests based on the selected words.

Name _____ Date _____

Class Words: Vocabulary Self-Selection Strategy Sheet

Word	Sentence	Definition	Memory Help	How I'll Use It

Personal Vocabulary Journals

Source: Based on Wood, K.D. (1994). *Practical strategies for* Columbus, OH: National Middle School Association *improving instruction*.

Content Objective: Students will understand and acquire new vocabulary and use it correctly in reading and writing. **Language Objective:** Identify and use correctly new words acquired through study of their different relationships to other words.

Rationale/Description: Most vocabulary words learned by students are determined by the teacher, usually through commercially prepared materials and textbooks. Consequently, students do not have the opportunity to learn vocabulary words of their own choosing, based on their individual interests. The Personal Vocabulary Journal can be used by teachers of all grade levels and subject areas to help focus students' attention on new words of interest throughout their daily life at home or at school.

Intended for: Students of all grade levels, ability levels, and subject areas.

Procedure:

Step One: Ask students if they have ever heard or read a word in our out of class and wondered what it meant. Also, ask if they would like to have the opportunity to choose their own words to study instead of having the teacher decide which are most important.

Step Two: Display a blank vocabulary form on a document reader or on a handout. Tell the students that they will use this form to record one or two (or more) vocabulary terms that interest them or that relate to the particular unit of study.

Step Three: Demonstrate a sample entry by thinking aloud the process that students will undergo to select and record their entries. Enlist the participation of the class whenever possible.

Step Four: Make copies of the Personal Vocabulary Journal Collection handout and distribute it to the class. Explain that they may be asked to keep a vocabulary journal for other subjects as well. Also explain that they may be asked to choose any word encountered that interests them, not necessarily one that is related to a topic studied in class.

Step Five (discussion option): Students can be assigned to small groups of five to eight students to share words from their vocabulary journals. When appropriate, they may be asked to act out their words or make drawings to depict their meanings (these drawings can be displayed on your word wall).

Step Six (Additional options): Students may be asked to select two or three vocabulary words from their Personal Vocabulary Journals for the weekly or unit vocabulary tests. These terms can be submitted to the teacher for assessment purposes. Students can also choose two or three words to from their journal to add to their word wall.

ELL Tip: The Personal Vocabulary Journal can be adapted for use with English language learners and second language learners. Have students write vocabulary words in both languages. They can include definitions and examples in both languages.

Personal Vocabulary Journal Sample Exercise

My new word is squall _____

It is related to our science unit on weather _____

I found it on the weather station on TV. _____

The specific context is New Yorkers were surprised by a thick squall early this morning. No precipitation is expected tomorrow, however. _____

I think it means rain storm _____

The appropriate dictionary definition is a sudden gust of wind; a black squall has dark clouds; a thick squall has hail or sleet _____

It reminds me of the word squall used in our Language Arts story which meant “to scream.” _____

My sentence is The black squall scared the young children as they played ball in the street

Personal Vocabulary Journal Collection

My new word is _____

It is related to _____

I found it _____

The specific context is _____

I think it means _____

The appropriate dictionary definition is _____

It reminds me of _____

My sentence is _____

**Personal Vocabulary Journal
Sample Exercise for English Language Learners**

	Spanish	English
My new word is	Esfera	Sphere
It is related to	Geometria	Geometry
I found it	En el libro de texto	The textbook
I think it means	Bola o pelota	A ball
Definition	Un objeto esferico o una pelota	Spherical object or ball
Example	Un baloncesto es una esfera.	A basketball is a sphere
Picture		

Personal Vocabulary Journal

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My new word is		
It is related to		
I found it		
I think it means		
Definition		
Example		
Picture		

Literacy Development Activities

Peer Assessment of Writing

Place students in pairs, and have them trade papers, read each other's paper, and fill in the peer assessment sheet. I usually give them about 15 minutes to do this.

Once they are done with their first partner, they pick a new partner, and follow the same routine.

Once they are done with their second partner the students go back to their own seats, read the comments and questions from both of their peer assessment partners, and fill in the self-assessment at the end of the second page.

I typically open up the room for class discussion about the process, general comments, concerns, etc. once they are done with their self-assessment, and then given them any remaining time to work on their next draft.

Peer Assessment #1

Writers Name:

What is especially interesting or effective about this draft? After reading it, what do you most clearly remember about it?

Is the writer following criteria outlined on the rubric? If so, what techniques do they use especially well? What do they need to work on?

Additional Comments:

Self-Assessment: After reading the comments from your peers, what are your final thoughts on your paper? How do you think you did? What do you need to improve on?

Fishbowl Discussion

Description

A classroom discussion strategy in which students are divided into two groups: the inner circle, or fishbowl, where several people hold a discussion, and the outer circle, where the rest of the students listen to and observe the discussion. At designated points the teacher selects new individuals, or individuals self-select, to enter the fishbowl and continue the discussion.

Purpose

Use *before*, *during*, and *after* reading to:

- Actively involve all students in open-ended discussion
- Provide a fast-paced mix of active participation and active listening
- Develop students' skills with impromptu dialogues
- Provide a novel way for students to gain information, analyze and evaluate it, and write a summary of their findings

Directions

1. Develop a scenario or series of questions around a topic you want students to discuss.
2. Select the initial group of students who will begin the fishbowl discussion. Create a list of students who will enter the fishbowl later or set up a procedure for students to tap into the discussion on a rotating basis.
3. Explain the purpose and procedure for the fishbowl discussion. Remind the observers to take notes on the content and the process.
4. Ask the first question or set up the scenario that will be discussed or role-played.
5. Listen for appropriate discussion “breaks,” or time the rotations one to two minutes apart.
6. At the end of the discussion, have the students write a brief summary of the discussion, citing three to five critical points that support their conclusion. Ask them to respond to the question: “What would you have added to the discussion that wasn’t said?”

Extensions

- Combine the fishbowl discussion with teacher- or student-generated *Problematic Situations* as a pre- and post-learning strategy. (The Problematic Situation strategy is explained later in this Guide.)
- Have observing students take notes and use the notes as the basis for an analytical or persuasive essay.

Socratic Seminar

What is a Socratic Seminar?

A Socratic Seminar is a method to try to understand information in class in regards to a specific text. In a Socratic Seminar, participants seek deeper understanding of complex ideas in the text through rigorously thoughtful dialogue, by creating and exploring questions, rather than by memorizing bits of information.

Socratic Seminar is a forum in which students determine the flow of classroom discussion and teachers serve as facilitators. Teachers *may provide some questions to start Socratic seminars, but eventually students create questions as well*. The teacher gives no response, negative or positive, to the students' discussion. The teacher can pose more questions to "move" discussion from stalemate positions.

Why teach using Socratic Seminar?

Directly relates to KCAS Speaking and Listening standards. We are now required to teach students how to participate effectively in discussions! Also connects many standards as students are prompted to have rich conversations about texts. The Socratic Seminar focus on questions is also a perfect fit for the thematic units based on essential questions.

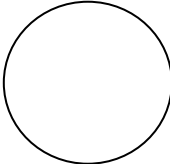
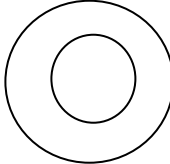
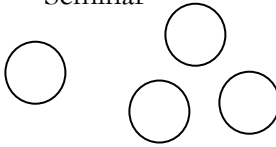
Socratic Seminar is a way to allow students to share and discuss in a class based on a workshop approach. Students may read and discuss a common text, or they may read a variety of texts based on the same essential question or theme.

Guidelines for Participants in a Socratic Seminar

1. **Refer to the text** during the discussion. A seminar is not a test of memory. The goal is to understand the ideas, issues, and values reflected in the text.
2. Cite reasons and evidence for your statements.
3. Do not participate if you are not prepared. A seminar should not be a bull session (help students be prepared through pre-seminar activities, such as journaling, webbing, writing questions, etc.).
4. Do not stay confused; ask for clarification.
5. Stick to the point currently under discussion; make notes about ideas you want to come back to.
6. Take turns speaking; you should not have to raise your hands, but if the need arises you may do so.
7. Listen carefully to all that is being said, and write down the ideas that are expressed.
8. Follow proper speaking techniques (make eye contact, sit up in your chair, speak to the group not the

- teacher, do not pile your desk with irrelevant materials...).
9. Avoid hostile exchanges. Question each other in a civil manner. Discuss ideas rather than each other's opinions.
 1. Reflect on the seminar through post seminar activities (journal writing, self-assessment narratives, authentic follow-up projects)

Ways to format Socratic Seminars:

<p>1) Group Seminar</p>  <p>Everyone participates in one large group- whole class</p>	<p>2) Concentric Circles</p>  <p>There is an inner circle and an outer circle. The inner circle speaks. The outer circle takes notes and works to assist the inner circle. Students take turns between the two.</p>	<p>3) Small Group Seminar</p>  <p>Small groups are formed for more intimate conversations.</p>	<p>4) Role-play</p> <p>A role play seminar is a variation on the other forms. Participants assume the role of a character from the text.</p>
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Sample questions that demonstrate constructive participation in Socratic Seminars.

- Here is my view and how I arrived at it. How does it sound to you?
- Do you see gaps in my reasoning?
- Do you have different data?

Do you have different conclusions?

How did you arrive at your view?

Are you taking into account something different from what I have considered?

How can students in Socratic Seminar be monitored and assessed?

Participation Logs, reflections, observations

Generic Socratic Seminar Questions

1. What are the assumptions (explicit or underlying) of this text?
2. Are there contradictions in the text?
3. What events would have changed the story?
4. What would you do (or say) if you were _____?
5. What might be some other good titles for this?
6. Does this text have a message to convey?
7. If _____ were writing (composing, painting, etc.) today, what would be different about this work?
8. What does the term _____ mean?
9. In what way would _____ change, if _____ happened differently?
10. How do you think _____ was viewed by (would be viewed by) _____?
11. What part of this work is most useful for dialogue? (Least?)
12. Why do you say that?
13. How do you support that position from this work?
14. To check on listening: Jane, what did Richard just say? What's your reaction to that idea?
15. Inference. Fill in missing information, based upon a reasonable extrapolation of evidence in the text.
16. Implications. Explain the consequences of information or ideas in the text.
17. Hypothesis. Predict and justify future developments.
18. Reflection. How do you know what you think you know? What are you left not knowing? What are you assuming?
19. Can you think of an example to illustrate this point?
20. Is the writer's example a good one? Why/why not?
21. How does this idea connect to _____? (Refer to another passage in the text or to another text.)

Jigsaw

Description

Jigsaw is a group learning strategy where students read different selections and are responsible to share that information with a small group. It is effective for involving all students in a learning task and provides opportunity for differentiated learning. (Aronson et al., 1978)

Purpose

Use *during* and *after* reading to:

- Involve students in reading and communicating what they have learned with their peers
- Address a wide range of student abilities and interests through reading tasks of differing reading levels, genres, text length, and topics
- Provide a way to connect different types of reading materials linked to a common theme
- Help students develop reading, listening, and speaking skills and learn from others how to construct and convey important concepts from written text
- Engage students through small group interactions
- Support understanding about a topic without having every student read every reading selection
- Provide practice in synthesizing important information from text and communicating that information to others

Directions

1. Identify what students need to learn for a unit of study and locate three to six selections that contain the desired content information. Try to vary the reading levels and select high interest materials. To avoid confusion during grouping, mark each selection with a number or color code.
2. Organize students into groups of three to six members, depending on the number of selections to be read.
3. Assign, or ask team members to select, one selection for which each will be responsible to read independently and communicate the information learned to the whole team.
4. Explain the jigsaw process and how learning will be evaluated, such as an individual quiz.
5. Provide time for students to read their selection and take notes or create a graphic organizer that lists the important concepts and supporting details from their reading.
6. Re-group the students who have been assigned the same selection, using the selection number or color code.
7. Have the same-selection groups share their notes and discuss how to present the information back to their small groups.
8. Return to the original group where each student is responsible to explain the key concepts of their reading selection to the other group members who did not read that selection.

Extensions

- Use the jigsaw for independent inquiry topics within a general unit of study.
- Have each same-selection group form three or four essential questions to be used for post-assessment of the learning.