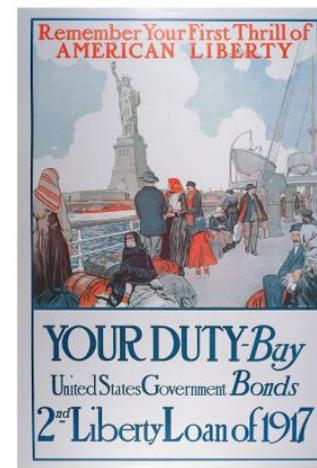




Immigration

Information Sheet



Module Title	Land of Opportunity
Module description (overview):	In this unit students will learn about the concept of immigration to the United states during the early 1900s. Students will read selected informational text, biographies, autobiographies and primary source documents, viewing videos, listening to audio tapes and studying photographs relevant to the topic. Students will write a text-based informational essay that describes why so many people immigrated to the United States, their journey and some of their initial experiences.
Template task (include number, type, level):	Task 14: [Insert question] After reading ____ (literature or informational texts), write a/an ____ (essay, report, or substitute) that describes ____ (content) and addresses the question. Support your discussion with evidence from the texts.
Teaching task:	Despite the hardships in relocating to a new land, why was America still viewed as the Land of Opportunity by millions of United States immigrants during the early 1900s? After reading informational texts, primary and secondary source material, viewing videos and photographs, and listening to audio tapes, write an informational essay that describes the immigrants’ initial experiences in the United States and addresses the question. Support your discussion with evidence from the texts.
Grade(s)/Level:	7
Discipline: (e.g., ELA, science, history, other?)	ELA/SS
Course:	
Author(s):	Reach Associates with revisions by ESD Writing/Revision Cohort
Contact Information:	Lee Kappes and Cathy Feldman www.reachassoc.net ESD revisions by Pamela Czulewicz pczulewicz@eriesd.org and Rosalia Ciminella rciminella@eriesd.org

Section 1: What Task?

TEACHING TASK

Teaching task:	Despite the hardships in relocating to a new land, why was America still viewed as the Land of Opportunity by millions of United States immigrants during the early 1900s? After reading informational texts, primary and secondary source material, viewing videos and photographs, and listening to audio tapes, write an informational essay that describes the immigrants’ initial experiences in the United States and addresses the question. Support your discussion with evidence from the texts.
Reading texts and multimedia:	<p>Day 2 - Multimedia: http://www.youtube.com/watch?v=u4wzVuXPznk Immigration through Ellis Island – Award Winning Documentary Video Film: <i>Island of Hope - Island of Tears</i> The video is on the left and will start automatically. The full length of video is 28:25 minutes.</p> <p>Day 4 – <i>Rise of Industrial America</i> http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/</p> <p>Day 5 - <i>Immigration in the Early 1900s</i>, Adapted from: http://www.eyewitnesstohistory.com/snpim1.htm</p> <p>Day 6 - <i>Audio-taped interviews</i> Text adapted http://www.aarp.org/relationships/genealogy/info-09-2010/ellis_island_immigrant_audio_excerpts.html</p> <p>Day 7 - <i>Immigrating to America, 1905</i>, Adapted from: http://www.eyewitnesstohistory.com/immigrating.htm</p> <p>Day 8 – <i>Immigrant Kids</i> by Russell Freedman – anthology p. 224-228</p> <p>Day 9 - <i>Good-bye Poland</i>, http://teacher.scholastic.com/activities/immigration/seymour/</p> <p>Optional: <i>Unfair Hardships to Immigrants</i>, http://www.art.com/products/p1775736328-sa-i4199241/american-war-bonds-poster-1917.htm?aff=conf&ctid=1282685657&rfid=443135&tkid=15047706&</p> <p>** All articles (except for the text <i>From Immigrant Kids</i> by Russell Freedman- anthology p. 224-228) and student support materials are included in the Appendices.</p>
Background to share with students:	Millions of people immigrated to the United States in the early 1900’s in search of better lives. They came from many different places and for many different reasons. In this unit, you will read and learn about many of these groups of people, the varied reasons they came to this country, some of the challenges they encountered during their journey and their initial experiences in the United States. Despite these hardships, many immigrants still considered the United States to be ‘The Land of Opportunity’. You will write a text-based informational essay that describes why so many people immigrated to the United States, their journey, some of their initial experiences and why they viewed the United States as ‘The Land of Opportunity’.
Extension (optional):	

CONTENT STANDARDS FROM STATE OR DISTRICT

Standards source:	Common Core 7 th Grade ELA Standards http://www.corestandards.org/the-standards
NUMBER	CONTENT STANDARDS
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles on film).
RI.7.4	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.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.8	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.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.7.1	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.

L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

READING STANDARDS FOR INFORMATIONAL OR EXPLANATORY

“Built In” Reading Standards	“When Appropriate” Reading
1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.
4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
6- Assess how point of view or purpose shapes the content and style of a text.	8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
10- Read and comprehend complex literary and informational texts independently and proficiently.	9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

WRITING STANDARDS FOR INFORMATIONAL OR EXPLANATORY

“Built In” Writing Standards	“When Appropriate” Writing Standards
2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9- Draw evidence from literary or informational texts to support analysis, reflection, and research.	7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.	8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

SCORING RUBRIC

Scoring Rubric for Informational or Explanatory Template Tasks

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.	

Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/ Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Section 2: What Skills?

SKILL	DEFINITION
SKILLS CLUSTER 1: PREPARING FOR THE TASK	
1. Academic Learning Behaviors (ARTS) Metacognitive Strategies	Ability to recognize and demonstrate learning behaviors (ARTS) and reading strategies (Metacognitive Strategies)
2. Bridging Conversation	Ability to <ul style="list-style-type: none"> • connect the task and new content to existing knowledge, skills, experiences, interests, and concerns • pose questions and respond to others' questions and comments with relevant evidence, observations, and ideas
3. Task Analysis	Ability to understand and explain the teaching task and rubric.
4. Project Planning	Ability to plan so that the task is accomplished on time.
SKILLS CLUSTER 2: READING PROCESS	
1. Readyng for Reading	Ability to ready for reading by preparing a note-taking format.
2. Close Active Reading and Note Taking 1	Ability to: <ul style="list-style-type: none"> • read purposefully; cite and record several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; • quote or paraphrase information while avoiding plagiarism • cite reference source following a standard MLA format;
3. Close Active Reading and Note Taking 2	Ability to: <ul style="list-style-type: none"> • read purposefully; cite and record several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; • quote or paraphrase information while avoiding plagiarism • cite reference source following a standard MLA format; • determine central idea(s) and analyze their development over the course of the text;
4. Close Active Reading and Note Taking 3	Ability to: <ul style="list-style-type: none"> • read purposefully; cite and record several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; • quote or paraphrase information while avoiding plagiarism • cite reference source following a standard MLA format; • determine central idea(s) and analyze their development over the course of the text; • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. • compare and contrast a text to an audio analyzing each medium's portrayal of the subject

5. Close Active Reading and Note Taking 4	<p>Ability to:</p> <ul style="list-style-type: none"> • read purposefully; cite and record several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; • quote or paraphrase information while avoiding plagiarism • cite reference source following a standard MLA format; • determine central idea(s) and analyze their development over the course of the text; • Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. • Compare and contrast a text to an audio analyzing each medium’s portrayal of the subject • determine connotative and denotative definitions of words and phrases (and analyze their impact on meaning);
6. Organizing Notes	<p>Ability to examine a topic, integrate evidence from different sources/formats, analyze and prioritize relevant content.</p>
SKILLS CLUSTER 3: TRANSITION TO WRITING	
1. Readyng as a Writer	<p>Ability to understand the descriptive text structure and informational/explanatory writing.</p>
2. Bridging Conversation to Writing	<p>Ability to:</p> <ul style="list-style-type: none"> • transition from reading to writing phase.
3. Rubric Analysis	<p>Ability to understand and explain the informational writing rubric.</p>
SKILLS CLUSTER 4: WRITING PROCESS	
1. Initiation of Task	<p>Ability to introduce a topic clearly, write a focus/thesis statement and initial draft of an opening paragraph which previews what is to follow.</p>
2. Planning	<p>Ability to:</p> <ul style="list-style-type: none"> • develop a line of thought and text structure appropriate and relevant to completing an informational/explanatory writing • cite reference source following a standard MLA format; • quote or paraphrase information while avoiding plagiarism.
3. Development 1	<p>Ability to:</p> <ul style="list-style-type: none"> • construct an initial draft of the body paragraphs which develops the topic with relevant facts, definitions, concrete details, quotations and examples; • incorporate transition words, phrases and clauses to create cohesion; • use precise language and domain-specific vocabulary.
4. Development 2	<p>Ability to construct an initial draft of a concluding statement and closing paragraph which follows from and supports the information presented.</p>
5. Revision	<p>Ability to apply revision strategies to refine and strengthen the development of informational/explanatory writing, focusing on task, purpose and audience while maintaining a formal style.</p>
6. Editing	<p>Ability to demonstrate command of conventions of standard English grammar and usage; capitalization, punctuation and spelling; and knowledge of language and its conventions when writing and speaking.</p>

Section 3: What Instruction?

Pacing	Skill and Definition	Product and Prompt	Scoring (Product “meets expectations” if it...)	Instructional Strategies
SKILLS CLUSTER 1: PREPARING FOR THE TASK				
<i>Day 1</i>	<p>1. <u>Academic Learning Behaviors (ARTS) and Metacognitive Strategies</u></p> <p><i>Ability to recognize and demonstrate learning behaviors (ARTS) and reading strategies (Metacognitive Strategies).</i></p>	<p><i>Product: Quick Write</i></p> <p><i>Prompt:</i> <i>We will review learning behaviors and reading strategies that will assist us in being successful in our current lives, college and careers.” (Review ARTS behaviors and introduce Metacognitive Strategies.) In a quick write, after today’s discussion, describe the academic learning behaviors and Metacognitive Strategies which will be most important to guiding your success in this module.</i></p> <p><i>*Metacognitive Strategies can be found in Appendix.</i></p>	<i>No scoring</i>	<ul style="list-style-type: none"> • ARTS-introduce the academic learning behaviors. • Frame-It: link to previous discussions regarding doing one’s personal best. • Front Loading- doing one’s personal best when demonstrating “Active Participation, Respect, Tenacity, and Self-Regulation” • Front Loading-shared/choral reading of ARTS and Metacognitive Strategies documents • Front Loading-orchestrating the Metacognitive strategies, skills, and academic behaviors needed for effective reading. (Option: Introduce Metacognitive Strategies through an Interactive Read Aloud) • Front Loading - underlining key points. • Discourse - Introduce classroom routines for verbal discourse. • Discourse - Participate in reading and discussing of Metacognitive strategies • Exit Slip - Quick Write from Product and Prompt column.

<p>Day 2</p>	<p><u>2. Bridging Conversation</u></p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns</p> <p>Ability to pose questions and respond to others' questions and comments with relevant evidence, observations, and ideas</p>	<p><u>Product: Class Discussion</u></p> <p><u>Prompt:</u> Read the module background information. View the multimedia presentation. Participate in a class discussion about why America was called the land of opportunity, what the journey to America was like, and what immigrants' initial experiences were like.</p> <p>View video: http://www.youtube.com/watch?v=u4wzVuXPzmk Immigration through Ellis Island – Award Winning Documentary Video Film: Island of Hope - Island of Tears (The video is on the left and will start automatically. The full length of video is 28:25 minutes.)</p>	<p>No scoring</p>	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day's learning objectives. • Frame-It - link to previous instruction about ARTS and Metacognitive Strategies • Front Loading- accessing one's schema to make connections to the day's conversations • Front Loading - applying vocabulary strategies. • Front Loading –demonstrating ARTS academic behaviors. • Front Loading – protocol for respectful, meaningful and relevant conversation • Discourse- constructing meaning, sharing and recording thinking.
<p>Day 3</p>	<p><u>3. Task analysis</u></p> <p>Ability to understand and explain the teaching task and rubric.</p>	<p><u>Product: Task Rewrite and Class conversation.</u></p> <p><u>Prompt:</u> In your own words, write a brief explanation of what the teaching task is asking you to do.</p>	<p>No scoring</p>	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day's learning objectives. • Frame-It - link to previous day's discussion about the video • Front Loading – the how tos for deconstructing a teaching task (the prompt, type of writing and structure, the product, and the rubric). Have students read the teaching task prompt and rewrite it in their own words. (*See appendix- student support) • Front Loading –demonstrating ARTS academic behaviors. • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day's learning and student work sample (prompt rewrite).

<p>Day 4 (1/4 period)</p>	<p>4. <u>Project Planning</u> Ability to plan so that the task is accomplished on time.</p>	<p><u>Product: Timeline</u> <u>Prompt:</u> Create a project/task timeline a timeline together that outlines the completion of the task and fits with the abilities of the students and class times. (Please note, if creating a timeline with the class rather than using the pre-made one in the appendix, plan additional time.)</p>	<p>Creates a “doable” timeline that paces reading and writing processes.</p>	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day’s learning objectives. • Frame-It - link to previous day’s prompt/task rewrite. • Front Loading –the importance of planning and creating a project timeline. (*An example template has been provided in the appendix.) • Front Loading –demonstrating ARTS academic behaviors. • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day’s learning and student work sample (timeline).
-------------------------------	--------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SKILLS CLUSTER 2: READING PROCESS

<p>Day 4, 5, 6, 7, 8, 9 (ongoing approx. 15 minutes each day)</p>	<p><u>1. Readyng for Reading</u> Ability to ready for reading by preparing a note taking format.</p>	<p><u>Product:</u> note-taking template <u>Prompt:</u> Create a note taking template for recording important/relevant information for completing the task. Be sure to include a listing of the resource, essential vocabulary, relevant/important information, and the main (central) idea of the text. (A sample note-taking sheet can be found in the appendix.)</p>	<ul style="list-style-type: none"> • Create a note taking template to include a listing of the resource, essential vocabulary, relevant/important information, and main idea. • Writes in readable prose. 	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day’s learning objectives. • Frame-It - link to previous instruction on the purpose of note taking. • Front Loading –the ‘whats’, ‘hows’ and ‘whys’ of the note taking template including a section for essential vocabulary, reference source, relevant/important information and main idea. • Front Loading –demonstrating ARTS academic behaviors. • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day’s learning and student work sample (note taking protocol).
-----------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Day 4</p>	<p><u>2: Close Active Reading, Essential Vocabulary and Note Taking 1</u></p> <p>Ability to:</p> <p>Read purposefully; cite and record several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>Quote or paraphrase information while avoiding plagiarism</p> <p>Cite reference source following a standard MLA format</p>	<p><u>Product:</u> Note-taking sheet</p> <p><u>Prompt:</u> Use a note-taking format to record information (facts, data, quotes) relevant to the task; list (bullet) important/relevant facts, data, information and/or quotes; cite reference source and page number of quotes.</p> <p><u>*Day 4- Rise of Industrial America, 1876-1900</u></p>	<ul style="list-style-type: none"> • Identifies and records information relevant to the teaching task. • Uses a protocol for listing (e.g. bullets) facts, data, information and/or quotes. • Cites reference source and page number of quotes. • Writes in readable prose. 	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day's learning objectives. • Frame-It - review section on note taking template. • Front Loading-review teaching task and note taking protocol. • Front Loading – orchestrating the metacognitive strategies, skills and academic behaviors necessary for effective reading. • Front Loading – the term “relevant” and what it means to determine important/relevant quotes and information related to completing the task. • Front Loading - teach citing reference source using MLA format and page number. • Discourse- constructing meaning, sharing and recording thinking. • Front Loading – teach paraphrasing and quoting • Exit Slip – student reflection on day's learning and student work sample (Note-taking sheet).
--------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Day 5</p> <p><i>*Skills highlighted in gray are new to the definition and may require additional instruction and/or scaffolding.</i></p>	<p><u>3. Close Active Reading. Essential Vocabulary and Note Taking 2</u></p> <p>Ability to:</p> <p>Read purposefully; cite and record several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>Quote or paraphrase information while avoiding plagiarism</p> <p>Cite reference source following a standard MLA format</p> <p>Determine central idea(s) and analyze their development over the course of the text;</p>	<p><u>Product:</u> Notes</p> <p><u>Prompt:</u> Use a note-taking format to summarize and/or paraphrase information (facts, data, quotes) relevant to the task without plagiarizing.</p> <p><i>*Day 5-Immigration in the Early 1900s</i></p>	<ul style="list-style-type: none"> Identifies and records information relevant to the task. Identifies central idea Summarizes and/or paraphrases information relevant to the task without plagiarizing. Cites references source and page number of quotes. Writes in readable prose. 	<ul style="list-style-type: none"> ARTS - purposefully thinking about the day's learning objectives. Frame-It - Review teaching task and note taking protocol and the phrase "relevant to the task" Front Loading – orchestrating the metacognitive strategies, skills and academic behaviors necessary for effective reading. Front Loading-identifying central idea and its development Front Loading –summarizing and/or paraphrasing important/relevant information related to completing the task without plagiarizing. Front Loading-model how to paraphrase and quote relevant information. Front Loading-model recording and citation of a reference source. Front Loading –demonstrating ARTS academic behaviors. Discourse- constructing meaning, sharing and recording thinking. Exit Slip – student reflection on day's learning and student work sample (notes).
---------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Day 6</p> <p><i>*Skills highlighted in gray are new to the definition and may require additional instruction and/or scaffolding.</i></p>	<p><u>3. Close Active Reading. Essential Vocabulary and Note Taking 3</u></p> <p>Ability to:</p> <p>Read purposefully; cite and record several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>Quote or paraphrase information while avoiding plagiarism</p> <p>Cite reference source following a standard MLA format</p> <p>Determine central idea(s) and analyze their development over the course of the text</p> <p>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p> <p>Compare and contrast a text to an audio analyzing each medium's portrayal of the subject</p>	<p><u>Product: Notes</u></p> <p><u>Prompt:</u> Use a note-taking format to summarize and/or paraphrase information (facts, data, quotes) relevant to the task without plagiarizing.</p> <p><i>*Day 6 text: Audio-Taped Interviews</i></p>	<ul style="list-style-type: none"> Identifies and records information relevant to the task. Identify central idea Summarizes and/or paraphrases information relevant to the task without plagiarizing. Compares/contrasts text to audio Cites references source and page number of quotes. Writes in readable prose Identifies author's response to the immigration experience 	<ul style="list-style-type: none"> ARTS - purposefully thinking about the day's learning objectives. Frame-It - Review teaching task and note taking protocol and the phrase "relevant to the task" Front Loading – orchestrating the metacognitive strategies, skills and academic behaviors necessary for effective reading. Front Loading-identifying central idea Front Loading –summarizing and/or paraphrasing important/relevant information related to completing the task without plagiarizing. Front Loading-model how to paraphrase and quote relevant information. Front Loading-model recording and citation of a reference source. Front Loading-analyze how two or more authors of the same topic interpret facts/experiences differently. Front Loading-compare and contrast text to audio through analysis. Front Loading –demonstrating ARTS academic behaviors. Discourse- constructing meaning, sharing and recording thinking. Exit Slip – student reflection on day's learning and student work sample (notes).
---------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Days 7, 8, 9</p> <p><i>*Skills highlighted in gray are new to the definition and may require additional instruction and/or scaffolding.</i></p>	<p><u>3. Close Active Reading, Essential Vocabulary and Note Taking 4</u></p> <p>Ability to:</p> <p>Read purposefully; cite and record several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>Quote or paraphrase information while avoiding plagiarism</p> <p>Cite reference source following a standard MLA format</p> <p>Determine central idea(s) and analyze their development over the course of the text</p> <p>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p> <p>Compare and contrast a text to an audio analyzing each medium's portrayal of the subject</p> <p>Determine connotative and denotative definitions of words and phrases (and analyze their impact on meaning)</p>	<p><u>Product:</u> notes</p> <p><u>Prompt:</u> Use a note-taking format to summarize and/or paraphrase information (facts, data, quotes) relevant to the task without plagiarizing.</p> <p><i>*Day 7 text: <u>Immigrating to America, 1905</u></i></p> <p><i>*Day 8 text: <u>Immigrant Kids</u></i></p> <p><i>*Day 9 text: <u>Good-bye Poland</u></i></p>	<ul style="list-style-type: none"> Identifies and records information relevant to the task. Identify central idea Summarizes and/or paraphrases information relevant to the task without plagiarizing. Cites references source and page number of quotes. Writes in readable prose Identifies author's response to the immigration experience 	<ul style="list-style-type: none"> ARTS - purposefully thinking about the day's learning objectives. Frame-It - Review teaching task and note taking protocol and the phrase "relevant to the task" Front Loading – orchestrating the metacognitive strategies, skills and academic behaviors necessary for effective reading. Front Loading-identifying central idea Front Loading –summarizing and/or paraphrasing important/relevant information related to completing the task without plagiarizing. Front Loading-model how to paraphrase and quote relevant information. Front Loading-model recording and citation of a reference source. Front Loading-analyze how two or more authors of the same topic interpret facts/experiences differently. Front Loading-compare and contrast text to audio through analysis. Front Loading- Determine connotative and denotative definitions of words and phrases (and analyze their impact on meaning) Front Loading –demonstrating ARTS academic behaviors. Discourse- constructing meaning, sharing and recording thinking. Exit Slip – student reflection on day's learning and student work sample (notes).
----------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Day 10</p>	<p><u>6. Organizing Notes</u></p> <p>Ability to examine a topic, integrate evidence from different sources/formats, analyze and prioritize most relevant content.</p>	<p><u>Products:</u> Notes</p> <p><u>Prompt:</u> Reread and think about the notes and examples you have dealing with why America was viewed as the Land of Opportunity by many immigrants. Prioritize (rank) the information and examples according to importance</p>	<p><u>Meets:</u></p> <ul style="list-style-type: none"> • Provides a prioritized set of notes that connect points for logical structure or line of thought. • Writes in readable prose. <p>Not Yet: Attempts to meet the criteria for "Meets"</p>	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day's learning objectives. • Frame-It - review teaching task • Front Loading – prioritizing/ranking information according to importance • Front Loading - organizing ideas, concepts, and information into broader categories • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day's learning and student work sample (notes).
---------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Day 11</p>	<p><u>Reading as a Writer</u></p> <p>Ability to understand the descriptive text structure and informational/explanatory writing.</p>	<p><u>Product:</u> Short Response (with bullets)</p> <p><u>Prompt:</u> Participate in a class discussion about the important traits and features to include when completing a descriptive informational/explanatory essay. In a quick write, list important things to include when completing an informational/explanatory writing.</p> <p>Text:</p> <p>Basic Essay structure</p>	<p>No scoring</p>	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day's learning objectives. • Frame-It - link back to prior discussions about the task and what students need to do to complete the writing portion. (Refer back to prompt rewrite during the task analysis lesson.) • Front Loading –demonstrating ARTS academic behaviors. • Front Loading- discussion of the important traits featured in informational essay • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day's learning and student work sample (short response). •
<p>Day 12</p>	<p><u>Bridging Conversation to Writing</u></p> <p>Ability to transition from reading to the writing phase.</p>	<p><u>Product:</u> Class Discussion</p> <p><u>Prompt:</u> Participate in a discussion-based activity to review the articles read and address the topic of why America was called the land of opportunity despite the hardships the immigrants faced.</p>	<p>No scoring</p>	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day's learning objectives. • Frame-It - link back to articles read and to previous group discussions. • Front Loading – review behaviors and expectations of participating in group discussions. • Front Loading- review steps of the writing process. • Front Loading –demonstrating ARTS academic behaviors. • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day's learning.

<p>Day 13</p>	<p><u>Rubric Analysis</u></p> <p><i>Ability to understand and explain the informational writing rubric</i></p>	<p><u>Product:</u> <i>Poster of designated category of rubric</i></p> <p><u>Prompt:</u> <i>There are certain demands that you need to meet as a writer in order to meet the expectations of this module. Today, we are going to deconstruct, break apart, each category of the rubric. Participate in a class discussion to review the expectations of the informational rubric.</i></p> <p><i>Materials:</i></p> <p><i>Rubric for Informational writing</i></p> <p><i>Rubric Translation Form</i></p>	<p><i>Meets:</i></p> <ul style="list-style-type: none"> • <i>works cooperatively in a group</i> • <i>group discussion of deconstruction of a performance area of the rubric</i> • <i>produces a poster detailing one performance area of the rubric</i> • <i>explains a performance embedded in the rubric</i> 	<ul style="list-style-type: none"> • ARTS - <i>purposefully thinking about the day's learning objectives.</i> • Frame It - <i>link back to previous day's discussion</i> • Front Loading- <i>deconstructing the demands and qualities of performances embedded in the rubric.</i> • Front Loading – <i>deconstructing and analyzing a 'quality' piece of descriptive informational/explanatory writing (focus, controlling idea, patterns of development, organization, purpose, language choices [i.e. audience, tone]).</i> • Exit Slip - <i>student reflection on day's learning</i>
---------------	-----------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Day 14</p>	<p><u>Initiation of Task</u></p> <p>Ability to introduce a topic clearly, write a focus/thesis statement and initial draft of an opening paragraph which previews text structure, text features, and multimedia that aids comprehension</p>	<p><u>Prompt:</u> Review the task and your notes. Write an opening paragraph including a focus/thesis statement and reasons/evidence to support the topic/big idea.</p> <p><u>Product:</u> Initial Draft of Opening Paragraph</p>	<p>Meets:</p> <ul style="list-style-type: none"> • Writes an opening paragraph that includes a focus/thesis statement. • Writes an opening paragraph that establishes a controlling idea. • Writes an opening paragraph that includes supporting details. ▪ Writes in readable prose. 	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day's learning objectives. • Frame-It - link back to discussions about the Task and what students need to do to complete the writing portion. (Refer back to prompt rewrite during the task analysis lesson.) • Front Loading- the whats and hows of a graphic organizer. • Front Loading – synthesizing important/relevant information from ones notes to identify and write a focus/thesis statement. (Revisit quality pieces of descriptive informational/explanatory writing.) • Front Loading- identifying and writing reasons/evidence to support the topic/big idea. (Revisit quality pieces of descriptive informational/explanatory writing.) • Front Loading - writing an introductory paragraph that establishes the controlling idea and provides a lead and structure for the reader.(Revisit quality pieces of descriptive informational/explanatory writing.) • Front Loading –demonstrating ARTS academic behaviors. • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day's learning and student work sample (short response).
---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Days 15 and 16</p>	<p>Planning</p> <p>Ability to:</p> <p><i>develop a line of thought and text structure appropriate and relevant to completing an informational/explanatory writing</i></p> <p><i>cite reference sources following a standard format (MLA)</i></p> <p><i>quote or paraphrase information while avoiding plagiarism</i></p>	<p><u>Product:</u> Outline</p> <p><u>Prompt:</u> Use your notes to create a logically sequenced outline that includes the controlling idea, key points, facts, definitions, concrete supporting details, quotations, and examples relevant to completing the task.</p> <p>(*Outline template is provided in the student appendix)</p>	<p><u>Meets:</u></p> <ul style="list-style-type: none"> • Creates a logically sequenced outline. • Includes a topic sentence with transitional/linking words. • Includes supporting details, relevant to completing the task. • Provides citations and references using correct format. ▪ Writes in readable prose. <p>Not Yet: Attempts to meet the criteria for “meets”</p>	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day’s learning objectives. • Frame-It - link back to discussions about the task and conversation about the three main points that will be elaborated on in the body paragraphs. • Front Loading –the ‘whats’, ‘hows’ and ‘whys’ of outlining including the logic and format of outlining template. • Front Loading – the ‘whats’, ‘hows’ and ‘whys’ of the topic sentence and transitional/linking words for each body paragraph. • Front Loading- the ‘whats’, ‘hows’ and ‘whys’ of identifying the supporting details for each body paragraph. • Front Loading- choose the most relevant facts, definitions, concrete details, quotations, and examples. • Front Loading – including reference source for each body paragraph. • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day’s learning and student work sample (outline).
-----------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Days 17 and 18</p>	<p><u>Development 1</u></p> <p>Ability to:</p> <p>construct an initial draft of the body paragraphs which develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations and examples</p> <p>incorporate varied transition words, phrases and clauses</p> <p>use precise language and domain-specific vocabulary</p>	<p><u>Product:</u> Initial draft of 3 body paragraphs</p> <p><u>Prompt:</u> Write an initial draft of the 3 body paragraphs including in each paragraph a topic sentence, transitional/linking words, and supporting details that establish a controlling idea.</p>	<p>Meets:</p> <ul style="list-style-type: none"> ■ Writes an initial draft of the 3 body paragraph that includes a topic sentence and transitional/linking words. ■ Includes supporting details that establish a controlling idea in each body paragraph. ■ Writes in readable prose <p>Not yet: Attempts to meet the criteria for “meets”</p>	<ul style="list-style-type: none"> ● ARTS - purposefully thinking about the day’s learning objectives. ● Frame-It - link back to discussions about the task, what students need to do to complete the writing portion, and the outline. ● Front Loading – purpose and how tos of writing a topic sentence. (Refer to professional writing samples and previous conversations during the ‘Readying as a Writer’ lesson.) ● Front Loading - purpose and how tos of using varied transitional/linking words to create cohesion and clarify the relationships among ideas and concepts. (Refer to professional writing samples and previous conversations during the ‘Readying as a Writer’ lesson.) ● Front Loading- purpose and how tos of Writing supporting details to establish a controlling idea (maintain focus). (Refer to professional writing samples and previous conversations during the ‘Readying as a Writer’ lesson.) ● Discourse- constructing meaning, sharing and recording thinking. ● Exit Slip – student reflection on day’s learning and student work sample (body paragraphs).
-----------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Day 19</p>	<p><u>Development 2</u></p> <p>Ability to construct an initial draft of a concluding statement and closing paragraph which follows from and supports the information presented.</p>	<p><u>Product:</u> closing paragraph</p> <p><u>Prompt:</u> Write an initial draft of the closing paragraph that aligns/matches the opening paragraph (introduction) and brings closure to the informational/explanatory writing task by including a comment, conclusion, or implication.</p>	<p>Meets:</p> <ul style="list-style-type: none"> • Writes an initial draft of the closing paragraph that aligns/matches the introduction. • Brings closure to the informational/explanatory writing task by including a comment, conclusion, or implication. • Writes a closing paragraph that supports the information presented in introduction and body paragraphs. ▪ Writes in readable prose. <p>Not yet: Attempts to meet the criteria for “meets”</p>	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day’s learning objectives. • Frame-It - link back to back to opening paragraph (introduction). • Front Loading – writing a closing paragraph that aligns/matches the opening/introductory paragraph and supports the information presented. (Refer to professional writing samples and previous conversations during the ‘Readying as a Writer’ lesson.) • Front Loading - writing a closing paragraph that brings closure to the informational/explanatory writing task by including a comment, conclusion, or implication. (Refer to professional writing samples and previous conversations during the ‘Readying as a Writer’ lesson.) • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day’s learning and student work sample (closing paragraph).
<p>Day 20</p>	<p><u>Revision</u></p> <p>Ability to apply revision strategies to refine and strengthen the development of informational/explanatory writing, focusing on task, purpose and audience while maintaining a formal style.</p>	<p><u>Product:</u> revised draft</p> <p><u>Prompt:</u> Meet in peer groups and/or with teacher to apply revision strategies for clarity, logic, language, and cohesion. (at least 2 drafts).</p>	<p>Meets:</p> <ul style="list-style-type: none"> • Demonstrates use of revision strategies that clarify logic and development of ideas. • Begins paragraphs with a strong sentence. • Embeds supporting details • Includes essential vocabulary (word-usage) and a variety of sentence structures. • Creates smooth transitions between sentences and paragraphs which clarify the relationships among ideas and concepts. <p>Not yet: Attempts to meet the criteria for “meets”</p>	<ul style="list-style-type: none"> • ARTS - purposefully thinking about the day’s learning objectives. • Frame-It - link back to back to writing for an audience. • Front Loading – revision strategies focusing on task, purpose and audience • Front Loading – revision strategies to clarify logic and development of ideas. • Front Loading - revision strategies to embed supporting details. • Front Loading - revision strategies to Improve word usage, essential vocabulary and sentence structures. • Front Loading - revision strategies to create smooth transitions between sentences and paragraphs. • Discourse- constructing meaning, sharing and recording thinking. • Exit Slip – student reflection on day’s learning and student work sample (revised drafts).

<p>Days 21 and 22</p>	<p><u>Editing</u> <i>Ability to demonstrate command of conventions of standard English grammar and usage, capitalization, punctuation, spelling</i></p>	<p><u>Product:</u> <i>Final draft</i></p> <p><u>Prompt:</u> <i>Finalize the draft for readership; apply finishing touches (e.g. visuals, neatness, formatting).</i></p>	<p>Meets:</p> <ul style="list-style-type: none"> • <i>LDC Informational Rubric</i> • <i>Demonstrates use of strategies that enhance the readability and appearance of the work for presentation.</i> <p><i>Not yet: Attempts to meet the criteria for “meets”</i></p>	<ul style="list-style-type: none"> • ARTS - <i>purposefully thinking about the day’s learning objectives.</i> • Frame-It - <i>link back to writing for an audience and doing one’s personal best.</i> • Front Loading – <i>editing strategies to check for language usage.</i> • Front Loading - <i>editing strategies to check for grammatical errors.</i> • Front Loading - <i>editing strategies to check for spelling errors.</i> • Front Loading - <i>finalizing strategies for using visuals to enhance presentation.</i> • Front Loading- <i>finalizing strategies to check for neatness to enhance presentation.</i> • Front Loading - <i>finalizing strategies to check for formatting to enhance presentation.</i> • Discourse- <i>constructing meaning, sharing and recording thinking.</i> • Exit Slip – <i>student reflection on day’s learning and student work sample (final draft).</i>
-----------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Appendix I: Teacher Supports**

- Lesson Plan Design Description
- Lesson Plan Template
- Front Loading
- Frame - It
- Discourse
- Exit Slip
- Academic and Relevant Techniques and Strategies (ARTS)
- ARTS Academic Behaviors
- Metacognitive Strategies for Understanding Text
- Timeline
- Basic Essay Structure
- Rubric for Informational writing
- Rubric Translation Form
- How to Cite Sources (MLA)

Appendix II: Texts**

- Day 1 – ARTS behaviors and Metacognitive Strategies
- Day 4 - *Rise of Industrial America, 1876-1900*
- Day 5 – *Immigration in the Early 1900's*
- Day 6 – *Audio taped Interviews, and*
- Day 7 - *Immigrating to America, 1095*
- Day 8- *Immigrant Kids from Language of Literature series, pages 223-228*
- Day 9 - *Good-bye Poland*

Appendix III: Student Support**

- ARTS Academic Behaviors
- Getting Ready: Goal Setting Template
- Exit Slip
- 7th Grade Task Timeline
- Teaching Task Rewrite Template
- Metacognitive Strategies for Understanding Text
- Note-Taking Template
- Outline Template

**All materials are located in Appendix.

Section 4: What Results?

STUDENT WORK SAMPLES

Include at least two samples of student work that meets expectations. If possible, also include samples of student work at the advanced level.

CLASSROOM ASSESSMENT TASK (OPTIONAL: MAY BE USED AS PRE-TEST OR POST-TEST)

Classroom assessment task	
Background to share with students (optional):	
Reading texts:	

INFORMATION/EXPLANATION CLASSROOM ASSESSMENT RUBRIC

[SPW: Need to add revised edition]

Teacher Work Section

Here are added thoughts about teaching this module.

Appendix

The attached materials support teaching this module.

- *Appendix 1 – Teacher Supports*
- *Appendix 2 - Reading Materials*
- *Appendix 3 – Student Supports*

