Curriculum Sample Template
Max. 8 Pages

Grade Level	9th	**Content Area**	Reading
Course Title (grades 9-12 Only)	High School English I		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Prior to mastering this standard, students should have experience with basic context clues and identifying unknown words. Distinguishing between literal and figurative language, and understanding how words shape texts, should have been taught prior to these lessons. Students should understand the reading process and have comprehension skills around grade level.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	In alignment with FES's one-to-one methodology, students will use their computers, Canvas, and the Acellus software. Canvas and Acellus will provide diagnostic data and videos/modules for introduction to new material/direct instruction. At the end of the lesson, students will use Acellus Courseware or their Canvas Online Learning System to complete a formative assessment. For the summative assessment, students will also use Acellus or Canvas. Direct instruction will use multiple checks for understanding, and computer-based Kagan cooperative strategies will be implemented during guided practice.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	RI.9.4—Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		
Materials/Resources Needed	Computers, Acellus software, Canvas, headphones, interactive notebooks, scratch paper.		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	Instructional Strategies TW = teacher will. SW = students will. CFU = checks for understanding.	Student Activities
1	**Objective**: • SW analyze the impact of words/phrases by determining their meaning and answering "How do these words affect the meaning of the text?" **Key Points/Terms:** • Identifying unknown words is the first step in understanding unknown words. • Once you realize that you don't know a word, decide what type of word it is. This will allow you to more clearly define it. • Figurative language is words used in non-literal ways (i.e., metaphors, similes, and hyperboles). • Connotative language is opposite of figurative language, and is the literal definition of a word. • Technical language is vocabulary used in specific industries, (i.e., 'photosynthesis,' or 'stethoscope'). • Once we understand words' meanings, we can begin to analyze how each word impacts the meaning or tone of the text.	Students will type the objective and key points in their interactive online notebooks, and then highlight the specific skill of the day, "Determining the meaning of unknown words."
	Activation of Prior Knowledge: Teacher will place a "Do Now" activity on Canvas and instruct students to begin. The "Do Now" will be a brief text with highlighted words. Students will read the text and the highlighted words, then complete 3-5 multiple choice questions on the meaning of the words. Online cooperative learning strategies will be used here, including comparing answers and providing one another with feedback. This activity will prime students to determine the meaning of unknown words and phrases.	After reading the provided text, students will actively complete the Do Now. Students will focus on unknown words, practicing their context clues and focusing on the meaning of each word. Students will respond to all checks for understanding and will volunteer to share their forum answers when prompted.
	INM/Modeling: Teacher will introduce the objective for the	Students will login into Canvas using their computers and

	day will direct students to open their computers to the Canvas login. Teacher will instruct students to complete the Canvas diagnostic and continue onto the new material modules. New material module will walk students through a review activity of how to determine the meaning of unknown words, and then progress into analyzing specific words and their impact on the meaning or tone of a text. Teacher will use checks for understanding to ensure comprehension and will monitor progress by walking around the room. Such questions may include, "How do we determine the meaning of unknown words?", "What types of word categories do we have?" "What is the difference between figurative, connotative, and technical meanings?"	headphones. No other screens will be up at this time. Students will complete the diagnostic before moving onto the new material modules. Students will take notes during the module, focusing on two main areas: 1) how to find the meaning of unknown words, and 2) examining how those words affect the whole text. After taking notes on how to use these reading skills, students will look at an exemplar provided by the teacher. The exemplar will be a portion of MLK's "I Have a Dream," with an accompanying paragraph on how the phrase "I believe…" impacts the meaning and tone. Students will read through the exemplar and summarize it in 3 bullet points.
	Guided Practice: Teacher will wait until students have finished their new material, and then instruct them to the guided practice module. The guided practice activity will revolve around determining word meaning and then analyzing word impact. Teacher will provide students with several short texts with highlighted words. Each word will be unknown to students, and be figurative, connotative, or technical. Students choose the best meaning for each highlighted word, and then write a brief explanation of how the word affects the meaning of the whole text. Teacher will monitor student response and adjust any instruction as necessary.	Students will read through each short text, then identify each type of highlighted word as either figurative, connotative, or technical. Students will share their responses on the module, allowing each other to give feedback. Students will practice identifying each type of unknown words 3-5 times. After the identification, students will go back to their unknown words, and, modeled after the exemplar, write scholarly sentences that explain how the word impacts the meaning, and why they think the author chose that. Students may revisit the INM module and exemplar for added support.
	Independent Practice: Teacher will redirect students to their Acellus login and guide them to the formative assessment/independent practice section. The formative will mirror the guided practice, and provide students with a portion of Washington's "Farewell Address," along with 3 highlighted words. Formative will be graded based on students' accurate determination of word meaning, as well as thoughtfulness of analysis on how words affect the meaning. Teacher will model the expected behavior and use	Students will login onto Acellus and will complete the formative assessment/independent practice, focusing on how to define 3 highlighted unknown words. After they define, they will mirror the GP exercise, and write an explanation of how those words impact the text's meaning. Students will remain respectful during independent practice and will answer all checks for understanding. When finished, students will reflect on their performance on the formative assessment. Accommodations may include being able to reference the exemplar from INM.

	checks for understanding to ensure comprehension. **Exit Ticket**: Teacher will pass out index cards , and prompt students to answer, "How do we determine the meaning of unknown words? How can words impact the meaning of a text?". Teacher will demonstrate where the exit tickets should be placed upon completion and will collect exit tickets from students who do not finish before the bell.	Students will complete the exit ticket question in two complete sentences and will place the tickets in the appropriate location when exiting the classroom.
2	**Objective**: SW explain the impact of words and phrases by writing a paragraph outlining how the text would change if particular words were changed. **Key Points/Terms:** • After we identify an unknown word, we can use context clues to help us define it. • Once our words are defined, or we have an idea of the meaning, we can examine how the word shapes the entire text. • One way to do this is to ask, "How would the text change if [insert specific word] were changed?" **Activation of Prior Knowledge**: Teacher will place a "Do Now" activity Canvas's forum board and instruct students to begin. The "Do Now" will be a review of the previous lesson; a brief text with highlighted words for students to identify. *Differentiation*—provide the correct labeling (i.e., figurative, connotative, technical) and then ask students to explain why. **INM/Modeling**: Teacher will introduce the objective for the day will direct students to open their computers to the Acellus login. Teacher will instruct students to complete the Acellus diagnostic and continue onto the new material modules. Today's lesson will extend thinking into more analysis. The module will revolve around closely examining one word in Washington's address, how the he uses it, and how it affects the meaning of the text. Close-reading skills	Students will type the objective and key points in their interactive online notebooks, underlining the main focus for the day, "Explaining the impact of words on text meaning." Student will actively complete the Do Now, which asks students to describe how to find the meaning of unknown words, and what categories of words we use (ie figurative, connotative, technical). Students will respond to all checks for understanding and will volunteer to share their forum answers when prompted. Students will login into the Canvas portal using their computers. No other screens will be up at this time. Students will complete the diagnostic before moving onto the new material modules. Students will take notes during the module, and then look at an exemplar before practicing during GP. The exemplar will clearly show students how one word can affect a text, and how to write a succinct analytical response. Students may revisit this exemplar throughout the lesson for added support during gradual release.

	should be highlighted here. Teacher will use checks for understanding to ensure comprehension and will monitor progress by walking around the room. Teacher will provide assistance when necessary and will redirect students if needed. Possible guided questions or checks for understanding include, “How can one word shape an entire text?” , “Why do you think the author chose [insert word] instead of [insert another word]?” , and “How would the text change if [insert chosen word] were deleted?	
	Guided Practice: 1) Teacher will ask students to open the forums section of the online learning system. Teacher will guide students through a portion of MLK’s “I Have a Dream Speech,” highlighting particularly difficult and unknown words. Because of the text’s complexity, teacher will choose a range of figurative, connotative, and technical terms. Teacher will go over each word’s meaning once students have posted their final guess. Teacher will walk around the room and provide assistance when necessary, addressing any consistent areas of misunderstanding. *Differentiation*—the text may be recorded for listening. This activity is targeting how to determine the meaning of words. 2) The second part of guided practice will revolve around analysis. Going back into the same text, teacher will now direct students to look at the significance of each highlighted word, analyzing how it affects the meaning and tone of the speech. Teacher will have students post their analysis for each word on a discussion board, and facilitate a discussion from there.	Students will open the community forum post in Canvas and access MLK’s speech. Students will first work through determining the meaning of unknown words, writing down a definition for each highlighted word. After this more review-structured activity, students will begin analyzing. Using the exemplar for assistance, students will write down how each of the highlighted words impacts the meaning of the text. Students may also respond to one another on forum posts for added support. If students are still struggling with this concept, they may go back into the INM module, look through their notes, or revisit the exemplar. Students will participate in the forum and respect one another.
	Independent Practice: Teacher will redirect students to their Canvas login and guide them to the formative assessment/independent practice section. The formative will be the last paragraph of MLK’s speech from guided practice, with 3 words highlighted. Students will analyze those three words for their impact on the meaning and tone of the speech in 3-4 well-written sentences for each word (9-12 sentences total). Teacher will model the expected behavior	Students will login onto Canvas and will complete the formative assessment/independent practice. As the last part of gradual release, students will mirror the activity of guided practice very closely, but with a new piece of MLK’s speech. Students will receive next day feedback to provide added support around their understanding of word impact. Students will remain respectful during independent practice and will answer all checks for understanding. When finished, students will reflect on their performance on the formative assessment by writing a private

	and use checks for understanding to ensure comprehension. **Exit Ticket**: Teacher will ask students to respond to one final forum post; a new text with one highlighted word to define, followed by a two-sentence explanation of how that word shapes the text's meaning. Teacher will demonstrate where the exit tickets should be placed upon completion and will collect exit tickets from students who do not finish before the bell.	forum post. Students will complete the exit ticket activity and will post the forum response before exiting the classroom. Students may also do a "fist to five" on their way out of the classroom, indicating their comfort with the day's material (i.e., 1="I'm lost!" 3="I think I can do it with a little more practice," 5="I'm a pro, I can teach this!"
3	**Objective**: SW analyze the impact of word choice by comparing language used in a speech to that in a newspaper. **Key Points/Terms:** • In addition to identifying and defining words, strong readers need to analyze words for what meaning and tone they give. • Comparing the language used in different settings can help us better understand how words affect meaning and tone. **Activation of Prior Knowledge**: Teacher will post a "Do Now" activity on Canvas and instruct students to begin. The "Do Now" will be two texts on the same topic, but from different points of view (i.e., a newspaper report about MLK's march on Washington, and a volunteer's report on the march). Teacher will facilitate a forum discussion about how they differ. **INM/Modeling**: Teacher will introduce the objective for the day will direct students to open their computers to the Canvas login. Teacher will instruct students to complete the Canvas diagnostic and continue onto the new material modules. Today's module revolves entirely around the analysis of specific words and how they impact the meaning of a text. Teacher will use checks for understanding to ensure comprehension and will monitor progress by walking around	Students will type the objective and key points in their interactive online notebooks. Students will highlight or underline today's focus so that they know where their brains should be focused, "Analyzing word choice on text meaning and tone." Student will actively complete the Do Now, looking at the language used in each separate text. Students will revisit yesterday's INM module if they need added support during the Do Now. Students will respond to all checks for understanding and forum discussion questions. Students will volunteer to share their forum answers when prompted. Students will login into the Canvas portal using their computers. No other screens will be up at this time. Students will complete the diagnostic before moving onto the new material modules. Students will take notes during the module on how and why specific words can impact text meaning and tone. Students will examine an exemplar of an analytical paragraph responding to the prompt, "How does [insert specific word from a text] impact the meaning of this text?"

	the room. Teacher will provide assistance when necessary and will redirect students if needed. **Guided Practice**: Teacher will ask students to open the forums section of Canvas. The forum will show MLK's "I Have a Dream Speech," and a newspaper article reporting about his speech. Canvas will guide students to look at their previous day's work. Teacher will instruct students to highlight three words in each post that shape the meaning of that text (i.e., "Dream" in MLK's speech, vs. "Fantasy" in the newspaper article). Teacher will facilitate forum discussions around how those specific words not only impact, but shape the meaning of each text. Teacher will ask students to analyze their highlighted words in a well-constructed paragraph.	Students will open the community forum post in the online learning system and access the two texts. Each student will pinpoint 3 words in each text that shape the meaning of that text. After finding specific words, students will mirror the exemplar and write a brief analysis of how each word impacts the text. For students who are still struggling, they may have the 3 words already highlighted, and focus more on the analysis, rather than the identification of the words. For students who are already excelling, they may begin to compare the two texts, and how their meanings are different because the authors' word choices are different. Students will participate in the forum and respect one another.
	Independent Practice: Teacher will redirect students to their Acellus login and guide them to the formative assessment/ independent practice section. Today's is an analysis of how the word "dream" shapes the meaning and tone of MLK's speech. Teacher will model the expected behavior and use checks for understanding to ensure comprehension.	Students will login onto Canvas and will complete the formative assessment/independent practice. Students will mirror GP and analyze how the word "dream" shapes the meaning and message of MLK's speech.. When finished, students will reflect on their performance on the formative assessment by comparing it to the exemplar.
	Exit Ticket: Teacher will direct students to complete one brief, final forum post as their exit tickets. The post will be two sentences, in which students need to explain *how* words can impact the meaning or tone of a text.	Students will write two complete sentences on *how* words impact text meaning, and then post before exiting the classroom.

Summative Assessment Items:

Read this excerpt from Martin Luther King Jr.'s "I Have a Dream Speech" (pages 3-4) and answer the following three questions. Link to full text here: http://www.archives.gov/press/exhibits/dream-speech.pdf

12 points possible. 11-12=Excelling, 9-10=Meets, 7-8=Approaching, <6=Insufficient

1. Determine the meaning of unknown words—Dr. King uses many types of language in his speech. What is the best meaning of "tribulation" as it is used on page 4?
    a. Trials
    b. Tradition
    c. Difficult
    d. Challenge

    [Answer: D—3 points for correct answer]

2. Analyze the impact of specific word choice on tone—How does King's word choice impact the tone of this portion?

    "I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight."

    a. The language creates a strong tone that instills hope
    b. The language creates a strong tone that instills fear and despair
    c. The language creates a beautiful tone that people will remember for a long time
    d. The language creates a sad tone that makes people feel sorry for Dr. King

    [Answer: A—3 points for correct answer]

3. Analyze the impact of specific word choice on meaning—King repeats the word "faith" at the end of the speech. How does this specific word choice impact the meaning of the speech?
    a. It means that he struggles to remain faithful, especially when life is difficult.
    b. It means that he trusts the world to someday live in peace and harmony.
    c. It means that he always attends church and is a faithful man.
    d. It means that he hopes everyone will someday become faithful.

    [Answer: B—3 points for correct answer]