**Literacy Lessons Scope and Sequence**

**RHS Literacy Belief Statement:** A literate student is able to read, write, speak, and reason. Literacy acts as a gatekeeper that regulates access to economic and social mobility. Literacy is a lifelong skill that allows students to judge the details of their environment in order to navigate with purpose and clarity. It is the responsibility of all teachers to ensure every student leaves John R. Rogers with the abilities of a literate individual: To read, write, speak, and reason.

**Goal:** By the end of 12th grade, students will be able to write a detailed analytical body paragraph with revision.

**Sub Goals:**

* Students need to be able to gather the evidence necessary to compose well researched, well evidenced, pieces of writing, ANNOTATION is a key skill that must be learned.
* Students need to be able to write about a topic using a variety of sentence structures including the use of conjunctions like BUT, SO, and BECAUSE.
* Students need to be able to respond to what they read by SUMMARIZING the information provided, developing their own thinking about a topic through a THESIS, and ANALYZING and ANSWERING A PROMPT about a text.
* Students need to be able to WRITE SENTENCES with a STRONG CLAIM, APPROPRIATE EVIDENCE, and ANALYTICAL COMMENTARY/REASONING.
* Students need to be able to compose a DETAILED ANALYTICAL BODY PARAGRAPH in response to a prompt using INTRODUCTIONS, TRANSITIONS, and CONCLUSIONS effectively and correctly.
* Students need to be able to REVISE their paragraphs to strengthen their ability to communicate via the written word.

**Rationale:** In order for our students to be well prepared for their futures, a key component of college and career readiness is the ability to write. Specifically, our students need to be able to compose a well-supported piece of writing within all subject areas with a process that can recursively create longer papers as needed.

SBAC: 70% of text-related assessment evidence will come from reading informational texts and may include digital news sources, historical US documents (e.g. US Supreme Court opinions/dissents, public advocacy documents) and science and technical texts.

SAT: Reading Passage Contents-- U.S. and World Literature 20%, History/Social Studies 40%, Science 40%

SAT: Writing and Language Passage Contents – Careers 25%, History/Social Studies 25%, Humanities 25%, Science 25%

College and Career Readiness: “83% of college faculty say that the lack of analytical reading skills contributes to a students’ lack of success in a course.”  Faculty also say that “only about 1/3 of entering college students are sufficiently prepared for the two most frequently assigned writing tasks: analyzing information or arguments and synthesizing information from several sources.”  --Academic Literacy: A Statement of Competencies Expected of Students Entering California’s Public Colleges and Universities

Career Readiness: American employers spend over **1 Billion** dollars a year on remedial training involving basic math, reading and writing skills.

Sources: SAT Test Specifications, SBAC Test Specifications, Academic Literacy: A Statement of Competencies Expected of Students Entering California’s Public Colleges and Universities

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| **Lesson** | **Learning Targets**Literacy Lesson Scope and Sequence | **Focus** |
| **9th Grade overall goal: Annotation to understand what you read and writing to summarize.** |
| 9th Grade Lesson 1 | * I can identify, define, and begin to effectively use academic vocabulary in my writing.
* I can annotate text to understand author’s purpose and message.
* I can convey my thinking, in complete sentences, using proper writing conventions.
 | * READ Strategy
* GIST Statement
 |
| 9th Grade Lesson 2 | * I can identify, define, and begin to effectively use academic vocabulary in my writing.
* I can annotate text to understand author’s purpose and message.
* I can convey my thinking, in complete sentences, using proper writing conventions.
 | * Annotation Symbols
* But, So, Because
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| **10th Grade overall goal: Solidify annotation, write a thesis, analyze and answer a prompt.** |
| 10th Grade Lesson 1 | * I can annotate text to understand author’s purpose and message.
* I can develop a written response to what one has read, viewed or heard.
* I can expand and connect text to self, to community, and to the world.
 | * Opener:2 Minute Power Write or Analyzing Graphs and Charts
* Annotation with an emphasis on writing in the margins
* Analyzing the Prompt
* Closer: 1-1-1
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| 10th Grade Lesson 2 | * I can annotate text to understand author’s purpose and message.
* I can develop a written response to what one has read, viewed or heard.
* I can expand and connect text to self, to community, and to the world.
 | * Opener: Analyzing the Prompt
* Annotation solidified
* Generating a Thesis (tool provided)
* Closer: Rating on learning targets
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| **11th Grade overall goal: Answer a prompt or expand upon a thesis using claims, evidence and commentary/reasoning.** |
| 11th Grade Lesson 1 | * I can develop and support a thesis with accurately cited supporting evidence.
* I can construct a viable written argument that includes, evidence, opposing views, and final conclusion.
* I can use reading strategies to access, interpret, and record information.

(Annotating an article and analyzing a prompt prior to the lesson is a requirement). | * Opener: Share out Prompt that was analyzed the day prior
* Claim, evidence, commentary/reasoning with graphic organizer.
* Closer: Write a Sentence answering the Prompt
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| 11th Grade Lesson 2 | * I can develop and support a thesis with accurately cited supporting evidence.
* I can construct a viable written argument that includes: evidence, opposing views, and a final conclusion.
* I can use reading strategies to access, interpret, and record information.

(Annotating an article and analyzing a prompt prior to the lesson is a requirement). | * Opener: Write a Thesis Statement
* Construct multiple sentences using: Claim, evidence, commentary/reasoning using a template.
* Closer: 1 strength, 1 question
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| **12th Grade overall goal: Develop a detailed analytical body paragraph, with revision.** |
| 12th Grade Lesson 1 | * I can use reading strategies to access, interpret, and record information.
* I can develop and support a thesis with accurately cited supporting evidence.
 | * Construct a detailed analytical body paragraph using an introduction, transitions and conclusions to connect detailed sentences.
* A template will be provided for paragraph creation.
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| 12th Grade Lesson 2 | * I can use reading strategies to access, interpret, and record information.
* I can develop and support a thesis with accurately cited supporting evidence.
* I can convey my thinking in complete sentences using proper writing conventions.
* I can develop a written response to what I have read, viewed or heard.
 | * Edit a detailed analytical body paragraph.
* Peer editing and use of rubric.
* An extension of students finding their own text (research based) will be provided.
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**RHS Literacy Website Information**

**Website: rhsliteracy.weebly.com**

* + **Literacy Lessons:** Each grade level has files organized by semester. Included in the files are:
		- Lesson Plans
		- Cheat Sheets
		- Student Handouts
		- Power Points
		- Rubrics
	+ **Content Literacy:**
		- Academic Vocabulary
			* Tier 2 Academic Vocabulary Words
			* Word Map Options
			* Word Walls Information
		- Student Discourse Strategies
			* Classroom Discourse
			* GLAD
			* Cooperative Learning Ideas
		- Openers and Closers
			* Journal Prompt Ideas
			* Opener Ideas
			* Closer Ideas
		- Other Literacy Ideas
			* Other Literacy Ideas
			* Content Literacy
			* CCSS standards for Science & Technical Subjects
			* A Themed Opener Idea
	+ **Resources:**
		- General Resources
			* Links to sites that have general texts to use in class like Teaching Tolerance, AVID Weekly, New York Times, Smithsonian, Time, etc.
		- Subject Specific Resources
			* Links to sites that have more subject specific texts like Science Daily, Entrepreneur Online, Mathematics Magazine, and Read Like a Historian
		- Prompts
			* Crafting Good Prompts
			* High School Prompts
			* Writing a Prompt for a Text or Modifying a Prompt
			* 501 Writing Prompts
	+ **Videos:**
		- (Under Construction)

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**Lesson Planning**

**Before Teaching the Lesson:**

* Make sure you know your “window” for teaching the two lessons throughout the year.
* You should be trained on any lesson you will teach.
* Look through the lesson, identify any areas of support you may need.
* Contact instructional coaches to help you as needed. This is especially true for those teaching classes in which writing a paragraph is not typically a skill that is taught.

**Non-Negotiables for Each Lesson:**

* Reference the scope and sequence for the big idea of the lesson.
* Some lessons have work that must be completed prior to the lesson. Make sure that is completed prior to the lesson. (For 11th grade: Annotation of text, analysis of a prompt. For 12th grade: Annotation of text, analysis of a prompt, completion of graphic organizer for claim-evidence-commentary/reasoning.)
* The writing skills, annotation skills, and prompt work must be included in the lessons.
* Student work must be collected and assessed using the rubrics. Common misconceptions should be readdressed in the class sometime in the next few weeks after the lesson is taught.

**Flexible Elements for Each Lesson:**

* The strategies that are utilized can be modified or changed. However, student discourse should still be present in the lessons.

**After Teaching the Lesson:**

* Examine student work in conjunction with the rubric.
* Re-engage students in a topic if you see there is a common misconception or gap based on the student work. A few strategies are provided. Ask Instructional Coaches for other ideas as needed.
* Rubrics will be utilized.

**Differentiation:**

* Some of the sites provided under resources have lower level texts for ELL and SpEd students.
* Extension and differentiation opportunities are embedded in many of the lessons via hyperlinks on the website.
* If you need additional ideas to scaffold for lower level learners, please contact an instructional coach for more support.

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**2016 – 2017 Literacy Implementation Calendar**

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**9th Grade Lesson 1: READ Strategy and GIST Statement**

**Opener:** Vocabulary Word Map

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| --- | --- |
| Definition | Visual |
|
| Example 1 |  | Example 3 |
| Example 2 |

**During:**

Focus



**Student Discourse: Elevator Share**

Once students have read and annotated, ask students to stand in their rows or at their tables. One at a time, students share an annotation, and then they sit once they have shared. Once everyone is seated, the class is ready to transition to the next activity.

**The GIST Statement**

By definition, the gist of a passage, conversation or other message is the essential message conveyed. Typically, that summary is limited to 20 words or fewer, which helps students eliminate extra details.

**Closer:** Student reflection on progress regarding learning targets.

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| **RHS Instructional Format:** | Focus Strategies: |
| Planning | **Daily Learning Target(s):****Literacy Targets:*** I can identify, define, and begin to effectively use academic vocabulary in my writing.
* I can annotate text to understand author’s purpose and message.
* I can convey my thinking, in complete sentences, using proper writing conventions.
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| Beginning | **Opener:** [**Academic Vocabulary Word Map**](Word%20Map.docx) **(5 minutes)** | **Focus Strategies:*** **Questioning**
* **Student Discourse**
* AVID
* Differentiation
* Student Reflection
* Formative Assessment
* Literacy Strategies

 * Vocabulary Strategies
 |
| During | **Instructional Strategies & Student Activities:****Explain why we are addressing literacy as a school wide focus.**[**READ Strategy**](READ%20Strategy.docx) **– Marking the Text (15 -20 minutes)*** Explain the READ strategy. Number paragraphs as a class (including title, author and/or source as #1).
* Students will do a “cold read” of the article. Teacher models READ strategy. Students complete READ strategy for paragraph #3 on their own then using Avervision, share their annotations. Teacher clears up misconceptions and adds any needed details or information. Students finish annotating article.

**Student Discourse**: [***Elevator Share***](Elevator%20Share.docx) **– (5 – 8 minutes)*** Students should share out their annotations using a student discourse strategy.

**Summary –** [**GIST Statement**](GIST%20Strategy.docx) **(10 minutes)*** Teacher explains what a GIST statement is.
* Teachers asks each student to craft a GIST statement, using complete sentences.
	+ This can be completed in groups, as a collaborative effort.
	+ You could also integrate a think-write-pair-share strategy.

**Share out of GIST statements (5 minutes)*** Give one – get one: Students share their statements with an elbow partner.
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| Ending | **Closer (5 minutes):**  Rate yourself on your progress for each learning target next to the learning target above. Use the pirate ship scoring rubric to help you determine your score.**Teacher Note: Collect the organizers and use students’ closers and attached rubric to formatively assess students’ skills.*** + Rate yourself on how well

you use the READ strategy. \_\_\_\_\_\_\_\_* + Rate yourself on writing a

GIST summary of the reading. \_\_\_\_\_\_\_\_\_\_\_ |

R.E.A.D. Strategy / GIST Statements 9th Grade - 1st Semester

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| --- | --- |
|   | [**Re-Engagement**](Re-Engagement.docx) **(Re-Teach): Addressing Misconceptions*** If many students are struggling with annotation or analyzing the prompt, find another prompt or text to incorporate into your class sometime in the next few weeks.
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