

2 Writing Standards, 1 Language Standard and 1 Reading Standard

SACI Design Template – English 3/4 Summer Credit Recovery

Standard: WRITING STANDARDS - # 10 Research to Build and Present Knowledge (grades 11-12)

“**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 audiences.” In conjunction with #7 “**Conduct** short as well as more sustained **research** projects to **answer** a question (including a self-generated question or solve a problem, narrow or broaden the inquiry when appropriate; **synthesize multiple sources** on the subject, demonstrating **understanding** of the subject under investigation” (CCR pp 45-47).

T-Chart Analysis +

Match skills with Bloom's Taxonomy

Actions – What skills do you want students to demonstrate?(the verbs - skills)	Concepts – What do you want students to be able to understand?(the nouns – concepts)	Bloom's Taxonomy
<i>write</i>	<i>research</i>	Level 6 (to create)
	<i>reflection</i>	Level 5(to evaluate)
	<i>revision</i>	

Actions – What skills do you want students to demonstrate?(the verbs - skills)	Concepts – What do you want students to be able to understand?(the nouns – concepts)	Bloom's Taxonomy
<i>conduct</i>	<i>research project</i>	Level 6 (to create)
<i>answer</i>	<i>question</i>	Level 2(to understand)
<i>synthesize</i>	<i>multiple sources</i>	Level 4 (to analyze)
<i>understanding</i>	<i>subject under investigation</i>	Level 2 (to understand)

Standard: WRITING STANDARDS – #1 & b Text Types and Purposes (grades 11-12)

“**Write arguments** to **support** claims in an **analysis of substantive topics or texts**, using valid **reasoning** and relevant and sufficient **evidence**. **Develop claims and counterclaims** fairly and thoroughly, **supplying** the most relevant **evidence** for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases” (CCR p 45).

T-Chart Analysis+

Match skills with Bloom's Taxonomy

Actions – What skills do you want students to demonstrate?	Concepts – What do you want students to be able to understand?	Bloom's Taxonomy
<i>write</i>	<i>arguments</i>	Level 6 (to create)
<i>support</i>	<i>analysis of...topics or texts</i>	Level 5 (to evaluate)
<i>develop</i>	<i>claims and counterclaims</i>	Level 6 (to create)
<i>supplying</i>	<i>evidence</i>	Level 5 (to evaluate)

Standard: LANGUAGE STANDARD – #6 Vocabulary Acquisition and Use (grades 11-12)

“**Acquire and use** accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level, **demonstrate** independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression” (CCR p 55).

T-Chart Analysis + Match skills with Bloom's Taxonomy

Actions – What skills do you want students to demonstrate?	Concepts – What do you want students to be able to understand?	Bloom's Taxonomy
<i>acquire and use</i>	<i>academic words</i>	Level 5 (to evaluate)
<i>gather</i>	<i>vocabulary knowledge</i>	Level 2 (to use)

Standard: READING STANDARD – #2 Key Ideas and Details (grades 11-12)

“**Determine** two or more themes or central ideas of a text and **analyze** their development over the course of the text, including how they interact and build on one another to produce a complex account provide an objective summary of the text” (CCR p 38).

T-Chart Analysis + Match skills with Bloom's Taxonomy

Actions – What skills do you want students to demonstrate?	Concepts – What do you want students to be able to understand?	Bloom's Taxonomy
<i>determine</i>	<i>theme/central idea</i>	
<i>analyze</i>	<i>development</i>	
	<i>summary</i>	

Purpose for Learning (PfL): Focus question and statement that set a purpose for student learning based on standard being taught.

1. How does a good letter, such as to the editor of a magazine or newspaper, look? How should one use proper support within a letter in order to be taken seriously?
2. How does a reader skim and locate strong text passages in order to properly provide support for an argument.
3. How does a writer properly cite material from another text within a letter?

Assessment:

Use a variety of assessments/multiple measures to create an assessment to measure proficiency.

Selected-Response	Constructed Response	Performance Assessment
Matching	√ Short Answer	Audio Recording
True/False	Short Essay or Extended Response	Video Recording
Multiple Choice		Oral Presentation
Fill-in-the-Blank with Word Bank		

Proficiency per Standard (PpS)

Standard:			
CHALLENGE 4	PROFICIENT 3	BEGINNING 2	NOT MEETING 1
All proficient material PLUS elements of the next levels of the Common Core	Correctly completed the actions and concepts of the standard	Meets ___ out of ___ proficient criteria	Meets 1 or less proficient criteria

Curriculum

Content for Learning (CfL): What content am I using to ensure the curriculum is relevant and engaging to all my students?

- Using the required literature for Summer School English credit recovery: *Into the Wild*, *Fahrenheit 451*, and *Bartleby the Scrivener*.

Content vehicle checklist (√):

- Appropriate instructional reading level _____
- Multi-modal: fiction, non-fiction, _____ poetry, _____ music, _____ video, _____ visuals, audio

Instructional Strategies: Activities Related to Achievement

Checklist:

- | | |
|---|---|
| <input checked="" type="checkbox"/> In-class practice (guided, pair, group, independent) | _____ Reciprocal Teaching |
| <input checked="" type="checkbox"/> Vocabulary instruction | _____ Providing completed examples, exemplars, models |
| <input checked="" type="checkbox"/> Summarizing and Note-Taking | _____ Challenge students to problem solve |
| _____ Similarities/Differences: Compare/Contrast | _____ Early interventions for struggling students |
| <input checked="" type="checkbox"/> Focus on building positive teacher-student relationship | |
| <input checked="" type="checkbox"/> Clearly defined objectives for learning/Communicate lesson intentions | |

____ *Formative assessments for learning and feedback*

____ *Concept mapping and non-linguistic/graphical representations*

____ *Cues, Questions, Advance Organizers, Concept Mapping*