



Technical College
System of Georgia

Part 3
Participant Handout
Packet

COLOR SURVEY

Indicate the degree of your agreement with each statement below.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Everyone deserves equal access to resources.					
Rules and regulations provide structure for my work.					
I have ideas for improvement, but my opinion doesn't matter.					
I enjoy attention when I have done a good job.					
Diversity will result in a better outcome.					
The feelings of all involved in a project are equally important.					
Strategy and data make decisions clear cut.					
Making good choices now will result in future reward.					
Flexible structure is how creativity is fostered.					
I'm doing my best to get to Friday.					
It is important to me to be right.					
Decisions I make now should have a positive impact on the future.					
Care of individuals trumps the needs of the group.					
There is always a better solution yet to be discovered.					
It is important to feel included by my group.					
I have the power to change my situation.					
Consensus is imperative.					
Everyone has a job to do.					
I value order in groups.					
Empirical proof is important to me.					
Change and chaos are natural.					
My role here is in the hands of others.					
Taking risks is how rewards are won.					
I work to satisfy myself.					
There is a right way to do a task.					

Circle terms that resonate with you.

data	ambition	productivity	future	fate	success	conquest	power
equality	responsibility	values	magical	safety	hero	ritual	respect
Truth	global	team	community	tradition	inclusion	holistic	achievement

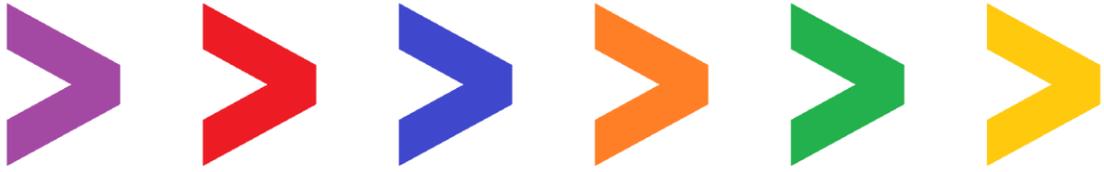


COLOR SURVEY KEY

Indicate the degree of your agreement with each statement below.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
Everyone deserves equal access to resources.							
Rules and regulations provide structure for my work.							
I have ideas for improvement, but my opinion doesn't matter.							
I enjoy attention when I have done a good job.							
Diversity will result in a better outcome.							
The feelings of all involved in a project are equally important.							
Strategy and data make decisions clear cut.							
Making good choices now will result in future reward.							
Flexible structure is how creativity is fostered.							
I'm doing my best to get to Friday.							
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Decisions I make now should have a positive impact on the future.							
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There is always a better solution yet to be discovered.							
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I have the power to change my situation.							
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Everyone has a job to do.							
I value order in groups.							
Empirical proof is important to me.							
Change and chaos are natural.							
My role here is in the hands of others.							
Taking risks is how rewards are won.							
I work to satisfy myself.							
There is a right way to do a task.							
Circle terms that resonate with you.							
data	ambition	productivity	future	fate	success	conquest	power
equality	responsibility	values	magical	safety	hero	ritual	respect
Truth	global	team	community	tradition	inclusion	holistic	achievement





Team Colors Activity

Name	Color	Contribution

Are there any apparent concerns from what's been listed?

What's needed to move forward as a team?

LESSON TITLE: Reading a Diagram--WorkWise Reading at Work Lesson 4

Estimated Timeframe: 45 minutes

Target Standards

The CCR, CASAS, TABE, or other standards.
CCR Reading Anchor 7

Soft Skills

Workplace skills students will learn about and demonstrate.
teamwork, critical thinking

Materials *Needed supplies.*

WorkWise Reading at Work Lesson 4 (p. 21-16)
Writing at Work Lesson 4 (as needed for extension activities)

Vocabulary *New words students will learn.*

Lesson 4 vocabulary

Purpose *Why the lesson content is important for students to learn.*

To assist students in accurately interpreting diagrams found in the workplace

Objectives *What students will be able to do at the end of the lesson.*

Students will:
Identify and explain key parts of workplace diagrams

Assessment *What students will do independently to show mastery of the content covered in the lesson.*

Students will use the lesson's strategies to interpret a sample diagram, answering the following questions: 1) What is your purpose in reading the diagram? 2) What is the purpose of the diagram? 3) What labels are on the diagram? and 4) What does text in the diagram tell you?

Additional Resources *Items beyond the WorkWise book that will enhance the lesson (websites, readings, handouts, etc.).*

Sample workplace diagrams

Before I teach ... *What I need to prepare before the lesson begins.*

List vocabulary in a visible place. Locate sample diagrams from local businesses, online, or in your learning center. Ideas include fire escape plan, copy machine paper jam diagram, or workorder submission process.

Page Numbers

Warm-up and Lesson Introduction *How will I engage students in the lesson?*

Send pairs of students on a scavenger hunt in the building to locate a diagram, and report back to the class. Review each diagram found and those the instructor collected for the lesson. What is the same about them? Different? Tell students that diagrams are something they find in all workplaces, and reading skills can help them understand what diagrams mean. Read the first two paragraphs of Lesson 4 to get started, and discuss. Introduce vocabulary and discuss.

21

Instructor Modeling and Guided Practice *How will I demonstrate the skills students are learning? How will students practice the skills as a group with my help?*

Read through "How to read a diagram" and model the skills needed using Example 1. Then complete Exercise 1 via think-aloud. Pair students to complete Exercise 2, and discuss as a group. Next, pairs will draw a diagram for a classroom process, such as turning in an assignment, being careful to include clear labels and important text. Share and discuss.

22-24

Independent Practice *How will students individually demonstrate the skills they are learning?*

Individually, students complete Exercise 3. Discuss as a group, and revisit any problematic content. Students individually choose an additional diagram from the lesson to use for completing the assessment. Instructor checks student work with mastery being at least 3 out of 4 correct answers. Students complete the closing vocabulary activity; each student writes one of the exercise sentences on the board.

24-26

Reflection and Closure *How will students reflect on the day's lesson?*

Encourage students to bring in an example diagram from their workplaces or from home to the next class. Students individually complete the Reflection.

26

Extension Activities *Differentiated learning opportunities for students.*

Advanced students can use tips from Writing at Work Lesson 4 to provide written step-by-step instructions for one of the diagrams reviewed in this lesson. Those needing additional practice can choose an additional diagram to analyze with instructor or peer support.

After I teach ... *My reflection and observations from the day's lesson.*

LESSON TITLE: Addition and Subtraction--Math at Work Lesson 3

Estimated Timeframe: 60 minutes

Target Standards

The CCR, CASAS, TABE, or other standards.

CCR 4.NBT.4

Soft Skills

Workplace skills students will learn about and demonstrate.

critical thinking, communication

Materials *Needed supplies.*

WorkWise Math at Work Lesson 3, p. 16-23

Free Online Resources Lesson 3 Math Practice sheet (found at www.newreaderspress.com/workwise)

Vocabulary *New words students will learn.*

Lesson 3 vocabulary

Purpose *Why the lesson content is important for students to learn.*

To show students application of basic math in the workplace

Objectives *What students will be able to do at the end of the lesson.*

Students will:

Accurately add and subtract numbers in workplace scenarios

Assessment *What students will do independently to show mastery of the content covered in the lesson.*

Students individually complete the Lesson 3 Math Practice.

Additional Resources *Items beyond the WorkWise book that will enhance the lesson (websites, readings, handouts, etc.).*

Before I teach ... *What I need to prepare before the lesson begins.*

List vocabulary in a visible place.

Print off Lesson 3 Math Practice, one sheet per student, found at www.newreaderspress.com/workwise.

Page Numbers

Warm-up and Lesson Introduction *How will I engage students in the lesson?*

Write 2 practice problems on the board: one for place value and one addition/subtraction. Students individually complete the problems, and volunteers solve them on the board. Tell students that place value plays an important role in addition/subtraction. Discuss job examples of addition/subtraction: money, inventory, time cards, etc. Show an example from the learning center if possible. Review pages 16-17 together to introduce content. Introduce and discuss vocabulary.

16-17

Instructor Modeling and Guided Practice *How will I demonstrate the skills students are learning? How will students practice the skills as a group with my help?*

Introduce regrouping in both addition and subtraction, showing many examples on the board. Work the example on p. 18 via think-aloud. Work through Exercise 1 together with students; check. Have students complete Exercises 2-3 using think-pair-share; check and re-teach as needed.

16-21

Independent Practice *How will students individually demonstrate the skills they are learning?*

Individually, students complete Exercises 4-5; students check answers in the back of the book. Discuss as a class, asking individuals to each write a problem and solution on the board and explain the process used to reach the answer. Students individually complete the Lesson 3 Math Practice sheet. Instructor checks for mastery by at least 80% of problems correct.

22-23

Reflection and Closure *How will students reflect on the day's lesson?*

Ask students to each write down a "ten words or fewer" workplace scenario for addition and subtraction; share as a group.

Students individually complete the Reflection.

23

Extension Activities *Differentiated learning opportunities for students.*

For advanced students and those needing additional practice, students may complete the Lesson Review. For interdisciplinary writing practice, advanced students could write instructions for solving an addition problem.

23

After I teach ... *My reflection and observations from the day's lesson.*

LESSON TITLE: Writing in the Workplace--WorkWise Writing at Work Lesson 1

Estimated Timeframe: 60 minutes

Target Standards

The CCR, CASAS, TABE, or other standards.

CCR Language Anchor 1, 2, 3

CCR Writing Anchor 4

Soft Skills

Workplace skills students will learn about and demonstrate.

teamwork, communication

Materials *Needed supplies.*

WorkWise Writing at Work Lesson 1 (p. 5-13)

WorkWise Writing Reminders free online resource (found at www.newreaderspress.com/workwise)

Vocabulary *New words students will learn.*

Lesson 1 vocabulary

Purpose *Why the lesson content is important for students to learn.*

To introduce students to different forms of workplace writing

Objectives *What students will be able to do at the end of the lesson.*

Students will:

Identify and explain purpose, task, and audience in workplace writing.

Assessment *What students will do independently to show mastery of the content covered in the lesson.*

Students will use the steps in the writing process to 1) draft a few-sentence email to the instructor, explaining why they'll be missing class next week. They will identify the 2) purpose, 3) task, and 4) audience of the e-mail message.

Additional Resources *Items beyond the WorkWise book that will enhance the lesson (websites, readings, handouts, etc.).*

E-mail address for each student

Steps to The Writing Process (p. 8) printed on notecards (one step per card, one set of cards per pair of students).

Before I teach ... *What I need to prepare before the lesson begins.*

List vocabulary in a visible place. Locate sample job applications, checklists, forms, etc., from local business and industry (complete list on p.5).

Page Numbers

Warm-up and Lesson Introduction *How will I engage students in the lesson?*

Begin class by reading "Workplace writing in the 21st century" together. Discuss each of the formats of communication and show students the samples you have collected.

Students complete "Thinking about writing tasks." Discuss together. Tell students that today, they'll be introduced to different types of workplace writing and that each format has a specific task, purpose, and audience.

5

Instructor Modeling and Guided Practice *How will I demonstrate the skills students are learning? How will students practice the skills as a group with my help?*

Read/discuss "Why is workplace writing important?" and begin Exercise 1. Reflect on both applications and discuss findings. Pair students to review "Become a better writer." Give each pair a set of The Writing Process cards for students to place in order. Introduce Exercise 2 and review. Together read "Writing with a purpose" and complete exercise 3 and discuss.

6-13

Independent Practice *How will students individually demonstrate the skills they are learning?*

Review again purpose, task, and audience of communication formats discussed so far. Students individually complete Exercise 4, then read messages aloud to a partner. Review students' revised e-mails. Individuals use computers to complete the assessment, ensuring they have both e-mailed their messages to the instructor and have identified purpose, task, audience. Instructor checks for at least 3/4 criteria in student messages.

13

Reflection and Closure *How will students reflect on the day's lesson?*

With a partner, students complete the Vocabulary Review.

Review the elements of the writing process and key points to writing with a purpose. Explain that students will be working more in depth with workplace writing in the remaining lessons.

Students complete the Reflection.

8, 10, 13

Extension Activities *Differentiated learning opportunities for students.*

Advanced students review the Writing Reminders supplemental resource. After reviewing "Capitalization and Punctuation" on the first page, use 5 of today's vocabulary words in sentences that demonstrate proper capitalization and punctuation. Students needing additional practice choose 2 of the sample forms and identify the task, purpose, and audience for each.

After I teach ... *My reflection and observations from the day's lesson.*

Curriculum Roundup

Curriculum 1 – KYSU Lesson Bank – <http://lessonbank.kyae.ky.gov>

NOTICE	WONDER	NOTES

Curriculum 2 – Illinois College Board Model Curricula -- <https://www.iccb.org/adult-ed/model-curricula/>

NOTICE	WONDER	NOTES

Curriculum 3 – WorkWise Lessons – <http://newreaderspress.com/workwise>

NOTICE	WONDER	NOTES

Curriculum 4 – OTHER – your choice for exploration

NOTICE	WONDER	NOTES

Tips for Observation

Hold pre-observation meetings with staff:

- Explain the purpose and principles of observation.
- Review the observation tool in detail.
- Remind staff of previous training received in CCRS-based instruction.

Conduct observations of staff:

- Schedule observations in advance.
- Request a copy of the lesson being taught, if available.
- Plan to arrive ahead of class beginning.
- Bring a copy of the TCSG OAE Curriculum Framework.
- Jot notes while observing, using the tool as a guide.
- Discuss the lesson with the instructor when class is over, asking clarifying questions.
- Review/aggregate notes.

Hold post-observation meetings with staff:

- Narrow down area of focus for professional development.
- Present major findings in a *general* sense.
- Specifically discuss **concrete actions and next steps**.
- Discuss **only** things that *can* and *should* be changed.
- Ask for staff reflection on the findings:
 - What was surprising?
 - What are areas of teaching/learning for which they need more support?
 - What PD priorities are most pressing for their continuous improvement?

Instructional Services
FY 2020 Instructional Observation Monitoring Tool

Program:		Administrator:	
County/Site:		Teacher:	
Class Type: Choose an item.	Level(s): Choose an item.	Reviewer:	
Date: Click here to enter a date.		Time in:	Time out:
Number of Students: Choose an item.	Subject: Choose an item.	Other:	

Directions: Complete the following based on a 30-minute classroom observation. Use the lists for each section to indicate what instruction, materials, or interactions are observed.

Structure and Preparation	
<p>1. What is the purpose of the lesson?</p> <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>	<input type="checkbox"/> Introduce new concepts <input type="checkbox"/> Build on prior knowledge <input type="checkbox"/> Further practice <input type="checkbox"/> Assess understanding <input type="checkbox"/> Other
<p>2. What materials are used?</p> <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>	<input type="checkbox"/> Audio/visual Instructional media <input type="checkbox"/> Books (hard copy/electronic) <input type="checkbox"/> Guided Instruction <input type="checkbox"/> Learning Centers <input type="checkbox"/> Directions <input type="checkbox"/> Oral or <input type="checkbox"/> Written <input type="checkbox"/> Posters / <input type="checkbox"/> Visual displays <input type="checkbox"/> Projections <input type="checkbox"/> Quiz/test <input type="checkbox"/> Software <input type="checkbox"/> Simulated Learning activity(s) <input type="checkbox"/> Visuals <input type="checkbox"/> Websites <input type="checkbox"/> Citizenship <input type="checkbox"/> Other
<p>3. What are the standards/skills of focus?</p> <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>	<input type="checkbox"/> English/Language Arts <input type="checkbox"/> Speaking/Listening <input type="checkbox"/> Writing <input type="checkbox"/> Language <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Number Operations <input type="checkbox"/> Geometry <input type="checkbox"/> Algebraic Thinking <input type="checkbox"/> Statistics <input type="checkbox"/> ESL/IELCE

Methodology	
<p>4. What instructional strategies are employed?</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Instructor-led <input type="checkbox"/> Demonstration <input type="checkbox"/> Activity/game <input type="checkbox"/> Internet/Website <input type="checkbox"/> Discussion <input type="checkbox"/> Group/pair <input type="checkbox"/> Lecture <input type="checkbox"/> Peer review <input type="checkbox"/> Q & A/ check for understanding <input type="checkbox"/> Role Play <input type="checkbox"/> Remediation: _____ <input type="checkbox"/> Enrichment: _____
<p>5. How is student learning evident?</p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div>	<ul style="list-style-type: none"> <input type="checkbox"/> Actively listening <input type="checkbox"/> Working diligently <input type="checkbox"/> Responsive to questioning <input type="checkbox"/> Can explain learning goal for lesson <input type="checkbox"/> Interacting with teacher and others <input type="checkbox"/> Discussing openly
<p>6. What contextualization (workforce skills, career pathways, IET) is present?</p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div> <p>If CP or IET, explain:</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	<ul style="list-style-type: none"> <input type="checkbox"/> Communication skills <input type="checkbox"/> Decision-making skills <input type="checkbox"/> Leadership skills <input type="checkbox"/> Teamwork <input type="checkbox"/> Problem-solving <input type="checkbox"/> Other
<p>7. What technology is used for instruction and/or practice? (<input type="checkbox"/> Not in use during time of observation.)</p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div> <p><small>*If not readily ascertained, inquire about students' regular access to a computer lab.</small></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional Environment <input type="checkbox"/> Facility / Access available <input type="checkbox"/> Interactive board <input type="checkbox"/> Internet Resources/<input type="checkbox"/> Digital Literacy <input type="checkbox"/> LCD Projector <input type="checkbox"/> Portable devices <input type="checkbox"/> Software Applications <input type="checkbox"/> Computer Lab / Stations <input type="checkbox"/> Other <input type="checkbox"/> Distance Education

<p>8. What <i>measurable</i> assessments are used? How do they align to the standards taught and practiced? Describe.</p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div>	<input type="checkbox"/> Formative assessment <input type="checkbox"/> Summative assessment <input type="checkbox"/> Software Applications <input type="checkbox"/> Observation <input type="checkbox"/> Extension <input type="checkbox"/> Other
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Core Actions Observed		
<p>English/Language Arts</p> <input type="checkbox"/> Focus resides in high-quality, level-appropriate text(s) <input type="checkbox"/> Questions and tasks are text-based <input type="checkbox"/> Writing and activities reflect real-world application	<p>Math</p> <input type="checkbox"/> Focus resides where the standards indicate for the given level(s) <input type="checkbox"/> Content builds on prior learning in a sensible manner <input type="checkbox"/> If introducing new concept(s): concept is explained in a methodical manner allowing for understanding <input type="checkbox"/> If working toward fluency: Adequate time is spent in practicing prior-learned concepts <input type="checkbox"/> If working toward application: Students complete a variety of applications of prior-learned and practiced concepts <input type="checkbox"/> Students persevere in problem-solving <input type="checkbox"/> Students explain the “why and how” behind answers <input type="checkbox"/> Students use discipline-specific language comfortably	<p>ESL/IELCE:</p> <input type="checkbox"/> Utilizes focused language and vocabulary instruction in and among academic instruction <input type="checkbox"/> Scaffolds are employed to ensure accessibility <input type="checkbox"/> Social language development is included and appropriate

Post-Observation Conference:
<p>Comments:</p> <p>Follow-up actions/observations, if needed:</p>

For Local Program Use - Technical Assistance Follow-Up	
Signature – Program Administrator/Designee	Signature – Program Instructor/Substitute
Date of Review	Date of Review

Observation Roundtable

What has gone well in past observations?

A large, empty speech bubble with a grey border and rounded corners, positioned to the right of the first question.A large, empty speech bubble with a grey border and rounded corners, positioned to the left of the second question.

Of what benefit are observations for you as an instructor?

What would you as instructors find more helpful in the future?

A large, empty speech bubble with a grey border and rounded corners, positioned to the right of the third question.A large, empty speech bubble with a grey border and rounded corners, positioned to the left of the fourth question.

Next steps for observations...



Math K-5: Foundations of Multiplication & Division

5 STUDENT SAMPLES

INTRODUCTION

2nd Grade Math

These annotated tasks were collected from second graders working with Module 6 Lesson 4 of the EngageNY materials. This module focuses largely on standard 2.OA.C.4:

2.OA.C.4: *Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.*

The students begin the module using manipulatives to create equal groups. Then they move to modeling the groups with drawings of objects and equations with equal addends. In this lesson, the students are asked to represent the equal groups with a tape diagram model and make the connection to repeated addition. The lessons that follow this lesson will move students toward working with arrays to represent the groups.

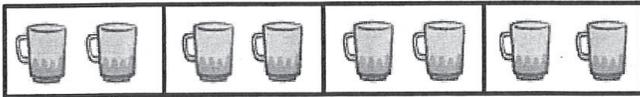
It is important to note that the students have previously learned some strategies for adding several equal numbers. They have used skip counting and grouping to create equations with fewer addends. For example, $2 + 2 + 2 + 2$ can be simplified by skip counting by 2s or by grouping the 2s by pairs, changing to the less complicated sum of $4 + 4$. The students were introduced to tape diagram models in previous modules while building a conceptual foundation for addition and subtraction of two-digit numbers. In this lesson, the students use the tape diagram model to develop conceptual understanding of repeated addition. Then the students complete the problem set (the annotated task) individually or with a partner. In this instance, the students did not debrief the task with the teacher.

STUDENT WORK ANNOTATION KEY

CCSS ALIGNMENT	UNDERSTANDING	SUPPORT MATERIALS	COMPREHENSION & APPLICATION	LANGUAGE CHALLENGES
Proficiency with the targeted CCSS.	Understanding and reasoning ability	Supporting materials (including scoring guidelines/rubrics)	Student application of a particular Mathematical Practice	Challenges with respect to language demands

1. Write a repeated addition sentence to find the total of each tape diagram.

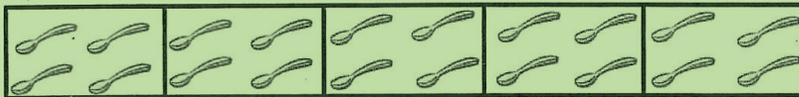
a.



$$\underline{2} + \underline{2} + \underline{2} + \underline{2} = \underline{8}$$

4 groups of 2 = 8

b.

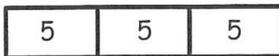


1

$$\underline{4} + \underline{4} + \underline{4} + \underline{4} + \underline{4} = \underline{20}$$

5 groups of 4 = 20

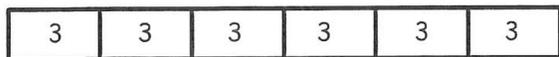
c.



$$\underline{5} + \underline{5} + \underline{5} = \underline{15}$$

3 groups of 5 = 15

d.



$$\underline{3} + \underline{3} + \underline{3} + \underline{3} + \underline{3} + \underline{3} = \underline{18}$$

6 groups of 3 = 18

2. Draw a tape diagram to find the total.

a. $3 + 3 + 3 + 3 = \underline{12}$ 1

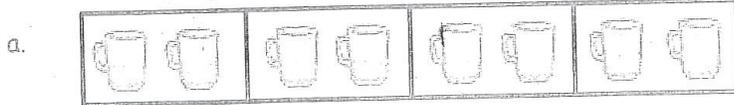
b. $4 + 4 + 4 = \underline{12}$

c. 5 groups of 2 2

d. 4 groups of 4

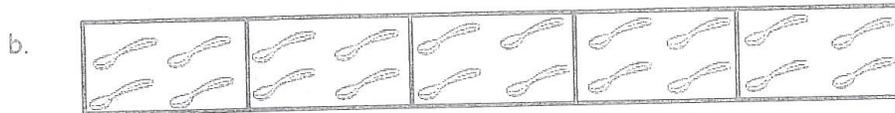
e.

1. Write a repeated addition sentence to find the total of each tape diagram.



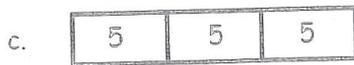
$$\underline{2} + \underline{2} + \underline{2} + \underline{2} = \underline{8}$$

4 groups of 2 = 8



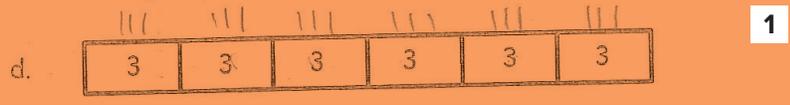
$$\underline{4} + \underline{4} + \underline{4} + \underline{4} + \underline{4} = \underline{20}$$

5 groups of 4 = 20



$$\underline{5} + \underline{5} + \underline{5} = \underline{15}$$

3 groups of 5 = 15



$$\underline{3} + \underline{3} + \underline{3} + \underline{3} + \underline{3} + \underline{3} = \underline{18}$$

6 groups of 3 = 18



ELA 9-12: Words Matter

4 STUDENT SAMPLES

WORDS MATTER: “SHOOTING AN ELEPHANT” OVERVIEW

The student work samples are taken from the explanatory LDC module embedded within the larger Words Matter unit; both the larger unit and module are documented here. The LDC module, on its own, starts at the “Task and Rubric Analysis: Part 4 of the Unit: Breaking Down the Prompt.” Teachers may choose to teach the entire unit or teach the LDC module on its own depending on their students’ needs.

The unit centers on diction and tone: how words carry multiple layers of meaning, and how authors purposefully choose words to convey deeper meanings. The ELA content is represented by these essential questions: 1) How is it that words can mean so much more than their dictionary definitions, and 2) How can word choice (a single word and/or a pattern of word choices) impact meaning? This LDC module is designed to support the reading and writing process for the unit’s final performance task, in which students write a literary analysis essay explaining how George Orwell’s diction in his essay “Shooting an Elephant” develops tone and meaning.

The pre-module portion of the unit, represented here as a series of mini-tasks in the “Preparing for the Task” segment of the instructional ladder, utilizes supplemental texts that provide opportunities for students to practice this kind of analysis as a whole class and in small groups: Pat Mora’s “Same Song” and Robert Hayden’s “Those Winter Sundays.”

The pre-module portion of the unit also features pre- and formative assessment activities, engagement activities designed to get students thinking about and playing with the core ideas and concepts of connotation and the power of word choice, and lessons around the concepts of diction and tone.

Framing of the “Shooting an Elephant” Summative Essay:

All student samples are from 2015 fall semester sophomore English classrooms from across the states of Kentucky & Colorado. Student work represented here includes various ability levels.

Note: One Pre-Module Formative Paragraph is in response to Sandra Cisneros’s “Eleven,” but updated unit materials do not mention this as a potential text for students to respond to.

Our focus standard for this assessment is RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). The scoring/rubric annotations refer to various aspects on the LDC Informational/Explanatory Rubric, and the annotations regarding student comprehension of grade-level text refer to the R.9-10.10 standard.

The skills students hone in this unit transfer to work they will do in English class for the rest of the year: using textual evidence, paying attention to specific diction, using close reading strategies, and justifying students’ thinking.

STUDENT WORK ANNOTATION KEY

CCSS ALIGNMENT	UNDERSTANDING	SUPPORT MATERIALS	COMPREHENSION & APPLICATION	LANGUAGE CHALLENGES
Proficiency with the targeted CCSS.	Understanding and reasoning ability	Supporting materials (including scoring guidelines/rubrics)	Student comprehension of grade-level text (R.10)	Challenges with respect to language demands



ve

Name: _____ Date: 10/12/15 Block: 3

Words Matter Unit: Pre-Module Formative (Student Sample Set #1)

How does an author purposefully use diction to convey tone? After reading the two poems, "Those Winter Sundays" and "Same Song", choose ONE of these selections and write a Short Constructed Response in which you explain the speaker's attitude toward an aspect of life. Be sure to support your explanation with evidence from the text.

Use the space below for your Short Constructed Response.

The speaker's attitude toward an aspect of life in "Same Song" is the harsh reality people/teenagers face in real life. The one word that most strongly impacts the author's message/tone is "frustration". This one word mainly used in a negative way. In the story, it shows the girl's disappointment at herself when she looks in the mirror. Besides the girl, the boy also is disappointed at the way he looks in the mirror. This draws a sad further depresses an already sad and melancholic poem. The word frustration also tells us that there is a standard in the world that they are trying to live up to but they fell short. The word "frustration" therefore, is the one word in poem that best describes the author's message.

good analysis

by:--

who are you referring to?

This is a big idea explain it more.

you organize your A well. You do a great job with staging focused and explaining yourself. Be careful to use textual evidence for support along w/ paraphrasing the action.

Words Matter Unit: Pre-Module Formative (Student Sample Set #1)

How does an author purposefully use diction to convey tone? After reading from our collection of fiction ("Those Winter Sundays", "Same Song", or "Eleven"), choose ONE of these selections and write a Short Constructed Response in which you explain the speaker or narrator's attitude toward an aspect of life. Be sure to support your explanation with evidence of specific diction that demonstrates the speaker's attitude/tone.

Use the space below for your Short Constructed Response.

in eleven, Rachel demonstrate a
 tone of disappointed as she turns eleven
 but turning eleven doesn't feel any different
 just that you are eleven. Here is example 1 "And
 when you wake up on your eleven birthday you expect
 to feel eleven, but you don't" example 2 "yo open
 your eyes and everything's just like yesterday, only
 it's okay". And example 3 "Because the way
 you grow old is kind of like an onion or like the
 rings inside a tree trunk or like my little wooden
 dolls that feel one inside the other, each year inside the
 next one. that's how being eleven years old is".
 I use this quote's because they show how
 disappointed the little girl was turning
 eleven & don't feel any different about
 it.

1

In the poem "Same Song" by Pat Mora, the author purposefully uses diction to describe tone as well as effectively portrays the speaker's attitude towards an aspect of life. By doing this, Mora elicits strong emotions from the reader that accurately conveys both purpose and tone.

The tone of "Same Song" is very melancholy and depressing. Throughout the poem, the author does a great job using diction to ~~describe~~ describe the tone. An example of this is in line eleven and twelve when the narrator says, "frown at her face, her eyes, her skin, not fair" (Mora 11, 12). By using "frowns" and "not fair," Mora shows that the daughter is unhappy with who she is. Another example of well-chosen word choice is "peers" in line ten, "stumbles" in line three and fourteen, and "Cold dark" in line sixteen. ~~That~~ These words all strongly display the tone of the piece by creating powerful emotions of sadness.

1. CCSS ALIGNMENT

The student demonstrates proficiency in how words are used connotatively to portray tone. The student is able to select specific evidence of diction to demonstrate this understanding. However, the student needs to identify the speaker's attitude toward life.

Standard referenced:

RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Finally, the author uses diction ~~to~~ to describe tone by saying, "peers into the mirror, mirror ~~out~~ on the wall" (Mora 10). This shows how the daughter is almost afraid to look at her reflection in the mirror. Clearly, the author uses diction to portray the tone of the poem.

In the poem, the narrator of the poem is the parent of the daughter and son. The narrator effectively portrays his or her attitude toward insecurities. The parent solemnly watches as both of his or her children work to make themselves perfect. An example of this is when the narrator says, "At night this ~~day~~ daughter stumbles off to bed at nine, eyes half-shut while my son jogs a mile in the cold dark" (Mora 13-16). This shows ~~she~~ ^{he or she} realizes that both ~~her~~ his or her children are insecure, and even if the children do not realize it.

~~In conclusion,~~ the author of the poem "Same Song" uses diction to show the tone of the poem. The narrator also displays his or her attitude towards an aspect of life.

"Words Matter" Unit: Pre-Module Formative Assessment

How does an author purposefully use diction to convey tone? After reading from our collection of fiction ("Those Winter Sundays," "Same Song," or "Eleven"), choose ONE of these selections and write a Short Constructed Response in which you explain the speaker or narrator's attitude toward an aspect of life. Be sure to support your explanation with evidence of specific diction that demonstrates the speaker's attitude/tone.

Use the space below for your Short Constructed Response.

2

The tone to me for the parents is possibly depressed because their kids are starting to grow up. "Peers into the mirror, mirror on the wall, frowns at her face, her eyes, her skin, not fair." This quote shows they're sad because they added at the end the author adds that it's not fair that her daughter is frowning at her reflection in the mirror.

1

Student Work Analysis

English/Language Arts Student Work

NOTICE	WONDER	NOTES	REVISIONS

Math Student Work

NOTICE	WONDER	NOTES	REVISIONS

WORKSHEET: Identifying Synonyms and Antonyms

PROCEDURE: Using the sports page from either the Saturday, Sunday, or Monday newspaper, identify synonyms and antonyms for the words "win" and "lose". Then complete the following.

1. Give the definition of:

SYNONYM _____

ANTONYM _____

2. List five synonyms from the sports section for "win" or "lose". Write the complete sentence or headline as you found it in the newspaper and circle the synonym in each sentence.

1. _____
2. _____
3. _____
4. _____
5. _____

3. List five antonyms from the sports section used to describe a team or athlete. Write the complete sentence or headline as you found it in the newspaper and circle the antonym in each sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

#2

WORKSHOP EXAMPLE
LOW INTERMEDIATE

WORKSHEET: Identifying Synonyms and Antonyms

PROCEDURE: Using the sports page from either the Saturday, Sunday, or Monday newspaper, identify synonyms and antonyms for the words "win" and "lose". Then complete the following.

1. Give the definition of:

SYNONYM a word that means the same

ANTONYM a word that means the opposite

2. List five synonyms from the sports section for "win" or "lose". Write the complete sentence or headline as you found it in the newspaper and circle the synonym in each sentence.

1. After winning the southeastern conference baseball title, LSU will play Texas Southern on Friday in the NCAA Baton Rouge Regional.

2. Even though his team lost, punters said it go better

3. The overall winner of the # regional will advance to play the winner of Atlanta (Ga) Regional.

4. Phillies scored their most runs since a 21-8 win over the Cubs in July 3, 1998.

5. Red Sox scored four times in the eighth for a win.

3. List five antonyms from the sports section used to describe a team or athlete. Write the complete sentence or headline as you found it in the newspaper and circle the antonym in each sentence.

1. If will be Randolph was worried about losing his job, he never showed it.

2. Braves handed Brandon Webb his second consecutive win

3. At New York, the mets lost for the seventh time in eight games

4. Tigers had scored a total of 54 runs - in a seven game stretch before they lost to the Yankees.

5. At Toronto, Shaun Moran won for the first time in four starts

WORKSHEET: Identifying Synonyms and Antonyms

PROCEDURE: Using the sports page from either the Saturday, Sunday, or Monday newspaper, identify synonyms and antonyms for the words "win" and "lose". Then complete the following.

1. Give the definition of:

SYNONYM a word that means the same thing

ANTONYM a word that means opposite

2. List five synonyms from the sports section for "win" or "lose". Write the complete sentence or headline as you found it in the newspaper and circle the synonym in each sentence.

1. Run - Terriers run past Tarpons

2. Earned home court - The Celtics earned home court through the play offs.

3. WV scoreless inning - Jorge Campion's and he pitched six scoreless innings.

4. Outgained - The terriers starters outgained South Lafourche starters on 7-35.

5. Valided - IM valided with where we are

3. List five antonyms from the sports section used to describe a team or athlete. Write the complete sentence or headline as you found it in the newspaper and circle the antonym in each sentence.

1. Disappointed - Offensively I'm not in a little disappointed

2. Feeling pinch - Southern Casinos feeling pinch from nation's economic woes

3. Drop - Louisiana state licend Casinos headed for a 7. a present a drop according to state regulators

4. Killed - A pitcher killed by lightning

5. Defeted - The New Orleans zephyris defeted the Albuquerque protope's 8-2 on Monday to complete a sweep of the four-game division

A3

WORKSHOP EXAMPLE

LOW INTERMEDIATE

WORKSHEET: Identifying Synonyms and Antonyms

PROCEDURE: Using the sports page from either the Saturday, Sunday, or Monday newspaper, identify synonyms and antonyms for the words "win" and "lose". Then complete the following.

1. Give the definition of:

SYNONYM a word that means same thing

ANTONYM a word that means a opposite

2. List five synonyms from the sports section for "win" or "lose". Write the complete sentence or headline as you found it in the newspaper and circle the synonym in each sentence.

1. Win - LSU is No. 1 seed.

2. accomplished - "I'm extremely proud of what our team has accomplished so far."

3. defeated - Nicholls State defeated the Sutherland Sharks.

4. outscored - The Red Wings have outscored the Penguins 7-0 in the series.

5. edges - Florida edges Arizona in battle of division leaders.

3. List five antonyms from the sports section used to describe a team or athlete. Write the complete sentence or headline as you found it in the newspaper and circle the antonym in each sentence.

1. Pinch - Southern Casinos feeling pinch from nation's economic woes.

2. disappointed - offensively I'm not I'm a little disappointed

3. Drop - Louisiana's state licensed Casinos recorded a 7.2 percent drop according to state regulatory

4. defeated - The New Orleans Zephyrs defeated the Albuquerque Isotopes 8-2 on Monday to complete

5. Killed - ^{a sweep of the first game division series} A.B.B. pitcher killed by lightning

(# 4)

WORKSHOP EXAMPLE
LOW INTERMEDIATE

WORKSHEET: Identifying Synonyms and Antonyms

PROCEDURE: Using the sports page from either the Saturday, Sunday, or Monday newspaper, identify synonyms and antonyms for the words "win" and "lose". Then complete the following.

1. Give the definition of:

SYNONYM A word that mean the same thing as another

ANTONYM A word that mean the obsit of another word

2. List five synonyms from the sports section for "win" or "lose". Write the complete sentence or headline as you found it in the newspaper and circle the synonym in each sentence.

1. run - Terriers run Past Tarpons

2. beat - Vanderbilt beat South Lafourch

3. win - Eliminate Atlanta and Cleveland

4. win - Florida edges Arizona

5. South Louisiana Bank Overcomes Slow Start

3. List five antonyms from the sports section used to describe a team or athlete. Write the complete sentence or headline as you found it in the newspaper and circle the antonym in each sentence.

1. Feeling the Pinch losing money

2. The Trojans were held on one hit for the entire game

3. lose - a piture were killed by lightning

4. defeated - the New Orleans Zephyrs defeted the Albuquerque

5. drop - Louisiana's state licend Casinos recorded a 7.7 percent occding to state record

Name _____

Date _____

Period _____

Chapter 9

Workbook
Activity

83

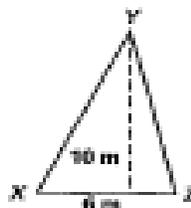
Areas of Triangles

EXAMPLEFind the area of triangle XYZ .Use the formula $A = \frac{1}{2}bh$.

$$A = \frac{1}{2}(6)(10)$$

$$A = \frac{1}{2}(60)$$

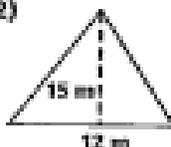
$$A = 30 \text{ m}^2$$

**Directions** Find the area of each figure.

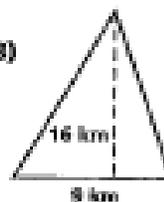
1)



2)



3)



Directions Find the base or height of each triangle.4) The area of a triangle is 12 ft^2 and the base is 4 ft. What is the height? _____5) The area of a triangle is 32 in^2 and the height is 8 in. What is the base? _____6) The area of a triangle is 15 m^2 and the base is 10 m. What is the height? _____7) The area of a triangle is 36 yd^2 and the height is 9 yd. What is the base? _____8) The area of a triangle is 36 km^2 and the height is 12 km. What is the base? _____**Directions** Solve these problems.9) Howard is constructing a triangular garden edge out of brick. The base of the garden is 15 ft. The area is 165 ft^2 . What is the height of the triangle?
_____10) Jana is making curtains in the shape of triangles. She needs to make two triangle curtains for one window. The triangles have a base of 2 ft and a height of 4 ft. What is the total area of the triangle curtains for one window?

Name Student A

Date

Period

Chapter 9

Workbook
Activity

83

Areas of Triangles

EXAMPLE

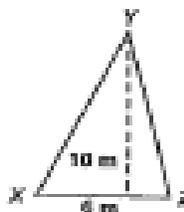
Find the area of triangle XYZ.

Use the formula $A = \frac{1}{2}bh$.

$$A = \frac{1}{2}(5)(10)$$

$$A = \frac{1}{2}(50)$$

$$A = 25 \text{ m}^2$$



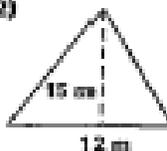
Directions Find the area of each figure.

1)



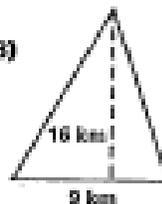
12 ft
~~18~~

2)



90 m
~~360~~

3)



72 km
~~288~~

Directions Find the base or height of each triangle.

4) The area of a triangle is 12 ft^2 and the base is 4 ft. What is the height?

5) The area of a triangle is 32 in^2 and the height is 8 in. What is the base?

6) The area of a triangle is 15 m^2 and the base is 10 m. What is the height?

7) The area of a triangle is 36 yd^2 and the height is 9 yd. What is the base?

8) The area of a triangle is 36 km^2 and the height is 12 km. What is the base?

~~376~~
~~16384~~
~~5025~~
~~26214~~
~~46156~~

Directions Solve these problems.

9) Howard is constructing a triangular garden edge out of brick. The base of the garden is 15 ft. The area is 165 ft^2 . What is the height of the triangle?

~~11~~

10) Jana is making curtains in the shape of triangles. She needs to make two triangle curtains for one window. The triangles have a base of 2 ft and a height of 4 ft. What is the total area of the triangle curtains for one window?

~~8~~

Name Student B

Date

Period

Chapter 9

Workbook
Activity

83

Areas of Triangles

EXAMPLE

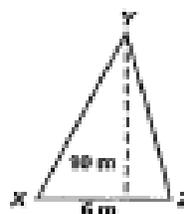
Find the area of triangle XYZ.

Use the formula $A = \frac{1}{2}bh$.

$$A = \frac{1}{2}(6)(10)$$

$$A = \frac{1}{2}(60)$$

$$A = 30 \text{ m}^2$$



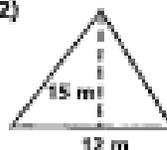
Directions Find the area of each figure.

1) $\frac{1}{2}(4)(6)$



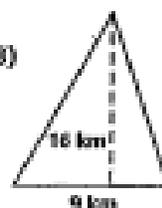
~~48 ft²~~

2)



~~360 m²~~

3)



~~288 km²~~

Directions Find the base or height of each triangle.

4) The area of a triangle is 12 ft^2 and the base is 4 ft. What is the height?

~~3 ft~~

5) The area of a triangle is 32 in^2 and the height is 8 in. What is the base?

~~4 in~~

6) The area of a triangle is 15 m^2 and the base is 10 m. What is the height?

~~0.15 m~~

7) The area of a triangle is 36 yd^2 and the height is 9 yd. What is the base?

~~4 yd~~

8) The area of a triangle is 36 km^2 and the height is 12 km. What is the base?

~~3 km~~

Directions Solve these problems.

9) Howard is constructing a triangular garden edge out of brick. The base of the garden is 15 ft. The area is 165 ft^2 . What is the height of the triangle?

~~11~~

10) Jana is making curtains in the shape of triangles. She needs to make two triangle curtains for one window. The triangles have a base of 2 ft and a height of 4 ft. What is the total area of the triangle curtains for one window?

~~8~~

Name

Student C

Date

Period

Chapter 9

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Activity

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Areas of Triangles

EXAMPLE

Find the area of triangle XYZ.

Use the formula $A = \frac{1}{2}bh$.

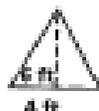
$$A = \frac{1}{2}(6)(10)$$

$$A = \frac{1}{2}(60)$$

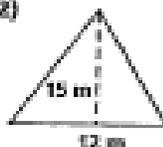
$$A = 30 \text{ m}^2$$

**Directions** Find the area of each figure.

1)

12

2)

90

3)

72**Directions** Find the base or height of each triangle.

- 4) The area of a triangle is 12 ft^2 and the base is 4 ft. What is the height?
- 5) The area of a triangle is 32 in^2 and the height is 8 in. What is the base?
- 6) The area of a triangle is 15 m^2 and the base is 10 m. What is the height?
- 7) The area of a triangle is 36 yd^2 and the height is 9 yd. What is the base?
- 8) The area of a triangle is 36 km^2 and the height is 12 km. What is the base?

$\frac{276}{10} = 27.6$
 $\frac{10384}{5625}$
 $\frac{576}{9} = 64$
 $\frac{46436}{12} = 3869.33$

Directions Solve these problems.

- 9) Howard is constructing a triangular garden edge out of brick. The base of the garden is 15 ft. The area is 165 ft^2 . What is the height of the triangle?
22
- 10) Jana is making curtains in the shape of triangles. She needs to make two triangle curtains for one window. The triangles have a base of 2 ft and a height of 4 ft. What is the total area of the triangle curtains for one window?
8

Name Student D

Date

Period

Chapter 9

Workbook
Activity

83

Areas of Triangles

EXAMPLE

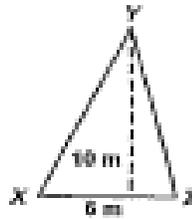
Find the area of triangle XYZ.

Use the formula $A = \frac{1}{2}bh$.

$$A = \frac{1}{2}(6)(10)$$

$$A = \frac{1}{2}(60)$$

$$A = 30 \text{ m}^2$$



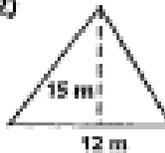
Directions Find the area of each figure.

1)



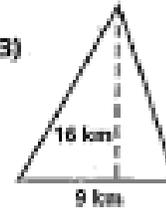
12

2)



90

3)



72

Directions Find the base or height of each triangle.

- 4) The area of a triangle is 12 ft^2 and the base is 4 ft. What is the height?
- 5) The area of a triangle is 32 in^2 and the height is 8 in. What is the base?
- 6) The area of a triangle is 15 m^2 and the base is 10 m. What is the height?
- 7) The area of a triangle is 36 yd^2 and the height is 9 yd. What is the base?
- 8) The area of a triangle is 36 km^2 and the height is 12 km. What is the base?

546
16.384
5625
26244
46656

Directions Solve these problems.

- 9) Howard is constructing a triangular garden edge out of brick. The base of the garden is 15 ft. The area is 165 ft^2 . What is the height of the triangle?

1521900.25

- 10) Jana is making curtains in the shape of triangles. She needs to make two triangle curtains for one window. The triangles have a base of 2 ft and a height of 4 ft. What is the total area of the triangle curtains for one window?

16



Crucial Conversations Planning Sheet

1. Identify and outline your personal story in Standards Implementation.

2. In relation to beginning Part 3: Sustainability, reflect on the items below.

My Commitment: The role I play and what I'll do to ensure success of the work

My Recognized Purpose: Why am I doing this?

My Invented Goal: What do I want to accomplish?

Brainstorm: Possible outcomes as a result of standards implementation