

Grade 11 | Module 4

▶ TEACHER RESOURCE BOOK

# Paths to College and Career

## English Language Arts

Using Narrative Techniques to Craft Fiction Writing

FOR SCREEN VIEWING IN BPA ONLY

PCCG | *Education*

**J** JOSSEY-BASS™  
A Wiley Brand

Cover design by Wiley

Copyright © 2015 by Public Consulting Group, Inc. All rights reserved.

Published by Jossey-Bass

A Wiley Brand

One Montgomery Street, Suite 1000, San Francisco, CA 94104-4594—[www.josseybass.com](http://www.josseybass.com)

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the publisher, or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, 978-750-8400, fax 978-646-8600, or on the Web at [www.copyright.com](http://www.copyright.com). Requests to the publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, 201-748-6011, fax 201-748-6008, or online at [www.wiley.com/go/permissions](http://www.wiley.com/go/permissions).

Limit of Liability/Disclaimer of Warranty: While the publisher and author have used their best efforts in preparing this book, they make no representations or warranties with respect to the accuracy or completeness of the contents of this book and specifically disclaim any implied warranties of merchantability or fitness for a particular purpose. No warranty may be created or extended by sales representatives or written sales materials. The advice and strategies contained herein may not be suitable for your situation. You should consult with a professional where appropriate. Neither the publisher nor author shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Readers should be aware that Internet Web sites offered as citations and/or sources for further information may have changed or disappeared between the time this was written and when it is read.

Jossey-Bass books and products are available through most bookstores. To contact Jossey-Bass directly call our Customer Care Department within the U.S. at 800-956-7739, outside the U.S. at 317-572-3986, or fax 317-572-4002.

Wiley publishes in a variety of print and electronic formats and by print-on-demand. Some material included with standard print versions of this book may not be included in e-books or in print-on-demand. If this book refers to media such as a CD or DVD that is not included in the version you purchased, you may download this material at <http://booksupport.wiley.com>. For more information about Wiley products, visit [www.wiley.com](http://www.wiley.com).

ISBN: 978-1-119-12426-9

Printed in the United States of America

FIRST EDITION

PB Printing

10 9 8 7 6 5 4 3 2 1

# CONTENTS

About PCG Education	vii
What Is <i>Paths to College and Career</i> ?	ix
Introduction to Teacher Resource Book	xvii
On the Rainy River	1
The Red Convertible	12
<b>Unit 1</b>	<b>18</b>
Short Response Rubric	18
Short Response Checklist	19
11.4.1 Lesson 3 Evidence Collection Tool	20
Model 11.4.1 Lesson 3 Evidence Collection Tool	21
11.4 Speaking and Listening Rubric	23
11.4 Speaking and Listening Checklist	28
11.4.1 Mid-Unit Evidence Collection Tool	29
Model 11.4.1 Mid-Unit Evidence Collection Tool	30
11.4.1 Mid-Unit Assessment	32
11.4.1 Mid-Unit Text Analysis Rubric	34
11.4.1 Mid-Unit Text Analysis Checklist	41
11.4 Common Core State Standards Tool	42
11.4 Narrative Writing Rubric	44
11.4 Narrative Writing Checklist	50

Peer Review Accountability Tool	51
11.4.1 Lesson 10 Structure Tool (Optional)	52
Model 11.4.1 Lesson 10 Structure Tool (Optional)	53
11.4.1 End-of-Unit Evidence Collection Tool	55
Model 11.4.1 End-of-Unit Evidence Collection Tool	56
11.4.1 End-of-Unit Text Analysis Rubric	58
11.4.1 End-of-Unit Text Analysis Checklist	61
11.4.1 End-of-Unit Assessment Part 2	62
<b>Unit 2</b>	<b>64</b>
Central Ideas Tracking Tool	64
Model Central Ideas Tracking Tool (Optional)	66
Model Central Ideas Tracking Tool (Optional)	67
Model Central Ideas Tracking Tool (Optional)	69
11.4.2 Mid-Unit Assessment Evidence Collection Tool	71
Model 11.4.2 Mid-Unit Assessment Evidence Collection Tool	73
Model 11.4.2 Mid-Unit Assessment Evidence Collection Tool	75
Model 11.4.2 Mid-Unit Assessment Evidence Collection Tool	77
Model 11.4.2 Mid-Unit Assessment Evidence Collection Tool	79
11.4.2 Mid-Unit Assessment	82
11.4.2 Mid-Unit Text Analysis Rubric	84
11.4.2 Mid-Unit Text Analysis Checklist	89
11.4.2 Lesson 13 Evidence Collection Tool	90
Model 11.4.2 Lesson 13 Evidence Collection Tool	92
Model Central Ideas Tracking Tool (Optional)	94
11.4.2 Lesson 15 Evidence Collection Tool	96
Model 11.4.2 Lesson 15 Evidence Collection Tool	97

Model Central Ideas Tracking Tool (Optional)	99
11.4.2 End-of-Unit Evidence Collection Tool	101
Model 11.4.2 End-of-Unit Evidence Collection Tool	103
11.4.2 End-of-Unit Text Analysis Rubric	106
11.4.2 End-of-Unit Text Analysis Checklist	112
11.4.2 End-of-Unit Assessment	113
Module Performance Assessment	115
11.4 Narrative Writing Rubric	117
11.4 Narrative Writing Checklist	124

FOR SCREEN VIEWING IN BPA ONLY

FOR SCREEN VIEWING IN BPA ONLY

## ABOUT PCG EDUCATION

A division of Public Consulting Group (PCG), PCG Education provides instructional and management services and technologies to schools, school districts, and state education agencies across the United States and internationally. We apply more than 30 years of management consulting expertise and extensive real-world experience as teachers and leaders to strengthen clients' instructional practice and organizational leadership, enabling student success.

As educators engage with rigorous standards for college and career readiness, PCG Education partners with practitioners at all stages of implementation. We work with clients to build programs, practices, and processes that align with the standards. Our team of experts develops and delivers standards-based instructional resources, professional development, and technical assistance that meet the needs of all learners.

In response to a wide range of needs, PCG Education's solutions leverage one or more areas of expertise, including College and Career Readiness, MTSS/RTI, Special Programs and Diverse Learners, School and District Improvement, and Strategic Planning. PCG's technologies expedite this work by giving educators the means to gather, manage, and analyze data, including student performance information, and by facilitating blended learning approaches to professional development.

To learn more about PCG Education, visit us at [www.publicconsultinggroup.com](http://www.publicconsultinggroup.com).

PCG | *Education*

FOR SCREEN VIEWING IN BPA ONLY



# WHAT IS *PATHS TO COLLEGE AND CAREER*?

*Paths to College and Career* is a comprehensive English Language Arts/Literacy curriculum that meets the demands and instructional shifts of the Common Core State Standards (CCSS). Modules, units, and lessons in *Paths* address the curriculum standards as detailed in the Publisher's Criteria and the EQulP Rubric (<http://www.achieve.org/files/EQulP-ELArubric-06-24-13-FINAL.pdf>). *Paths* provides engaging and challenging learning experiences for students. Likewise, it provides meaningful support for educators as they encounter new instructional approaches and strategies that build students' skills and knowledge for success at the postsecondary level and in the workforce. *Paths* provides guidance to teachers for facilitating evidence-based conversations about text, developing students' academic vocabulary, teaching close reading, implementing Accountable Independent Reading (AIR), and unpacking the standards themselves.

## Features of *Paths to College and Career*

### Engaging, Complex Texts

In keeping with the guidance of the standards around increased text complexity, *Paths* includes a range of literary and informational texts at each grade level. The program features familiar canonical literature, such as Shakespeare's *Romeo and Juliet* and Edgar Allan Poe's "The Tell-Tale Heart," as well as contemporary works, such as Jhumpa Lahiri's *The Namesake* and Karen Russell's "St. Lucy's Home for Girls Raised by Wolves." *Paths* also embodies the CCSS emphasis on informational text, featuring such literary nonfiction as Thoreau's "Civil Disobedience," Dr. Martin Luther King Jr.'s "Letter from Birmingham Jail," and Julia Alvarez's "A Genetics of Justice." Through this diversity and balance of texts, *Paths* gives students at all levels the opportunity to grapple with, deconstruct, analyze, and make meaning from complex texts that address highly relevant and universal ideas and issues.

### Depth of Reading

*Paths* is paced to allow students to carefully explore complex text through reading and rereading to fully investigate ideas, structures, and layers of meaning. *Paths* emphasizes depth of understanding

of the text students read rather than the breadth of texts “covered” in a curriculum. To allow for deep analysis of texts, some works are read in their entirety, while others are read in excerpted selections.

*Paths* ensures that students have the space, time, and support to navigate complex texts that are worth reading. Each lesson in the curriculum engages students in thinking, talking, and writing about the texts as they read, reread, and collaborate. In *Paths*, students work independently and in groups to address challenging text-based questions, recognizing and articulating their own confusions and understandings before teachers model problem solving or provide guidance. As students progress through the grades, their increased capacity for independent work with complex texts increases, leading to greater ownership of their own learning.

## Revisiting and Annotating Text

Throughout *Paths*' lessons, students engage in reading both fiction and nonfiction in small chunks for specific purposes. Students may spend an entire class period on 10 lines of text to achieve a clear and common understanding. A central feature of achieving a depth of understanding involves annotating text. *Paths* regularly asks students to make note of specific parts of a text that contain important ideas or themes. These annotations and selections may spark connections to other parts of the text or a different text, or require additional instructional attention to support comprehension and analysis.

## Academic Vocabulary

A key priority within *Paths* is building students' academic vocabulary through the study of Tier 2 words, which are transferable, high-leverage terms that they may encounter in other coursework or disciplines. Students encounter a large number of these words as they read a volume of challenging literary and informational texts through independent and classroom reading. Exposure to these words enables students to gain familiarity with them through context or, as appropriate, learn their meaning from the teacher.

## Writing from Sources and Research

*Paths* emphasizes writing from sources and research, consistent with the expectations of the CCSS. Students write in a variety of modes for a variety of purposes using the text as the basis for forming claims and making inferences. In addition to short research projects on a range of topics over the course of a year, students also participate in sustained, inquiry-based research about a topic derived from a module text.

## Standards Assessed *and* Standards Addressed

*Paths* includes frequent and varied opportunities to assess student learning and track their progress toward success with the standards. These assessments can and should be used for formative purposes, but educators also may choose to select specific assessments for determining student progress. *Paths* includes rubrics and other tools that give the teacher data that may drive instruction or serve as a summative assessment.

In each lesson, *Paths* focuses on one or two “assessed standards” and another small group of “addressed standards.” The core work of a lesson reflects the assessed standards and provides students opportunities to engage with the demands of the full standard(s). Reflecting the interrelated nature of the standards, each lesson also includes addressed standards, which scaffold student learning to support their work with those standards in future lessons and modules.

Daily assessments provide students with an opportunity to demonstrate their growth in relation to the standard(s) at the heart of each lesson. In some assessments, the language of the standard(s) is included directly in the prompt. As students gain familiarity with the standards, assessment questions begin to reflect the language of the standards less explicitly, requiring students to unpack the question.

## Homework and Student Materials

### Independent and Regular Reading

*Paths* focuses in-class experiences on close reading of complex text, which is a key way to support students’ vocabulary growth. In addition, students must read widely and extensively in order to build their vocabularies outside the confines of the classroom.

In *Paths*, students read independently and regularly for homework. Accountable Independent Reading (AIR) is an almost daily expectation for homework, and through protocols built into the lessons, students engage in accountable talk in pairs and with their teacher about their independent reading texts. Through these practices and expectations, students quickly develop habits and routines around independent reading. In *Paths*’ AIR program, students independently consume a volume of text at an appropriate reading level, enabling them to navigate these texts on their own. These texts can and should connect to the topics and ideas explored in the curriculum modules.

The AIR program is Common Core oriented, as students are asked to focus on an applicable reading standard to frame their reading. During Homework Accountability in the lesson following an AIR assignment, students discuss with a peer how they applied the focus standard to their AIR texts, providing textual evidence to demonstrate their understanding of the application of the standard.

The school librarian or media specialist should play a key role in helping students and teachers locate quality high-interest texts for students to read independently *at their own reading level* for homework. AIR is typically assigned several nights a week so that students quickly develop habits of mind around this practice.

### Other/Additional Homework Outside of Independent Reading

In addition to AIR, students engage in other homework activities that extend the day’s lesson or prepare students for the following day, supporting lower-performing students as they navigate grade-level complex text independently. Students who do not complete the homework still benefit from actively listening to the Homework Accountability activity in the following lesson.

# Teacher Flexibility to Scaffold Students to Independence

*Paths* enables teachers to enact the standards and shifts in the high school ELA classroom, understanding that in any given classroom there is a range of student needs. To accommodate that reality, *Paths* offers flexibility in implementation. While the lessons provide detailed instructions and recommendations for educators, they also allow for teacher preference and adaptation, ensuring that what happens in the classroom both meets the needs of students and serves the shifts and the standards.

## Timing

Each lesson suggests the proportion of a class period to spend on specific activities. Teachers using *Paths* should move at the pace they think is best given their students' needs and the literacy skills demanded by the standards. It is better to extend a lesson than to omit sections of it for the sake of time. That is, when students are engaged in substantive, evidence-based discourse and are making meaning of the text, it is not necessary to push forward into the next activity, question, or task. The priority in this work is that students consistently develop their ability to engage in rigorous discussions and evidence-based writing based on their analysis of texts. Teachers should continue to make decisions regarding what is most appropriate for their students as the students grow in their understanding and capacity for independent work.

## Building Fluency

In *Paths*, masterful readings of whole texts or focus excerpts model fluent reading for students and give students opportunities to hear complex text read with appropriate cadence, emphasis, tone, and pronunciation. Students reading below grade level benefit enormously from hearing the text read while they follow along, reading silently prior to deconstructing the text and conducting their own analyses. Some students may need two of these read-throughs in order to access the text with confidence. Masterful readings are provided through audio clips, or may be delivered via teacher read-alouds. Not only does a masterful reading bring students into the text with more confidence and comfort, but it does so while developing their ability to read more fluently. Classes with students reading on or near grade level might choose to limit masterful readings in favor of having students read independently or in small-group settings.

## Paired and Group Reading/Collaborative Work

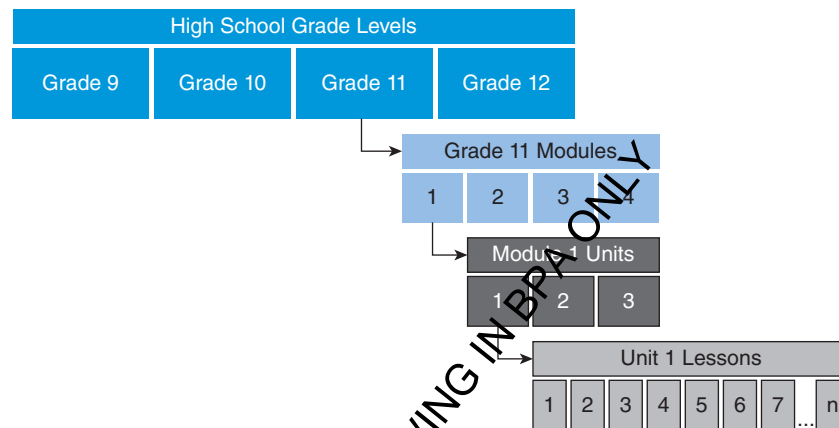
Collaboration plays a major role in students' readiness for college and careers. *Paths* provides a wide range of opportunities for students to collaborate while reading, writing, speaking, and listening.

In *Paths*, collaborative learning and the sharing of understandings and insights develop the habit of presenting the textual evidence that leads to a conclusion or claim. Listening to peers present and support their position based on evidence from the text strengthens all participants' capacity to do the

same. The standards weave together the four domains of reading, writing, speaking, and listening for just these reasons, and the curriculum is designed to reflect these priorities.

## Paths to College and Career Organization and Structure

The high school curriculum comprises four grade levels (9–12). Each grade level includes four primary modules. Each module consists of up to three units, and each unit consists of a set of lesson plans.



Modules are arranged in units comprising one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds on the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s). Each lesson is designed to span one class period but may extend beyond that time frame depending on student needs.

The *Paths to College and Career* curriculum provides a full year of modules and units, including the following:

- Curriculum map
- Module overview
- Unit overview
- Formative and summative assessments, including a Module Performance Assessment
- Lesson plans
- Instructional Notes and Differentiation Considerations
- Tools and handouts
- Rubrics and checklists

## Structure of a Module

Each module comprises up to three units and provides approximately eight weeks of instruction. Each unit includes a set of sequenced learning experiences that scaffold knowledge and understanding of the concepts and skills demanded by the CCSS. Module 1 at each grade level establishes the foundation of instructional routines used throughout the year.

*Paths to College and Career* reflects the principles of Universal Design for Learning (UDL) to support

- English language learners (ELL)
- Students with disabilities (SWD)
- Accelerated learners
- Students performing below grade level

Lessons are not scripts but rather illustrations of how instruction might be sequenced. Each module is adaptable and allows for teacher preference and flexibility to meet both students' needs and the requirements of the instructional shifts and the standards.

## Using *Paths to College and Career*

Throughout each lesson, unit, and module, and across all grade levels, *Paths* provides standards-aligned, engaging instruction and learning experiences. Students develop expertise in the standards as they practice them with a variety of topics and tasks. Instructional routines are consistent throughout the lessons, units, and modules, and across grade levels. This rigorous, rhythmic structure provides scaffolds for students as they develop greater independence and accountability for their own learning.

## Launching a Module

*Paths* provides multiple supports in each module to facilitate instructional planning and effective delivery. The **Module Overview** provides a road map of the entire module. It includes:

- An **Introduction** to the key instructional concepts and texts of the module
- **Literacy Skills and Habits** that will be the emphasis of instruction
- **English Language Arts Outcomes**, including **Year-long Target Standards** and the **Module-Specific Standards** that are assessed and addressed
- A description of the final **Module Performance Assessment**
- A **Module-at-a-Glance Calendar** that conveniently presents key features of each unit: the unit's text(s), number of lessons, Literacy Skills and Habits, standards assessed and addressed, and the Mid- and End-of-Unit Assessments

This overview provides a panoramic view of the module and includes the information educators need to make decisions about adapting, enhancing, or changing learning activities.

## Teaching a Unit

Parallel to the Module Overview, the **Unit Overview** provides essential information in an easy-to-understand format to ensure that teachers are equipped to successfully implement and/or adapt the unit. The Unit Overview includes:

- An **Introduction** to the key texts and key instructional ideas in the unit
- The **Literacy Skills and Habits** developed in the unit
- The **Standards** assessed and addressed
- A description of the ongoing, Mid-Unit, and End-of-Unit **Assessments**
- A lesson-by-lesson overview of text(s), learning outcomes/goals, and assessments in the **Unit-at-a-Glance Calendar**

In addition, the Unit Overview recommends actions that the teacher should take in preparing for instruction, such as reading and annotating the texts, reviewing rubrics, and posting standards. Likewise, the instructional materials required for the unit are identified, such as chart paper; self-stick notes; copies of the texts, rubrics, checklists, handouts, and tools; and recommended technology.

## Inside the Lesson

Lessons begin with front matter that equips the teacher with information about the key elements of the lesson. Each lesson's opening pages include:

- A narrative **Introduction** that previews the purpose of the lesson, its sequence and intended outcomes, and the key text(s) that serve as the focus of the lesson
- The **standards assessed and addressed** in the lesson
- The **lesson assessment** and elements of a **High Performance Response**
- **Vocabulary** words, and guidance as to which words should be provided directly by the teacher and which should be taught
- A **Lesson Agenda/Overview** which includes the student-facing agenda that teachers can present to students, and suggested instructional time in percentages, reflecting the variety of class lengths and enabling the teacher to make informed decisions about pacing
- Instructional **Materials** that are specific to the lesson
- Guidance on how to use the **Learning Sequence**

The **Learning Sequence** specifies the progression of **Activities** and embeds teacher moves, student actions and possible responses, and Instructional Notes.

The first Activity is the **Introduction to the Lesson Agenda**, which orients students to the lesson and the standards it assesses.

**Homework Accountability** follows the introduction, wherein students review the homework they did for the previous lesson through such activities as self-assessing, discussing in pairs, and/or engaging as a group in discussion.

Sequenced **Activities** compose the bulk of the lesson and may include close reading and discussion, annotating, teacher modeling, vocabulary development, and partner or group work. As students prepare for a Mid-Unit or End-of-Unit Assessment, activities may give them an opportunity to plan, draft, revise, discuss, and peer- or self-assess. Work time varies from day to day according to the standards, texts, and tasks. At the end of the Learning Sequence is a Quick Write or other form of assessment on the learning in the lesson.

The lesson **Closing** provides homework instructions.

## Support for the Teacher

In addition to information provided in the module and unit overviews, support is provided throughout the lesson in sections labeled Instructional Notes. Teacher Resource Books also offer a streamlined collection of the materials that teachers and students will need over the course of each module.

**Instructional Notes** offer scaffolding recommendations, background information, optional or differentiated activities, or optional reading and discussion questions for teachers to consider using, depending on how much time they have in their class period. Some Instructional Notes provide specific **Differentiation Considerations**, which suggest visuals, tools, practices, models, or adaptations for students who may need extra support to achieve lesson goals.

**Teacher Resource Books** include supporting materials that might be required for lessons. These materials may include specific reproducible tools, handouts, and rubrics and checklists.

FOR SCREEN VIEWING IN BRAIDLEY



# INTRODUCTION TO TEACHER RESOURCE BOOK

The following materials are included in the Teacher Resource Book:

- Curriculum texts
- Tools
- Handouts
- Rubrics and checklists

**Curriculum texts** are included in the Teacher Resource Book whenever possible. Those texts provided come with secured permissions or fall in the public domain, and are also included in the Student Journals. The provision of many of the curriculum texts supports student learning by easing access to content and creating multiple opportunities for students to read, reread, and annotate their own copies of the texts.

**Tools** are intended for students to use in conjunction with specified lessons, building their capacity for analysis and note taking. Tools are designed to enable students to meet the demands of the Common Core State Standards (CCSS), and support their progression on unit-specific standards and learning goals. Many lessons provide explicit guidance for teachers on how to use the related tools; teachers also may use tools as scaffolding for students, according to their needs. The Teacher Resource Book contains blank tools for distribution to students, as well as model tools, which provide examples of student work. Model tools can be used as a resource to help evaluate student learning and as a way to introduce students to a tool. In lesson and unit assessments, students are encouraged to reference their tools as they develop claims and collect and organize relevant evidence.

**Handouts** provide students relevant information that supports their engagement with the CCSS, and are intended to be used as references. Teachers distribute handouts to students in connection with specific learning objectives.

**Rubrics and checklists** within each lesson and unit assessment are aligned to the Publisher's Criteria and the EQuIP Rubric. These resources provide teachers with data to monitor and respond to student performance against the standards. Although most assessments in each module are intended to be formative, the rubrics and checklists allow teachers to use assessments for summative purposes as well. These materials also serve as a resource for students, who refer to them to guide their work and assess themselves and their peers during learning activities.

FOR SCREEN VIEWING IN BPA ONLY