

Grades 9 & 10

What should my students learn across the year?

By the end of ninth and tenth grades, all students should reach the expectations outlined in the New York State standards. This means that no matter what curricular resources your school uses, there are certain experiences all students in ninth and tenth grades will have. This learning map is to assist you in getting to know what your students should be learning across the year. and details examples of research validated pedagogical practices that you can employ to create access to rich and culturally responsive grade level content.

Reading

The Ninth and Tenth Grade Experiences

There are common threads to be found in the experiences and practices from the previous grades K-8, the transition to high school is marked by two distinct differences: the banding of grades 9/10 and 11/12 in the New York State Next Generation Learning Standards, as well as the increased depth of reading skills, complexity of texts, and expectations of more nuanced synthesis of what students read. Since the curriculum in high school is more cyclically designed, to some degree the practices and experience are not dependent on the order in which they appear below. It is important, therefore, that teachers continually assess and modify or reteach instruction as needed to achieve end of the year targets.

In the beginning of the ninth and tenth grade years, students will be immersed in a variety of reading experiences that include a balance of literary and informational texts. Students should be provided the opportunities to read numerous texts that provide “[windows, mirrors and sliding glass doors.](#)” Windows allow readers to experience worlds and stories that could be fictional or real-life tales. They also pass through the sliding glass doors where they empathize and gain knowledge of that world. Likewise, they need to see themselves and their own experiences reflected in the texts.

In addition, reading widely is incredibly important for secondary readers in building background knowledge and vocabulary, as well as honing comprehension and fluency skills for secondary readers. Students should engage in a range of reading experiences that include independent reading, literature circles/book clubs, shared reading, paired reading, reader’s theatre and instructional read aloud among other activities. The goal is for students to build agency with the priority learning skills and ultimately show growth toward mastery over the course of the academic year. The major difference between ninth and tenth grade is the complexity of texts that they study throughout the course. Skills build upon one another and as students engage in the learning, they hone their reading comprehension, fluency, use of language and vocabulary acquisition.

Special Note for Blended and Remote Instruction

Explicit, direct instruction utilizing a gradual release of responsibility model (**Modeling: I do; Guided Practice: We do; Independent Practice: You do**) is a highly validated research-based pedagogical approach that should be part of every teacher’s repertoire. Active engagement with students is particularly important during the **Modeling: I do** and **Guided Practice: You do** phases. Active engagement constitutes the interaction between the teacher and student and serves as a critical feature of high-quality instruction. One might argue without active engagement and the exchange between teacher and student, there is no teaching. For this reason, these components of a lesson are best suited for synchronous instruction so that the teacher can interact with students by asking questions, eliciting responses, discussing prior knowledge and offer students with affirmative and immediate feedback to correct any misconceptions before students go off to independently practice. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to practice new skills and reinforce new learning. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously. This article, [4 Tips for Getting to Know the Blended Instructional Model](#), will support you in establishing routines and structures for blended and remote settings.

	<p>Using this Learning Map</p> <p>Below you will find the teaching and learning experiences that most ninth and tenth-grade students should have throughout the year. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the experiences students will have.</p> <p>Since curriculum is typically carefully and intentionally designed, lessons in your curriculum should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade and the impact this has across grades vertically.</p>	
	<p>What will the learning look like?</p> <p><i>Over the course of each year, 9th & 10th graders have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this?</p> <p><i>Practices that create access to rich, culturally responsive grade-level work include but are not limited to the examples below.</i></p>
<p>Reading Behaviors and Habits</p> <p><i>The teaching and learning reflected here is connected to the Lifelong Practices of Readers and Writers. These reading behaviors should be explicitly taught and modeled in the beginning of the year. Teachers should monitor student learning</i></p>	<p>Students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Explore and build fluency in a balance of literature genres and informational texts • Independently choose texts that will engage reading for sustained periods of time in independent reading and/or book clubs/literature circles. • Build stamina to read longer texts in their entirety. • Develop and self-regulate reading goals independently and with support from book clubs/literature circles. • Monitor for meaning when reading independently by employing previously taught strategies for reading comprehension. • Set purpose for reading before, attending to comprehension during and synthesize details of the text after reading to: <ul style="list-style-type: none"> • Access prior knowledge • Build background knowledge • Make connections • Develop critical analyses • Recall, retell or summarize key ideas in text and support with citations of text evidence. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Utilize text sets that offer rich, diverse, and authentic texts to enhance the teaching and learning of content and foster affinities of students. • Cultivate a culture of independent reading and book clubs/literature circles through clear routines and structures to support choice of book selection and sustained time for reading. <ul style="list-style-type: none"> • Establish a set time for independent reading and book club meetings during the week. • Provide direct instruction for teaching routines and structures to students. • Access e-book texts with the NYC DOE Library Services reading app SORA or on the e-books and resources page. • Provide ample time and opportunity for students to engage with book clubs and as a community around the texts being read as a class and independently. • Provide time for students to write about their reading to support reflection and deeper analysis of text. • Provide direct instruction to teach reading comprehension strategies and support close reading analysis. • Engage students in daily academic discussion to ensure they are receiving support, but also engaging thoughtfully in a range of complex texts.

<p><i>around these lifelong practices and provide students with feedback so these behaviors become habits for lifelong reading.</i></p>	<ul style="list-style-type: none"> • Synthesize details from texts by rereading, annotating, citing evidence and applying reading strategies to develop critical thinking about the central ideas, themes, and main ideas of texts. 	<ul style="list-style-type: none"> • For additional support in developing a culture for reading and fostering reading behaviors and habits, please see the NYCDOE CIPL Teacher resource guides, Reading with Power and Passion and Teaching to Transform
<p>Reading Practices for Literary and Informational Texts</p> <p><i>The teaching and learning reflected here is connected to the Reading Priority Learning Standards</i></p> <p>Literary Text <i>may include but are not limited to:</i> <i>Stories, drama, poetry, fiction, fairytales, folk</i></p>	<p>Students should be provided with opportunities to:</p> <p>Make logical inferences about a text</p> <ul style="list-style-type: none"> • Make logical inferences based on literary elements and structure (either explicit or implicit) • Use information gleaned from analysis to support inferences • Develop questions for deeper understanding and further exploration <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly</p> <ul style="list-style-type: none"> • Cite strong and thorough evidence from the text that supports the inferences and conclusions drawn • Use strong and thorough evidence to explain analysis of texts in writing and/or discourse • Synthesize how authors employ point of view, perspective, and purpose to shape explicit and implicit messages 	<p>Teachers may:</p> <p>Make logical inferences about a text</p> <ul style="list-style-type: none"> • Practice analyzing the text by examining text structure and literary elements • Guide readers to continually ask questions and draw conclusions about the text • Model for readers and provide strategies to discern author’s bias and its effect on the main idea • Identify and analyze the various literary elements, rhetorical devices and structural choices authors employ • Teach students to make predictions about meaning, actions of the characters or events of the plot <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly</p> <ul style="list-style-type: none"> • Model reading excerpts in a text and citing details as you think aloud through the process using an instructional read aloud • Model comprehension strategies that students might employ when reading the text. Teach them when, why and HOW to use the strategy. • Model for readers how to annotate the text and track their thinking as well as extending their ideas

<p><i>tales, tall tales, biographies, autobiographies and other literary texts.</i></p> <p>Informational Text may include but are not limited to nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources</p>	<p>Determine one or more themes or central ideas in a text and analyze its development</p> <ul style="list-style-type: none"> • Use supporting details to determine themes or central ideas by drawing conclusions or making inferences • Identify how specific details shape and refine the themes or central ideas as they emerge and develop across a text <p><i>Literary</i></p> <ul style="list-style-type: none"> • Analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme <p><i>Informational</i></p> <ul style="list-style-type: none"> • Analyze how the author unfolds an analysis or argument, including: <ul style="list-style-type: none"> ○ Sequence, ○ the introduction and ○ development of interconnected ideas <p>Objectively and Accurately Summarize a text</p> <ul style="list-style-type: none"> • Choose key details that develop the theme or central idea when writing a summary that is objective and accurate • Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences <p>Determining the meaning of words and phrases as they are used in a text to foster deeper reading comprehension</p> <ul style="list-style-type: none"> • Pay attention to content specific words and their meaning within the text • Use context clues to figure out the meaning of unfamiliar words • Examine the connotative and figurative meanings of words within a text • Examine words with multiple meanings, to impact author’s purpose • Examine technical language related to a topic • Consider how author’s intent influences sentences, paragraphs, or sections 	<p>Determine one or more themes or central ideas in a text and analyze its development</p> <ul style="list-style-type: none"> • Instruct and model for readers how to synthesize text clues and various types of connections for deeper analysis of the text. • Guide readers to note features of the genre and how these features shape the theme/central ideas • Demonstrate and provide models for readers how to distinguish between a main idea and a topic • Instruct and model for readers how to synthesize text clues and various types of connections <p><i>Literary</i></p> <ul style="list-style-type: none"> • Model through read-aloud and think-aloud for readers how to identify and analyze the various literary devices, figurative language and rhetorical nuances (such as character, plot, setting, symbolism, alliteration, etc.) and how they inform the theme/central ideas <p><i>Informational</i></p> <ul style="list-style-type: none"> • Model through read-aloud and think-aloud for readers how to identify and analyze the various text features such as graphs, headings, infographics, pictures, etc. <p>Objectively and Accurately Summarize a text</p> <ul style="list-style-type: none"> • Demonstrate how readers can identify key details and determine which are most significant • Model through think aloud and with various strategies to identify author point of view and purpose and why authors make certain choices • Provide strategies for students as to how they can connect to other texts, ideas, or perspectives and how these inform our understanding of the text <p>Determining the meaning of words and phrases as they are used in a text to foster deeper reading comprehension</p> <ul style="list-style-type: none"> • Teach students how to identify and use context clues to decipher word meaning • Teach students morphology strategies so that they can identify root words, prefixes and suffixes and discern meaning of individual words • Model for readers how to distinguish between mood and tone and how it shapes the theme/central idea of a text
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	<p>Delineate and evaluate the argument and specific claims in a text</p> <ul style="list-style-type: none"> Analyze how subject/content presented in two more formats present different accounts. Evaluate the credibility of print and e-sources. Examine and analyze what makes a claim valid by determining if supporting evidence is relevant and sufficient. Pay close attention to details that are emphasized, altered or absent. Examine and analyze how pieces of specific evidence can be used in a claim or create opportunities for fallacy. Cite strong and thorough evidence from the text that supports: <ul style="list-style-type: none"> inferences and conclusions drawn. to explain analysis of texts in writing and/or discourse. 	<ul style="list-style-type: none"> Have students engage in vocabulary from a text within the context of the text using strategies and direct instruction (Note that decontextualized study of dictionary definitions has no relevant impact on word learning) For additional support with teaching vocabulary and specific strategies, please see the NYCDOE Word Work and Word Play <p>Delineate and evaluate the argument and specific claims in a text</p> <ul style="list-style-type: none"> Model and explicitly instruct readers how to identify claims (and counterclaims) and evidence that supports the claim. Provide strategies for readers to identify credibility of sources as well as validity of the evidence. Model with instructional read aloud to demonstrate for readers how to effectively engage in identifying an author’s argument and the evidence to support the claim. Have students use different types of fallacy to impact the author’s argument. Model for students how to cite text evidence effectively and accurately.
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Writing	<p>The Ninth and Tenth Grade Experiences (Adapted from NYC DOE Educating Powerful Writers)</p> <p>No matter what grade students are in, creating a culture of writing is essential as it allows students to share their stories, thoughts, responses, and opinions when intentionality orchestrated by informed, caring teachers. This starts with knowing students well by valuing and honoring what each student’s culture, interest and diverse background bring into the classroom, a key element of returning to school in the fall. A class with a supportive and nurturing culture is a place where teachers model and show students how to respect and care for each other. As teachers develop a community of writers, students will be asked to share their closely held stories and ideas, which requires a safe and supportive environment. While teachers will want all students to have an appreciation for writing as well as the knowledge and skills to write effectively, it is important to get to know students as writers first as the school year begins. This means that before teaching any writing at all, teachers should learn about their students, their history as writers, whether they love or hate writing, and whether they think they are good writers or not. While observing students and talking with them will yield much useful information, a simple survey done in the beginning of the year can also provide the teacher with essential information about students and their attitudes toward writing.</p> <p>In classes where there is culture of writing, all students know that they are capable of mastering writing, even though it is a complex skill. When there is a community of writers, students feel competent and able to write well, if not at the present moment, then certainly in the very near future. Teachers reinforce a growth mindset so that students understand the role that sustained effort and practice can play in improving achievement. What’s important establish some systems and structures so that the students feel that the teacher cares about them and their progress as writers. Students enter third grade with knowledge of the writing process to write narratives, opinions, informative/expository texts, poetic pieces, and responses to</p>
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literature. In the beginning of the year, teachers can capitalize on this knowledge as they establish these systems and structures that enable students to grow as writers and engage in the writing process whenever writing.

Over the course of the year, the focus of writing instruction should move away from critiquing the products that students create and instead toward instruction in the process that students use to create writing products. Instructional focus must shift from what is produced to how writing pieces are produced with a focus on making the teaching of writing transparent. Teachers of writing teach the “how” of writing and to unpack all the messy details that lead from an initial idea to a finished piece. As we teach writing as process, teachers will need to provide students with explicit instruction that guides them through each phase and establish systems and structures that support this. While writing pieces across various genres, students engage in the phases of the writing process outlined below, which are recursive and support students in learning the “how” of writing as they write following this process throughout the year.

- REHEARSING: Ways to find ideas for writing and prepare to draft
- DRAFTING: Writing a first draft
- REVISING: Improving writing through elaboration
- EDITING: Edit writing for mechanics, usage and punctuation
- PUBLISHING: Create a final piece; Celebrate and share it with others in authentic ways

Throughout the year, teachers can cultivate writing use mentor and model texts that reflect the diversity of their classrooms, knowing how important it is for students to see and hear stories about people like themselves. When students can identify with characters and stories that reflect some aspect of their own lives, personal and cultural knowledge and experience, they are more deeply engaged and can build on their life experiences to make connections to the wider world. Reading plays a critical role in writing and can actually help students become better writers. This is because wide reading exposes students to many authors’ use of language, style, characters, and dialogue that can serve as models and inspiration for students’ own writing. As students read different genres across the year, they begin to understand the structures, recognize patterns in organization and development, and become familiar with typical devices used in the genre. When they try their hand at writing in the same genre, they can apply all that they know as they make decisions about structure, content, and style. In addition to students reading texts in order to inform their own writing, writing can also inform their reading. In fact, many of the most common literary devices and concepts can be introduced first through writing, as can the notion of analyzing characters’ actions and words to determine their traits. For example, students can learn to write actions that reveal the kind of person their character is. A mean-spirited character might pinch people, while a shy character might scrunch down in his desk behind a taller student so that the teacher doesn’t see him and call on him to speak in front of the class. Once students know how to use actions and dialogue to reveal the characters they have created, they are then better able to identify these moves in the texts they read, and then analyze and determine how characters are revealed in the writings of professional authors. This dual practice can serve to accelerate mastery with both reading and writing skills.

In addition, it is integral for students to actively engage in a knowledge-building process in which a student immerses themselves in meaning-making experiences through reading, writing, listening, and speaking about a text or topic. As a result, although text (in its multiple forms) is at the center of the process, teachers should start to introduce protocols and routines for students to listen, talk, and write. This too will enable the development of the Lifelong Practices of Writers.

Special Note for Blended and Remote Instruction

Explicit and systematic instruction, where teachers might model a step-by-step demonstration of a strategy while verbalizing their thinking at each step or summarize texts read and collaborative writing, where teachers work together to plan, draft, revise, and edit their compositions, are two highly validated research-based pedagogical approaches that should be part of every teacher's repertoire as they teach writing. These components of a lesson are best suited for synchronous instruction so that the teacher can interact with students. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to try out new skills in their writing. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously.

Using this Learning Map

Below you will find the teaching and learning experiences that most ninth and tenth grade students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the kinds of teaching and learning experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade as well as the impact this has across grades vertically. You will notice learning experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum. As you examine your curriculum for the presence and teaching of these types of writing, some questions to consider are:

- Does your curriculum teach all three types of writing (narrative, opinion and informational)?
 - If your curriculum does not teach one of these types of writing, what supplemental programs does your school use to ensure this type of writing is taught so students reach the expectations outlined in the standards for each?
- When is each type of writing taught?
- When taught, do students have the learning experiences identified?

Please note, each genre of writing (informative/explanatory, argument and narrative is outlined below however it is not expected that all three genres of writing are taught from September to November. This learning map simply outlines the learning experiences that occur within each genre if taught in your curriculum during this timeframe.

	<p>What will the learning look like? <i>Over the course of each year, 9th & 10th graders have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this? <i>Teachers can use the research validated practices below to create access to rich, culturally responsive grade-level work.</i></p>
<p>Writing Behaviors and Habits</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards</i></p>	<p>Students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Read a variety of diverse texts that represent narrative, informative/explanatory and argument writing to serve as mentor texts for writing. • Emulate techniques observed in mentor texts. • Write routinely over sustained periods of time that gradually increase. • Write across a variety of genres (narrative, informative/explanatory and argument) for specific purposes. • Collaborate with classmates to write together. • Write to share stories and ideas and about topics that are interesting to them, relevant to their lives and meaningful. • Use writing to respond to texts, author, theme or personal experience through poems, plays, stories, art work, etc. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Choose authentic texts that are reflective of students’ rich cultures and backgrounds to serve as mentors and teach various structures. <ul style="list-style-type: none"> ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. • Have students discuss author’s craft across various kinds of writing. <ul style="list-style-type: none"> ○ Use the “raise hand feature” to promote discussion using video conferencing platforms. ○ Use Padlet to post questions and invite students to respond and encourage discussions and conversations. ○ Use Flipgrid to invite students to respond to each other. • Have students use think alouds and practice how to: <ul style="list-style-type: none"> ○ Emulate techniques from mentor texts. ○ Carry out the various steps for writing each type of genre. • Create systems and structures that give students extended periods of time to write daily. • Create charts or checklist for each genre students can refer to as they are writing; Follow these directions to use Flipgrid to make digital charts. • Provide students with a constricted choice (students will write in a specific genre but then are given choice about what they will write about within that genre). • Co-construct a portion of a writing with students; Guide students in practicing trying out new skills and writing techniques together; Offer immediate and affirmative feedback. <ul style="list-style-type: none"> ○ Use shared documents or Google Suite tools like Jamboard. ○ Use Writing.Com: Where the Writers Go, a collection of prewritten beginnings of stories, where students can choose the direction of the story and write final chapters! • Establish writing partnerships. <ul style="list-style-type: none"> ○ Establish remote writing partnerships; Encourage students to video conference their writing partner and/or create short videos where they share their writing with their partner and others. • Create a community of writers, where students feel safe to share their stories and personal experiences; Give students the opportunity to share stories and ideas and discuss topics that are interesting to them, relevant to their lives and meaningful as springboards for writing.

- Write in response to writing prompts (e.g, quick write or on demand) so that teachers can assess writing skills students already have.

The Writing Process

- Use the writing process with an understanding that all parts of the writing process can happen at any time while writing a piece.

REHEARSING: FINDING IDEAS AND PREPARING TO DRAFT

- Brainstorm ideas for writing by making lists or completing graphic organizers.
- Reading other writers for inspiration.
- Re-read their own pieces for topics or ideas to explore further.

- Give students opportunities to share during live session; Promote turn taking and discussion using video conferencing features like the “raise hand” feature or chat.
- Have students record short videos to share with peers and others.
- Give students choices for writing and ways to respond to texts and experiences creatively; Expose students to poems, plays, artwork, etc.
 - Check out this [interactive website](#) that helps students learn poetry.
- Engage students in discussion that activate prior knowledge about topics and previously learning writing skills and techniques prior to writing in response to a prompt (e.g., quick write or on demand). Video conference with students as they complete their quick writes or on demand pieces; Have students use interactive tools like [Jamboard](#).

The Writing Process

- Have students use [the writing process](#); Reinforce that students might return to drafting and brainstorming ideas after revision.
- Provide student with tools (e.g., checklists) to self-monitor as they move through the writing process; Model the use of these tools for students; Monitor and reinforce student use.
 - Create a digital checklist that students can use as they engage in the writing process; Use [Google Keep](#) to share it with students.
 - Use the [writing process and workshop techniques](#) to strengthen writing through peer collaboration and mentor feedback
- Establish writing partnerships so students can work together to plan, draft, revise, and edit their compositions.
 - Create remote writing partnerships; Encourage students to video conference with or send videos to their remote writing partner.

REHEARSING: FINDING IDEAS AND PREPARING TO DRAFT

- Brainstorm ideas for writing together with students; co-construct lists or complete graphic organizers that document ideas for writing; Use [this resource](#) to create digital concept maps.
- Model brainstorming ideas and writing out those ideas into blurbs that can be stretched out; Use a shared document or interactive tools like [Jamboard](#).
- Give students choice to selecting meaningful, relevant and interesting topics to write about.
- Immerse students in mentor texts with authentic writing examples that reflective their diverse cultures, background and experiences; Utilize accessible digital collections such as [Sora](#), [Epic!](#), [Lit2Go](#), [MyOn](#).
- Have students maintain a writing notebook for generating, capturing, and drafting ideas; Have students return to their writing notebook for topics and ideas to explore further in upcoming pieces;

- Create a writing plans like outlines or graphic organizers.

- Gather needed information needed to write.

- Write several flash drafts of possible story ideas.

DRAFTING

- Use a writing plans and other supporting information organized or gathered to draft writing pieces.

REVISING

- Elaborate on the most critical elements for each genre of writing.

- Create digital writing notebooks for students; Read [this article](#) to find out more about digital writing notebooks.
- Model how to extract ideas from free-writes and how to write a claim by focusing on the universality of the idea/claim in one’s own writing.
- Have students create writing plans using outlines and graphic organizers; Have students practice together and provide them with immediate, affirmative feedback.
 - Use digital tools like a shared documents, PowerPoint Charts, applications or [this resource for digital concept maps](#).
- Engage students with multiple texts about the same topic or theme as a way to gather information and ideas to write about while building knowledge; Utilize accessible digital collections such as [Sora](#), [Epic!](#), [Lit2Go](#), [MyOn](#).
- Ensure that students are provided choice when generating ideas for writing; Have students discuss choices for writing; Use video conferencing features like the “raise hand” feature or chat to promote discussion.
- Have students compose a flash draft; Use a think aloud to illustrate thinking to students; Use a shared document or interactive tools like [Jamboard](#).

DRAFTING

- Have students use information organized and gathered during the rehearsal stage to begin writing; Use a shared document or interactive tools like [Jamboard](#).
- [Share written ideas/claims](#) and evaluating their efficacy, clarity and sophistication through discussion and writing.
- Have students share their drafts with a partner for feedback; Have students use charts or checklists about the specific writing genre when giving feedback.
 - Have students review each others’ drafts and provide feedback electronically.
 - Have students create short videos detailing the feedback they have for their partner.
 - Use [Padlet](#) to invite students to respond and encourage discussions and conversations.
 - Use [Flipgrid](#) to invite students to response to each other.

REVISING

- Refer to charts and/or checklist for a particular genre when modeling the revision process for students; Follow [these directions](#) to use Flipgrid to make digital charts.
- Have students model how to select a part of writing for revision using a demo text; Have students model in pairs to illustrate why they have made decisions; Provide students with immediate and affirmative feedback.
- Have students revise work by adding critical elements for the genre to writing on a demo text; Use a think aloud to illustrate how particular parts are being revised.

	<ul style="list-style-type: none"> • Revisit word usage. • Incorporate feedback from the teacher and peers. <p><i>EDITING</i></p> <ul style="list-style-type: none"> • Evaluate the quality of their sentences. • Check grammar, spelling, and punctuation, as well as correcting any mistakes in the piece. <p><i>PUBLISHING</i></p> <ul style="list-style-type: none"> • Incorporate revisions and edits into one neat, final copy of their writing. • Share their writing with well-chosen audiences. <ul style="list-style-type: none"> • Receive feedback on their writing from audiences. • Reflect on their writing and consider new writing challenges or areas for growth. 	<ul style="list-style-type: none"> • Have students engage in updating word usage; E.g., you might ask, “Did you use e various types or phrases and clauses to add variety and interest?” • Model effective feedback techniques by presenting students with a comment bank, sentence starters and protocol to guide students as they suggest/make revisions. • Refer to charts and/or checklist during conferences with students to discuss their writing and work together to develop a plan for revision; Use Google Keep to share digital checklists with students. <p><i>EDITING</i></p> <ul style="list-style-type: none"> • Have students use a checklist for checking grammar, spelling, and punctuation, as well as correcting any mistakes in the piece. • Give students editing checklists; Use Google Keep to share digital checklists with students. • Have students edit each other’s work. <p><i>PUBLISHING</i></p> <ul style="list-style-type: none"> • Have students prepare a neat, final copy of their writing with the support a demo text; Use a think aloud to illustrate your thinking and decision making; Use a shared document or interactive tools like Jamboard. • Provide avenues for students to publish their work via online forums, a google classroom, webpage, etc. • Create opportunities for students to share their writing with a chosen audience. <ul style="list-style-type: none"> ○ Have students record short videos where they share their writing; Have them share videos with peers and family members. • Create sentence starters or checklists an audience can use to guide their feedback. • Give students opportunities to reflect on their writing and create writing goals. • Set up a digital reflection journal or exit tickets. Read this article to learn more
<p>Informative/ Explanatory</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Analyze information cited from sources • Synthesize complexity of the topic and information • Organize complex ideas, concepts, and information in ways that make important connections and distinctions • Develop a topic with well-chosen, relevant, and sufficient facts, definitions, details, and quotations • Determine what information is appropriate to include in writing based on the audience’s knowledge of the topic • Use an appropriate style and tone for writing 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> • Engage students with challenging questions and problems, prompting them to explore complex texts through pre-writing techniques like annotation and note-taking • Pair or group students for the purpose of sharing notes, ideas and connections on complex texts, developing new ideas when necessary • Offer mentor and demo texts to support analysis of style and tone. • Model accepted uses for direction quotation, annotation and summarization of key information, giving students time to practice and share • Employ technology-based platforms to organize and present information for discussion and feedback • Highlight/mark key vocabulary in texts, while also demonstrating techniques for identifying and transitioning key words from reading to writing

	<ul style="list-style-type: none"> Clearly organize writing with headings, paragraphs and sections Use appropriate and varied transitions that create cohesion and clarify the relationships Use language and key vocabulary that matches the complexity of the topic Provide a concluding statement or section that follows from and supports the information or explanation presented 	<ul style="list-style-type: none"> Assess students' writing for the purpose of directly teaching writing conventions appropriate to informational/explanatory writing Model effective feedback techniques by presenting students with a comment bank, sentence starters and protocol to guide students as they suggest/make revisions
<p>Argument <i>The teaching and learning reflected here is connected to Priority Learning Standards</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> Analyze information cited from sources Synthesize complexity of topics and information Engage in various types of argument writing to understand style and tone. Develop a precise claim supported with reason/evidence. Present a counterclaim and support with reason/evidence. Distinguish and articulate the relationship among claim and counterclaim. Develop and present a concluding statement to support an argument. 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> In order to read through arguments, and literary pieces, students will need to annotate and chunk through the text that they read. These strategies support students with comprehension, eliciting evidence and determining literary devices used to support central ideas. Utilize models of argument writing to share with students prior to the lesson(s) Use evidence to support a position Engage students in goal setting through each lesson/utilize self-regulated strategy development (SRSD). Support the goal setting and the writing process by utilizing an outline for students.
<p>Literary Analysis <i>This learning is connected to the Priority Learning Standards</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> Explore and link literary device and to central idea of a text. Develop a general statement/central idea of a specific topic. Provide evidence and detail for the topic. Develop a thesis statement that combines a literary device, to central idea in order to support argument. Determine evidence to support the authors' specific use of a literary device. Explain the device, the development and purpose 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> Practice literary analysis by using the literary device of conflict. Practice expanding sentences to include transitions and conjunctions which supports detail and development of central idea. Use a format to explore the significance of evidence in supporting central idea throughout the analysis. Access state developed materials to support with Regents development.

	<ul style="list-style-type: none"> • Explain how the device is connected to central idea, theme and/or thesis • Develop a concluding statement to link evidence of a literary device to the central idea of a text. 	
<p>Narrative</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Engage with multiple narrative literary texts to study effective narrative techniques. • Develop a hook in writing that engages readers in a problem, conflict, situation or observation. • Introduce a narrator and/or characters in writing. • Develop and sequence experiences and events with cohesion and progression. • Incorporate vivid and sensory language to convey experiences and events. • Include a conclusion that follows and reflects on what was presented in the narrative. 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> • Select narrative texts and topics that are culturally relevant and on grade-level, giving students the opportunity to respond in writing with scaffolded support, including discussion with peers • Model how to write a hook by focusing on the qualities that make an engaging hook for readers • Create multiple tasks and opportunities for students to practice writing narrative texts, prompting them to include narrators, characters, experience, events and descriptions • Pair students together to read each other’s narratives for the purpose of providing feedback

Language & Vocabulary Development	<p>The Ninth and Tenth Grade Experiences</p> <p>Although there are common threads to be found in the experiences and practices from the previous grades K-8, the transition to high school is marked by two distinct differences: the banding of grades 9/10 and 11/12 in the Next Generation Learning Standards, as well as the increased importance placed on the integration and use of academic language in ELA, History/Social Studies, Science and Technical Subjects. Therefore, the map below is not divided into grades or specific courses, as schools should design core and elective classes to strategically address student need and engagement.</p> <p>It is important to note that vocabulary and language development are inextricably linked to reading, writing, listening, and speaking with others. Although this section delineates the experiences and practices of language development and vocabulary, it also highlights how a student will experience—and how teachers can practice—an interconnected classroom environment that utilizes all the modalities to develop content knowledge and meaning making. Thus, the statements (listed below) not only showcase the specific skills cultivated by teaching and learning, but they also exemplify how those skills can be used within a knowledge-building process -- a cornerstone for lifelong learning.</p> <p>As you read about these experiences and practices, think about the reading and writing sections of this document and answer the following question:</p> <ul style="list-style-type: none"> • How can I link these practices to reading, writing, listening, and speaking activities within a unit of study or lesson? • What routines and structures can I cultivate in an effort to leverage language and vocabulary development throughout cross-content instructional opportunities? <p>Below you will find the learning that most ninth or tenth grade students should have during the course of each year and the learning that takes place. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the experiences students will have.</p> <p>Since curriculum is typically carefully and intentionally designed, lessons in your curriculum should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade and the impact this has across grades vertically.</p>	
	<p>What will the learning look like?</p> <p><i>Over the course of each year, 9th & 10th graders have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this?</p> <p><i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i></p>
Routines, habits and behaviors for strengthening academic language and making	<p>Students should be provided with opportunities to:</p> <ul style="list-style-type: none"> • Engage in a variety of collaborations and discussions with peers on a range of topics and themes • Establish roles and expectations for collaborative discussions 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Identify collaborative discussion protocols that support the task demands • Activate or enhance prior knowledge to make clear connections between lessons and units • Engage students in think-aloud and the use of targeted language for the purpose of expressing ideas and making connections • Highlight author’s craft and make connections to author’s purpose and audience through annotations

<p>meaning from language</p> <p><i>This learning is connected to the Priority Learning Standards</i></p>	<ul style="list-style-type: none"> • Respond thoughtfully to a variety of perspectives and audiences to make connections to big ideas and themes • Use grade-level, authentic texts to highlight text features and word choice at the sentence level for meaning making • Respond to text dependent questions to make broader connections and inferences • Express ideas clearly to build off discussions that respond to and challenge thinking • Track participants, events and ideas in a variety of texts • Participate in morphology mini lessons and word gradients • Use high-utility vocabulary to better respond to reading, writing, listening and speaking tasks • Co-construct meaning from texts for a variety of purposes and presentation 	<ul style="list-style-type: none"> • Develop skills such as paraphrasing and summarizing • Encourage students to pull from their many language registers to engage in meaning making • Create ample opportunities for read-write-talk cycles • Provide model texts for students to borrow language and mirror style
<p>Using Academic Language in Context</p> <p><i>This learning is connected to the Priority Learning Standards</i></p>	<p>Students should be provided with opportunities to:</p> <ul style="list-style-type: none"> • Study words and phrases as they are used in a text • Explore the technical and figurative meanings of words, as well as similarities or difference to other words and phrases • Connect word choice to the shape of meaning and tone • Explore new or challenging words and phrases • Examine how the parts of complex words can impact meaning • Use target vocabulary words to master academic content • Reflect on word choices and analyze the impact of those choices on comprehension/expression • Develop conventions of academic English usage, including grammar, punctuation, capitalization and spelling 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Selecting texts that are culturally relevant and on grade-level, giving students the opportunity to study words and phrases in multiple forms, including discussion with peers • Providing time and structures for students to develop sustainable annotation and note-taking skills, including sections for the study of high-utility words and phrases • Highlighting and/or calling out words that might be new or challenging for students in a text and providing time for exploration or translation • Posting banks of high-utility words and phrases in multiple forms for students to use in production (e.g., walls, tables, top of an activity guide, hyperlinks in an online activity) • Probing students to use academic language regularly in their responses when appropriate • Modeling how an author’s word choices can affect the mood and the meaning of a text or parts of a text • Providing feedback on written/spoken work to develop student's ownership and use of academic English conventions

Grades 11 & 12

What should my students learn across the year?

By the end of eleventh and twelfth grades, all students should reach the expectations outlined in the New York State standards. This means that no matter what curricular resources your school uses, there are certain experiences all students in eleventh and twelfth grades will have. This learning map is to assist you in getting to know what your students should be learning across the year. and details examples of research validated pedagogical practices that you can employ to create access to rich and culturally responsive grade level content

Reading

The Eleventh and Twelfth Grade Experiences

Students in eleventh and twelfth grades will be expected to be immersed in a variety of reading experiences that include a balance of literary and informational texts. Students should be provided the opportunities to read numerous texts that provide “[windows, mirrors and sliding glass doors.](#)” Windows allow readers to experience worlds and stories that could be fictional or real-life tales. They also pass through the sliding glass doors where they empathize and gain knowledge of that world. Likewise, they need to see themselves and their own experiences reflected in the texts. Reading widely is incredibly important in building background knowledge and vocabulary as well as honing comprehension and fluency skills for secondary readers. Although incredibly important for students to read widely, it is essential to support with explicit instruction to teach these skills within the reading. Students should engage in a range of reading experiences that include independent reading, literature circles/book clubs, shared reading, paired reading, reader’s theatre and instructional read aloud among other activities.

Although there are common threads to be found in the experiences and practices from the previous grades K-8, the transition to high school is marked by two distinct differences: the banding of grades 9/10 and 11/12 in the New York State Next Generation Learning Standards, as well as the increased depth of reading skills, complexity of texts, and expectations of more nuanced synthesis of what students read. Since the curriculum in high school is more cyclically designed, to some degree the practices and experience are not dependent on the order in which they appear below. It is important, therefore, that teachers continually assess and modify or reteach instruction as needed to achieve end of the year targets.

Therefore, the map below is not divided into grades or specific courses, as schools should design core and elective classes to strategically address student need and engagement.

Finally, it should be noted that the academic language and literacy demands of the standards as written do not change significantly from the lower grades of high school to the 11th and 12th grades. However, the complexity of texts and the rigor of tasks should match the growth of students, paying special attention to the ELA Regents exam and other graduation-worthy projects in ELA.

Special Note for Blended and Remote Instruction

Explicit, direct instruction utilizing a gradual release of responsibility model (**Modeling: I do; Guided Practice: We do; Independent Practice: You do**) is a highly validated research-based pedagogical approach that should be part of every teacher’s repertoire. Active engagement with students is particularly important during the **Modeling: I do** and **Guided Practice: You do** phases. Active engagement constitutes the interaction between the teacher and student and serves as a critical feature of high-quality instruction. One might argue without active engagement and the exchange between teacher and student, there is no teaching. For this reason, these components of a lesson are best suited for synchronous instruction so that the teacher can interact with students by asking questions, eliciting responses, discussing prior knowledge and offer students with affirmative and immediate feedback to correct any misconceptions before students go off to independently practice. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to practice new skills and reinforce new learning. Throughout this document, you find ideas and resources that support blended and

	<p>remote instruction both synchronously and asynchronously. This article, 4 Tips for Getting to Know the Blended Instructional Model, will support you in establishing routines and structures for blended and remote settings.</p> <p>Using this Learning Map Below you will find the teaching and learning experiences that most eleventh and twelfth-grade students should have throughout the year. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the experiences students will have.</p> <p>Since curriculum is typically carefully and intentionally designed, lessons in your curriculum should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade and the impact this has across grades vertically.</p>	
	<p>What will the learning look like? <i>Over the course of each year, 11th & 12th graders have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade-level work include but are not limited to the examples below.</i></p>
<p>Reading Behaviors and Habits <i>The teaching and learning reflected here is connected to the Lifelong Practices of Readers and Writers. These reading behaviors should be explicitly taught and modeled in the beginning of the year. Teachers</i></p>	<p>Students should be provided with opportunities to:</p> <ul style="list-style-type: none"> • Explore and build fluency in a balance of literature genres and informational texts • Independently choose texts that will engage reading for sustained periods of time in independent reading and/or book clubs/literature circles. • Build stamina to read longer texts in their entirety. • Develop and self-regulate reading goals independently and with support from book clubs/literature circles. • Monitor for meaning when reading independently by employing previously taught strategies for reading comprehension. • Set purpose for reading before, attending to comprehension during and synthesize details of the text after reading to: <ul style="list-style-type: none"> • Access prior knowledge • Build background knowledge 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Utilize text sets that offer rich, diverse, and authentic texts to enhance the teaching and learning of content and foster affinities of students. • Cultivate a culture of independent reading and book clubs/literature circles through clear routines and structures to support choice of book selection and sustained time for reading. <ul style="list-style-type: none"> • Establish a set time for independent reading and book club meetings during the week. • Provide direct instruction for teaching routines and structures to students. • Access e-book texts with the NYC DOE Library Services reading app SORA or on the e-books and resources page. • Provide ample time and opportunity for students to engage with book clubs and as a community around the texts being read as a class and independently. • Provide time for students to write about their reading to support reflection and deeper analysis of text. • Provide direct instruction to teach reading comprehension strategies and support close reading analysis.

<p><i>should monitor student learning around these lifelong practices and provide students with feedback so these behaviors become habits for lifelong reading.</i></p>	<ul style="list-style-type: none"> • Make connections • Develop critical analyses • Recall, retell or summarize key ideas in text and support with citations of text evidence. • Synthesize details from texts by rereading, annotating, citing evidence and applying reading strategies to develop critical thinking about the central ideas, themes, and main ideas of texts. 	<ul style="list-style-type: none"> • Engage students in daily academic discussion to ensure they are receiving support, but also engaging thoughtfully in a range of complex texts. • For additional support in developing a culture for reading and fostering reading behaviors and habits, please see NYCDOE Reading with Power and Passion and Teaching to Transform
<p>Reading Practices for Literary and Informational Texts</p> <p><i>The teaching and learning reflected here is connected to the Reading Priority Learning Standards</i></p> <p>Literary Text <i>may include but are not limited to:</i></p>	<p>Students should be provided with opportunities to:</p> <p>Make logical inferences about a text</p> <ul style="list-style-type: none"> • Make logical inferences based on literary elements and structure (either explicit or implicit) • Use information gleaned from analysis to support inferences • Develop questions for deeper understanding and further exploration <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly</p> <ul style="list-style-type: none"> • Cite strong and thorough evidence from the text that supports the inferences and conclusions drawn • Use strong and thorough evidence to explain analysis of texts in writing and/or discourse • Synthesize how authors employ point of view, perspective, and purpose to shape explicit and implicit messages 	<p>Teachers may:</p> <p>Make logical inferences about a text</p> <ul style="list-style-type: none"> • Model for students how a reader infers using prior knowledge and text details • Practice analyzing the text by examining text structure and literary elements • Guide readers to continually ask questions and draw conclusions about the text • Model for readers and provide strategies to discern author’s bias and its effect on the main idea • Identify and analyze the various literary elements, rhetorical devices and structural choices authors employ • Teach students to make predictions about meaning, actions of the characters or events of the plot <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly</p> <ul style="list-style-type: none"> • Model reading excerpts in a text and citing details as you think aloud through the process using an instructional read aloud • Model comprehension strategies that students might employ when reading the text. Teach them when, why and HOW to use the strategy. • Model for readers how to annotate the text and track their thinking as well as extending their ideas

<p><i>Stories, drama, poetry, fiction, fairytales, folk tales, tall tales, biographies, autobiographies and other literary texts.</i></p> <p>Informational Text may include but are not limited to <i>nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources</i></p>	<p>Determine one or more themes or central ideas in a text and analyze its development</p> <ul style="list-style-type: none"> Use supporting details to determine themes or central ideas by drawing conclusions or making inferences Identify how specific details shape and refine the themes or central ideas as they emerge and develop across a text. <p><i>Literary</i></p> <ul style="list-style-type: none"> Analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme <p><i>Informational</i></p> <ul style="list-style-type: none"> Analyze how the author unfolds an analysis or argument, including: <ul style="list-style-type: none"> Sequence, the introduction and development of interconnected ideas <p>Objectively and Accurately Summarize a text</p> <ul style="list-style-type: none"> Choose key details that develop the theme or central idea when writing a summary that is objective and accurate Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences <p>Determining the meaning of words and phrases as they are used in a text to foster deeper reading comprehension</p> <ul style="list-style-type: none"> Pay attention to content specific words and their meaning within the text Use context clues to figure out the meaning of unfamiliar words Examine the connotative and figurative meanings of words within a text Examine words with multiple meanings, to impact author’s purpose 	<p>Determine one or more themes or central ideas in a text and analyze its development</p> <ul style="list-style-type: none"> Instruct and model for readers how to synthesize text clues and various types of connections for deeper analysis of the text. Guide readers to note features of the genre and how these features shape the theme/central ideas Demonstrate and provide models for readers how to distinguish between a main idea and a topic Instruct and model for readers how to synthesize text clues and various types of connections <p><i>Literary</i></p> <ul style="list-style-type: none"> Model through read-aloud and think-aloud for readers how to identify and analyze the various literary devices, figurative language and rhetorical nuances (such as character, plot, setting, symbolism, alliteration, etc.) and how they inform the theme/central ideas <p><i>Informational</i></p> <ul style="list-style-type: none"> Model through read-aloud and think-aloud for readers how to identify and analyze the various text features such as graphs, headings, infographics, pictures, etc. <p>Objectively and Accurately Summarize a text</p> <ul style="list-style-type: none"> Demonstrate how readers can identify key details and determine which are most significant Model through think aloud and with various strategies to identify author point of view and purpose and why authors make certain choices Provide strategies for students as to how they can connect to other texts, ideas, or perspectives and how these inform our understanding of the text <p>Determining the meaning of words and phrases as they are used in a text to foster deeper reading comprehension</p> <ul style="list-style-type: none"> Teach students how to identify and use context clues to decipher word meaning Teach students morphology strategies so that they can identify root words, prefixes and suffixes and discern meaning of individual words Model for readers how to distinguish between mood and tone and how it shapes the theme/central idea of a text

	<ul style="list-style-type: none"> • Examine technical language related to a topic • Consider how author’s intent influences sentences, paragraphs, or sections <p>Delineate and evaluate the argument and specific claims in multiple texts</p> <ul style="list-style-type: none"> • Analyze how subject/content presented in two more formats present different accounts. • Evaluate the credibility of print and e-sources. • Examine and analyze what makes a claim valid by determining if supporting evidence is relevant and sufficient. • Pay close attention to details that are emphasized, altered or absent. • Examine and analyze how pieces of specific evidence can be used in a claim or create opportunities for fallacy. • Cite strong and thorough evidence from the text that supports: <ul style="list-style-type: none"> ○ inferences and conclusions drawn. ○ to explain analysis of texts in writing and/or discourse. 	<ul style="list-style-type: none"> • Leverage vocabulary from a text within the context of the text using strategies and direct instruction (Note that decontextualized study of dictionary definitions has no relevant impact on word learning) • For additional support with teaching vocabulary and specific strategies, please see NYCDOE Word Work and Word Play <p>Delineate and evaluate the argument and specific claims in multiple texts</p> <ul style="list-style-type: none"> • Have readers identify claims (and counterclaims) and evidence that support multiple claims. • Provide strategies for readers to identify credibility of sources as well as validity of the evidence. • Model with instructional read aloud to demonstrate for readers how to effectively engage in identifying an author’s argument and the evidence to support the claim. • Have students use different types of fallacy and how it impacts argument. • Model for students how to cite text evidence effectively and accurately. • Demonstrate for readers how to distinguish between a main idea and a topic • Provide examples and models for readers to identify and analyze how the text details and evidence support the main idea or central idea • Instruct and model for readers how to synthesize text clues and various types of connections • Model through read-aloud and think-aloud for readers how to identify and analyze the various text features such as graphs, headings, infographics, pictures, etc.
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Writing	<p>The Eleventh and Twelfth Grade Experiences (Adapted from NYC DOE Educating Powerful Writers)</p> <p>No matter what grade students are in, creating a culture of writing is essential as it allows students to share their stories, thoughts, responses, and opinions when intentionality orchestrated by informed, caring teachers. This starts with knowing students well by valuing and honoring what each student’s culture, interest and diverse background bring into the classroom, a key element of returning to school in the fall. A class with a supportive and nurturing culture is a place where teachers model and show students how to respect and care for each other. As teachers develop a community of writers, students will be asked to share their closely held stories and ideas, which requires a safe and supportive environment. While teachers will want all students to have an appreciation for writing as well as the knowledge and skills to write effectively, it is important to get to know students as writers first as the school year begins. This means that before teaching any writing at all, teachers should learn about their students, their history as writers, whether they love or hate writing, and whether they think they are good writers or not. While observing students and talking with them will yield much useful information, a simple survey done in the beginning of the year can also provide the teacher with essential information about students and their attitudes toward writing.</p>
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In classes where there is culture of writing, all students know that they are capable of mastering writing, even though it is a complex skill. When there is a community of writers, students feel competent and able to write well, if not at the present moment, then certainly in the very near future. Teachers reinforce a growth mindset so that students understand the role that sustained effort and practice can play in improving achievement. What's important establish some systems and structures so that the students feel that the teacher cares about them and their progress as writers. Students enter third grade with knowledge of the writing process to write narratives, opinions, informative/expository texts, poetic pieces, and responses to literature. In the beginning of the year, teachers can capitalize on this knowledge as they establish these systems and structures that enable students to grow as writers and engage in the writing process whenever writing.

Over the course of the year, the focus of writing instruction should move away from critiquing the products that students create and instead toward instruction in the process that students use to create writing products. Instructional focus must shift from what is produced to how writing pieces are produced with a focus on making the teaching of writing transparent. Teachers of writing teach the “how” of writing and to unpack all the messy details that lead from an initial idea to a finished piece. As we teach writing as process, teachers will need to provide students with explicit instruction that guides them through each phase and establish systems and structures that support this. While writing pieces across various genres, students engage in the phases of the writing process outlined below, which are recursive and support students in learning the “how” of writing as they write following this process throughout the year.

- REHEARSING: Ways to find ideas for writing and prepare to draft
- DRAFTING: Writing a first draft
- REVISING: Improving writing through elaboration
- EDITING: Edit writing for mechanics, usage and punctuation
- PUBLISHING: Create a final piece; Celebrate and share it with others in authentic ways

Throughout the year, teachers can cultivate writing use mentor and model texts that reflect the diversity of their classrooms, knowing how important it is for students to see and hear stories about people like themselves. When students can identify with characters and stories that reflect some aspect of their own lives, personal and cultural knowledge and experience, they are more deeply engaged and can build on their life experiences to make connections to the wider world. Reading plays a critical role in writing and can actually help students become better writers. This is because wide reading exposes students to many authors’ use of language, style, characters, and dialogue that can serve as models and inspiration for students’ own writing. As students read different genres across the year, they begin to understand the structures, recognize patterns in organization and development, and become familiar with typical devices used in the genre. When they try their hand at writing in the same genre, they can apply all that they know as they make decisions about structure, content, and style. In addition to students reading texts in order to inform their own writing, writing can also inform their reading. In fact, many of the most common literary devices and concepts can be introduced first through writing, as can the notion of analyzing characters’ actions and words to determine their traits. For example, students can learn to write actions that reveal the kind of person their character is. A mean-spirited character might pinch people, while a shy character might scrunch down in his desk behind a taller student so that the teacher doesn’t see him and call on him to speak in front of the class. Once students know how to use actions and dialogue to reveal the characters they have created, they are then better able to identify these moves in the texts they read, and then analyze and determine how characters are revealed in the writings of professional authors. This dual practice can serve to accelerate mastery with both reading and writing skills.

In addition, it is integral for students to actively engage in a knowledge-building process in which a student immerses themselves in meaning-making experiences through reading, writing, listening, and speaking about a text or topic. As a result, although text (in its multiple forms) is at the center of the process, teachers should start to introduce protocols and routines for students to listen, talk, and write. This too will enable the development of the Lifelong Practices of Writers.

Special Note for Blended and Remote Instruction

Explicit and systematic instruction, where teachers might model a step-by-step demonstration of a strategy while verbalizing their thinking at each step or summarize texts read and collaborative writing, where teachers work together to plan, draft, revise, and edit their compositions, are two highly validated research-based pedagogical approaches that should be part of every teacher's repertoire as they teach writing. These components of a lesson are best suited for synchronous instruction so that the teacher can interact with students. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to try out new skills in their writing. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously.

Using this Learning Map

Below you will find the teaching and learning experiences that most third-grade students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the kinds of teaching and learning experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade as well as the impact this has across grades vertically. You will notice learning experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum. As you examine your curriculum for the presence and teaching of these types of writing, some questions to consider are:

- Does your curriculum teach all three types of writing (narrative, opinion and informational)?
 - If your curriculum does not teach one of these types of writing, what supplemental programs does your school use to ensure this type of writing is taught so students reach the expectations outlined in the standards for each?
- When is each type of writing taught?
- When taught, do students have the learning experiences identified?

Please note, each genre of writing (informative/explanatory, argument and narrative is outlined below however it is not expected that all three genres of writing are taught from September to November. This learning map simply outlines the learning experiences that occur within each genre if taught in your curriculum during this timeframe.

	<p style="text-align: center;">What will the learning look like? <i>Over the course of each year, 11th & 12th graders have experiences that support the learning below.</i></p>	<p style="text-align: center;">What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade-level work include but are not limited to the examples below.</i></p>
<p>Writing Behaviors and Routines</p> <p><i>The teaching and learning reflected here is connected to the Lifelong Practices of Readers and Writers. These writing behaviors should be explicitly taught and modeled in the beginning of the year. Teachers should monitor student learning around these lifelong practices and provide students with feedback so these</i></p>	<p>Students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Read a variety of diverse texts that represent narrative, informative/explanatory and argument writing to serve as mentor texts for writing. • Try out techniques observed in mentor texts. • Write routinely over sustained periods of time that gradually increase using print and digital resources and tools. • Write across a variety of genres (narrative, informative/explanatory and argument) for specific purposes. <ul style="list-style-type: none"> ○ Cite evidence when writing in response to texts and other selections. • Collaborate with classmates to write together. <ul style="list-style-type: none"> ○ Enrich personal language, background knowledge, and vocabulary through writing and communicating with others. • Write to share stories and ideas and about topics that are interesting to them, relevant to their lives and meaningful. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Choose authentic texts that are reflective of students’ rich cultures and backgrounds to serve as mentors and teach various structures. <ul style="list-style-type: none"> ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. • Have students discuss author’s craft across various kinds of writing. <ul style="list-style-type: none"> ○ Use the “raise hand feature” to promote discussion using video conferencing platforms. ○ Use Padlet to post questions and invite students to respond and encourage discussions and conversations. ○ Use Flipgrid to invite students to respond to each other. • Create systems and structures that give students extended periods of time to write daily. • Have students carry out the various steps for writing each type of genre. • Create charts or checklist for each genre students can refer to as they are writing; Follow these directions to use Flipgrid to make digital charts. • Provide students with a constricted choice (students will write in a specific genre but then are given choice about what they will write about within that genre). • Co-construct a portion of a writing with students; Guide students in practicing trying out new skills and writing techniques together; Offer immediate and affirmative feedback. <ul style="list-style-type: none"> ○ Use shared documents or Google Suite tools like Jamboard. ○ Use Writing.Com: Where the Writers Go, a collection of prewritten beginnings of stories, where students can choose the direction of the story and write final chapters! • Establish writing partnerships. <ul style="list-style-type: none"> ○ Establish remote writing partnerships; Encourage students to video conference their writing partner and/or create short videos where they share their writing with their partner and others. • Create a community of writers, where students feel safe to share their stories and personal experiences; Give students the opportunity to share stories and ideas and discuss topics that are interesting to them, relevant to their lives and meaningful as springboards for writing. <ul style="list-style-type: none"> ○ Give students opportunities to share during live session; Promote turn taking and discussion using video conferencing features like the “raise hand” feature or chat. ○ Have students record short videos to share with peers and others.

*behaviors
become habits
for lifelong
writing*

- Use writing to respond to texts, author, theme or personal experience through poems, plays, stories, art work, etc.
- Write in response to writing prompts (e.g, quick write or on demand) so that teachers can assess writing skills students already have.

The Writing Process

- Use the writing process with an understanding that all parts of the writing process can happen at any time while writing a piece.

REHEARSING: FINDING IDEAS AND PREPARING TO DRAFT

- Brainstorm ideas for writing by making lists or completing graphic organizers.
- Reading other writers for inspiration.

- Give students choices for writing and ways to respond to texts and experiences creatively; Expose students to poems, plays, artwork, etc.
 - Utilize websites that support variety of poetry like [Poetry Society of America](#).
- Engage students in discussion that activate prior knowledge about topics and previously learning writing skills and techniques prior to writing in response to a prompt (e.g., quick write or on demand).
 - Video conference with students as they complete their quick writes or on demand pieces; Have students use interactive tools like [Jamboard](#).
- Explore and examine the choices that writers and authors make to establish meaning and advance their aims.
- Engage students with complex and challenging questions and problems, prompting them to persevere through writing, using sites such as [Writable](#) to support.

The Writing Process

- Have students engage in [the writing process](#); Model that the writing process it recursive and not linear; E.g., You might return to drafting and brainstorming ideas after you revise.
- Provide student with tools (e.g., checklists) to self-monitor as they move through the writing process; Model the use of these tools for students; Monitor and reinforce student use.
 - Create a digital checklist that students can use as they engage in the writing process; Use [Google Keep](#) to share it with students.
 - Use the [writing process and workshop techniques](#) to strengthen writing through peer collaboration and mentor feedback
- Establish writing partnerships so students can work together to plan, draft, revise, and edit their compositions.
 - Create remote writing partnerships; Encourage students to video conference with or send videos to their remote writing partner.

REHEARSING: FINDING IDEAS AND PREPARING TO DRAFT

- Brainstorm ideas for writing together with students; co-construct lists or complete graphic organizers that document ideas for writing; Use [this resource](#) to create digital concept maps.
- Model brainstorming ideas and writing out those ideas into blurbs that can be stretched out; Use a shared document or interactive tools like [Jamboard](#).
- Give students choice to selecting meaningful, relevant and interesting topics to write about.
- Immerse students in mentor texts with authentic writing examples that reflective their diverse cultures, background and experiences; Utilize accessible digital collections such as [Sora](#), [Epic!](#), [Lit2Go](#), [MyOn](#).

- Re-read their own pieces for topics or ideas to explore further.
- Create a writing plans like outlines or graphic organizers.
- Gather needed information needed to write.
- Write several flash drafts of possible story ideas.

DRAFTING

- Use a writing plans and other supporting information organized or gathered to draft writing pieces.

REVISING

- Elaborate on the most critical elements for each genre of writing.

- Have students maintain a writing notebook for generating, capturing, and drafting ideas; Have students return to their writing notebook for topics and ideas to explore further in upcoming pieces;
 - Create digital writing notebooks for students; Read [this article](#) to find out more about digital writing notebooks.
- Model how to extract ideas from free-writes and how to write a claim by focusing on the universality of the idea/claim in one’s own writing.
- Have students create writing plans using outlines and graphic organizers; Have students practice together and provide them with immediate, affirmative feedback.
 - Use digital tools like a shared documents, PowerPoint Charts, applications or [this resource for digital concept maps](#).
- Engage students with multiple texts about the same topic or theme as a way to gather information and ideas to write about while building knowledge; Utilize accessible digital collections such as [Sora](#), [Epic!](#), [Lit2Go](#), [MyOn](#).
- Ensure that students are provided choice when generating ideas for writing; Have students discuss choices for writing; Use video conferencing features like the “raise hand” feature or chat to promote discussion.
- Provide multiple opportunities for students to develop, edit and rewrite different forms of text.
- Have students compose a flash draft; Use a think aloud to illustrate thinking to students; Use a shared document or interactive tools like [Jamboard](#).

DRAFTING

- Have students organize information gathered during the rehearsal stage to begin writing; Use a shared document or interactive tools like [Jamboard](#).
- [Share written ideas/claims](#) and evaluating their efficacy, clarity and sophistication through discussion and writing.
- Have students share their drafts with a partner for feedback; Have students use charts or checklists about the specific writing genre when giving feedback.
 - Have students review each others’ drafts and provide feedback electronically.
 - Have students create short videos detailing the feedback they have for their partner.
 - Use [Padlet](#) to invite students to respond and encourage discussions and conversations.
 - Use [Flipgrid](#) to invite students to response to each other.

REVISING

- Refer to charts and/or checklist for a particular genre when modeling the revision process for students; Follow [these directions](#) to use Flipgrid to make digital charts.

- Revisit word usage.
- Incorporate feedback from the teacher and peers.

EDITING

- Evaluate the quality of their sentences.
- Check grammar, spelling, and punctuation, as well as correcting any mistakes in the piece.

PUBLISHING

- Incorporate revisions and edits into one neat, final copy of their writing.
 - Share their writing with well-chosen audiences.
 - Receive feedback on their writing from audiences.
- Reflect on their writing and consider new writing challenges or areas for growth.

- Have students select a specific part of writing for revision using a demo text; Use a think aloud to illustrate why they made this decision; practice with a partner; Provide students with immediate and affirmative feedback.
- Have students revise work by adding critical elements for the genre to writing on a demo text; Have students pair and use a think aloud to illustrate how particular parts are being revised.
- Have students engage in updating word usage; E.g., you might ask, “Did you use e various types or phrases and clauses to add variety and interest?”
- [Model effective feedback techniques](#) by presenting students with a comment bank, sentence starters and protocol to guide students as they suggest/make revisions.
- Refer to charts and/or checklist during conferences with students to discuss their writing and work together to develop a plan for revision; Use [Google Keep](#) to share digital checklists with students.

EDITING

- Have students utilize strategies for checking grammar, spelling, and punctuation, as well as correcting any mistakes in the piece.
- Share written conclusions and evaluate the efficacy, clarity and sophistication through discussion and writing.
- Give students editing checklists; Use [Google Keep](#) to share digital checklists with students.
- Have students edit each other’s work.

PUBLISHING

- Have students prepare a neat, final copy of their writing; Use a shared document or interactive tools like [Jamboard](#), for students to collaborate in pairs or triads.
- Provide avenues for students to publish their work via online forums, a google classroom, webpage, etc.
- Create opportunities for students to share their writing with a chosen audience.
 - Have students record short videos where they share their writing; Have them share videos with peers and family members.
- Create sentence starters or checklists an audience can use to guide their feedback.
- Give students opportunities to reflect on their writing and create writing goals.
- Set up a digital reflection journal or exit tickets. Read [this article](#) to learn more

<p>Informative/ Explanatory</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> Analyze information cited from sources Synthesize complexity of the topic and information Organize complex ideas, concepts, and information in ways that make important connections and distinctions Develop a topic with well-chosen, relevant, and sufficient facts, definitions, details, and quotations Determine what information is appropriate to include in writing based on the audience’s knowledge of the topic Use an appropriate style and tone for writing Clearly organize writing with headings, paragraphs and sections Use appropriate and varied transitions that create cohesion and clarify the relationships Use language and key vocabulary that matches the complexity of the topic Provide a concluding statement or section that follows from and supports the information or explanation presented 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> Engage students with challenging questions and problems, prompting them to explore complex texts through pre-writing techniques like annotation and note-taking Pair or group students for the purpose of sharing notes, ideas and connections on complex texts, developing new ideas when necessary Offer model text to support analysis of style and tone. Model accepted uses for direction quotation, annotation and summarization of key information, giving students time to practice and share Employ technology-based platforms to organize and present information for discussion and feedback Highlight/mark key vocabulary in texts, while also demonstrating techniques for identifying and transitioning key words from reading to writing Assess students’ writing for the purpose of directly teaching writing conventions appropriate to informational/explanatory writing Model effective feedback techniques by presenting students with a comment bank, sentence starters and protocol to guide students as they suggest/make revisions
<p>Argument</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> Analyze information cited from sources Synthesize complexity of topics and information Engage in various types of argument writing to understand style and tone Develop a precise claim supported with reason/evidence Present a counterclaim and support with reason/evidence Distinguish and articulate the relationship among claim and counterclaim. Develop and present a concluding statement to support an argument. 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> In order to read through arguments, and literary pieces, students will need to annotate and chunk through the text that they read. These strategies support students with comprehension, eliciting evidence and determining literary devices used to support central ideas. Utilize models of argument writing to share with students prior to the lesson(s) Use evidence to support a position Engage students in goal setting through each lesson/cluster and use teach self-regulated strategy development (SRSD). Support the goal setting and the writing process by utilizing an outline for students.

<p>Literary Analysis</p> <p><i>This learning is connected to the Priority Learning Standards</i></p>	<p>Students should be provided with opportunities to: Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Explore and link literary device and to central idea of a text. • Develop a general statement/central idea of a specific topic. • Provide evidence and detail for the topic. • Develop a thesis statement that combines a literary device, to central idea in order to support argument. • Determine evidence to support the authors' specific use of a literary device. <ul style="list-style-type: none"> ○ Explain the device, the development and purpose ○ Explain how the device is connected to central idea, theme and/or thesis • Develop a concluding statement to link evidence of a literary device to the central idea of a text. 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> • Engage in units that explore literary device and central idea to develop a thesis statement and supports with evidence. • Access state developed materials to support with Regents development • Practice literary analysis by using the literary device of conflict. • Practice expanding sentences to include transitions and conjunctions which supports detail and development of central idea. • Use a format to explore the significance of evidence in supporting central idea throughout the analysis.
<p>Narrative</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards</i></p>	<p>S Students should be provided with opportunities to: Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Engage with multiple narrative literary texts to study effective narrative techniques. • Develop a hook in writing that engages readers in a problem, conflict, situation or observation. • Introduce a narrator and/or characters in writing. • Develop and sequence experiences and events with cohesion and progression. • Incorporate vivid and sensory language to convey experiences and events. • Include a conclusion that follows and reflects on what was presented in the narrative. 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> • Select narrative texts and topics that are culturally relevant and on grade-level, giving students the opportunity to respond in writing with scaffolded support, including discussion with peers • Model how to write a hook by focusing on the qualities that make an engaging hook for readers • Create multiple tasks and opportunities for students to practice writing narrative texts, prompting them to include narrators, characters, experience, events and descriptions • Pair students together to read each other's narratives for the purpose of providing feedback

<p>Language/ Vocabulary Development</p>	<p>The Eleventh and Twelfth Grade Experiences</p> <p>Although there are common threads to be found in the experiences and practices from the previous grades K-8, the transition to high school is marked by two distinct differences: the banding of grades 9/10 and 11/12 in the Next Generation Learning Standards, as well as the increased importance placed on the integration and use of academic language in ELA, History/Social Studies, Science and Technical Subjects. Therefore, the map below is not divided into grades or specific courses, as schools should design core and elective classes to strategically address student need and engagement.</p> <p>It is important to note that vocabulary and language development are inextricably linked to reading, writing, listening, and speaking with others. Although this section delineates the experiences and practices of language development and vocabulary, it also highlights how a student will experience—and how teachers can practice—an interconnected classroom environment that utilizes all the modalities to develop content knowledge and meaning making. Thus, the statements (listed below) not only showcase the specific skills cultivated by teaching and learning, but they also exemplify how those skills can be used within a knowledge-building process -- a cornerstone for lifelong learning.</p> <p>Below you will find the experiences that most 11th and 12th grade students should have from across the year and the learning that should take place around language and vocabulary development. There is also research validated pedagogy you may employ to support your students in developing these skills. Since the curriculum in high school is more cyclically designed, to some degree the practices and experience are not dependent on the order in which they appear below. It is important, therefore, that teachers continually assess and modify or reteach instruction as needed to achieve end of the year targets.</p> <p>Finally, it should be noted that the academic language and literacy demands of the standards as written do not change significantly from the lower grades of high school to the 11th and 12th grades. However, the complexity of texts and the rigor of tasks should match the growth of students, paying special attention to the ELA Regents exam and other graduation-worthy projects in ELA.</p>	
	<p>What will the learning look like? <i>Over the course of each year, 11th & 12th graders have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade-level work include but are not limited to the examples below.</i></p>
<p>Routines, habits and behaviors for strengthening academic language and making meaning from language</p>	<p>Students should be provided with opportunities to:</p> <ul style="list-style-type: none"> Engage in a variety of collaborations and discussions with peers on a range of topics and themes Establish roles and expectations for collaborative discussions Respond thoughtfully to a variety of perspectives and audiences to make connections to big ideas and themes Use grade-level, authentic texts to highlight text features and word choice at the sentence level for meaning making 	<p>Teachers may:</p> <ul style="list-style-type: none"> Identify collaborative discussion protocols that support the task demands Activate or enhance prior knowledge to make clear connections between lessons and units Engage students in think-aloud and use of targeted language for the purpose of expressing ideas and making connections Highlight author’s craft and make connections to author’s purpose and audience through annotations Develop skills such as paraphrasing and summarizing Encourage students to pull from their many language registers to engage in meaning making Create ample opportunities for read-write-talk cycles

<p><i>This learning is connected to the Priority Learning Standards</i></p>	<ul style="list-style-type: none"> • Respond to text dependent questions to make broader connections and inferences • Express ideas clearly to build off discussions that respond to and challenge thinking • Track participants, events and ideas in a variety of texts • Participate in morphology mini lessons and word gradients • Use high-utility vocabulary to better respond to reading, writing, listening and speaking tasks • Co-construct meaning from texts for a variety of purposes and presentation 	<ul style="list-style-type: none"> • Provide model texts for students to borrow language and mirror style
<p>Using Academic Language in Context</p> <p><i>This learning is connected to the Priority Learning Standards</i></p>	<p>Students should be provided with opportunities to:</p> <ul style="list-style-type: none"> • Study words and phrases as they are used in a text • Explore the technical and figurative meanings of words, as well as similarities or difference to other words and phrases • Connect word choice to the shape of meaning and tone • Explore new or challenging words and phrases • Examine how the parts of complex words can impact meaning • Use target vocabulary words to master academic content • Reflect on word choices and analyze the impact of those choices on comprehension/expression <ul style="list-style-type: none"> • Develop conventions of academic English usage, including grammar, punctuation, capitalization and spelling 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Selecting texts that are culturally relevant and on grade-level, giving students the opportunity to study words and phrases in multiple forms, including discussion with peers • Providing time and structures for students to develop sustainable annotation and note-taking skills, including sections for the study of high-utility words and phrases • Highlighting and/or calling out words that might be new or challenging for students in a text and providing time for exploration or translation • Posting banks of high-utility words and phrases in multiple forms for students to use in production (e.g., walls, tables, top of an activity guide, hyperlinks in an online activity) • Probing students to use academic language regularly in their responses when appropriate • Modeling how an author’s word choices can affect the mood and the meaning of a text or parts of a text • Providing feedback on written/spoken work to develop student's ownership and use of academic English conventions