

ELA Unit Plan Template

Title of Unit: Portfolio Presentation: The Real World

Authors: Vince McIntosh, Nada Waddell, Debra Benedetti

Grade Level: 12

Source: 2012–2013 Instructional Resources Project

Unit Overview:

How can one use a portfolio to present themselves and their skills? Through the completion and presentation of a portfolio, students will integrate multiple sources of clear and coherent writing appropriate to the specific task of creating a portfolio with the purpose of presenting themselves and their skills to a career or college recruiter. Students will create a portfolio consisting of artifacts from this course, a resume, a cover letter, and a job or college application. Students will also participate in an interview.

Unit Introduction/Entry Event:

Watch a short video clip of “Legally Blonde.”

http://www.youtube.com/watch?v=DU_zM3HLCUU

(If at your school you cannot use YouTube, download this link at home or use TeacherTube)

What type of first impression did she make to the college?

Engage in a whole group discussion.

WV CCRS:

Objectives Directly Taught or Learned Through Inquiry/Discovery	Evidence of Student Mastery of Content
ELA.12.23 produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards Text Types and Purposes cluster.)	Students must demonstrate mastery of content by discussing writer’s craft. In response to the Twelfth Grade Instructional Argumentative Writing Rubric , students must demonstrate mastery of content by producing clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
ELA.12.24 develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	In response to the Twelfth Grade Instructional Argumentative Writing Rubric , students must demonstrate mastery of the writing process specific to purpose and audience.
ELA.12.25 use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	In response to the Twelfth Grade Instructional Argumentative Writing Rubric , students must demonstrate mastery of content by using technology to produce, publish and update writing products, taking advantage of the capacity to link to other information and to display information flexibly and dynamically.
ELA.12.31 integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed	In response to the Twelfth Grade Instructional Speaking Rubric , students will demonstrate mastery of content by integrating multiple sources of information and by evaluating the credibility and

decisions and solve problems, evaluating the credibility and accuracy of each source and analyzing any discrepancies among the data.	accuracy of each source and analyzing any discrepancies among the data.
ELA.12.33 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; address alternative or opposing perspectives and determine if the organization, development substance, and style are appropriate to purpose, audience and a range of formal and informal tasks.	In response to the Twelfth Grade Instructional Speaking Rubric , students will present their portfolios in a manner in which listeners can follow the line of reasoning and determine if it is appropriate to purpose, audience, and task.
ELA.12.34 make strategic and engaging use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence.	In response to the Twelfth Grade Instructional Speaking Rubric , students will demonstrate that they have made strategic and engaging use of digital media.
ELA.12.35 adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	In response to the Twelfth Grade Instructional Speaking Rubric , students will demonstrate a command of formal English and adapt speech to a variety of contexts during small group discussions and group presentations.
ELA.12.41 acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Through teacher observation of student discussions and completion of major individual products, students must demonstrate mastery of content by acquiring and using academic and domain-specific words and phrases accurately and sufficiently for reading, writing, speaking and listening at the college and career readiness level.

Performance Objectives:

Know:

- How to build a portfolio that reflects skills and professionalism
- Knows how to market himself/herself professional on a resume
- Knows how the technology can help or hurt when applying for a job
- Knows how to manage the anxiety in apprehension that may arise before a vital interview

Do:

- Complete a résumé
- Write a letter of application
- Successfully complete a mock interview
- Evaluate portfolio components
- Organize a well-constructed portfolio
- Submit a portfolio for consideration.

Focus/Driving Questions:

- How does a portfolio sell you?
- What skills are necessary and how do I showcase them?
- How do I assemble a meaningful portfolio?
- How do I present effectively?

Vocabulary:

The focus of vocabulary instruction in this unit is on student selected vocabulary in an attempt to be responsive to the needs of students and develop independence in students. As students are reading silently and as students listen to the teacher read the selection, they will identify the words that are hindering their comprehension or expression. Unknown words will be taught using context clues, structural analysis, and in consultation with reference materials. The teacher will evaluate understanding of the self-selected vocabulary through use of the word in writing, and use of the word in speaking. To make this manageable, the teacher may need to focus on the vocabulary taught to the whole class.

Assessment Plan:

As a high school graduate, your goal is to present your skills to a career or college recruiter. You will present your individual portfolio to your classmates, your teacher, and a guest panel of employers and college recruiters, who will interview you during your presentation. Your portfolio presentation will be evaluated by you and your teacher using the [WVDE Presentation Rubric](#).

Major Products: (Group) or (Individual)

Individual Portfolio Presentation and Interview

Assessment and Reflection:

Rubric(s) I will use: (Check all that apply.)	Collaboration WVDE Collaboration Rubric	X	Written Communication <input type="checkbox"/> Argumentative/Opinion <input type="checkbox"/> Informational <input type="checkbox"/> Narrative Twelfth Grade Instructional Argumentative Writing Rubric	X
	Critical Thinking & Problem Solving		Content Knowledge	
	Oral Communication Speaking and Listening Twelfth Grade Instructional Speaking Rubric	X	Other	
Other classroom assessments for learning: (Check all that apply)	Quizzes/ tests		Practice presentations	
	Self-evaluation		Notes	
	Peer evaluation		Checklists/observations	
	Online tests and exams		Concept maps	

Reflections: (Check all that apply)	Survey		Focus Group	
	Discussion		Task Management Chart	
	Journal Writing/ Learning Log		Other	

Manage the Unit:

Although this unit is approximately two weeks in length, this unit could be extended because the teacher incorporates best practices such as sustained silent reading, book talks, read aloud, quick writes, sharing, and Article of the Week.

To ensure the targeted learning occurs, the teacher is constantly monitoring student progress toward the goals through the use of formative assessment. The teacher checks with each individual on a regular basis to ensure individuals are moving toward mastery of the intended learning targets. The teacher listens to class discussions and small group discussions as students organize their portfolios. The individual and the teacher will evaluate the individual portfolio as well as whether the portfolio represents mastery of the twelfth grade content standards and objectives for English Language Arts. The teacher can use an objective checklist to note individual progress as the teacher and the student review the portfolio. The presenters, the panelists, the audience, and the teacher will evaluate portfolio presentations and interviews. The teacher might assign certain groups different roles during presentations. For example, while one group is presenting, two groups might be taking notes on the presentation, two groups might be evaluating using the [Twelfth Grade Instructional Speaking Rubric](#) and two groups might be posing questions during the interview.

Taking on the role of a high school graduate to complete the individual performance task, students will gather, compile, synthesize, produce, and disseminate information to argue whether they are college and career ready. They will present their argument to classmates, teachers, and panelists through presentation of their portfolio and participation in an interview.

The knowledge and skills students should master before beginning this project are included in earlier WV CCRS for English Language Arts; however, the teacher might find it necessary to reteach some of the objectives in mini-lessons with small groups or the whole class because this is the culminating unit of the course.

To differentiate instruction, the teacher allows students to choose the specific artifacts that demonstrate progress toward the college and career readiness standards. The teacher also allows students choice in how best to present their individual portfolios. The teacher will scaffold instruction to meet individual student needs through mini-lessons as needed for individuals, small groups, and whole group so all students can successfully meet the goals of this unit. Scaffolding for successful completion of the portfolio can be provided through the use of the portfolio checklist, descriptive feedback, and personal communication with students as well as collaboration with peers and outside experts.

The teacher will establish a justifiable grading system before launching the unit and present that system to students at the beginning of the unit. The teacher will use practice presentations as documentation and formative assessment; therefore, only descriptive feedback is offered on how students can improve their performance and advance their learning before the final individual product is presented. The teacher will constantly be monitoring student progress and providing descriptive feedback to advance learning through classroom observation and discussion and reflection with individuals and small groups. The teacher will evaluate each product or performance with students receiving timely, descriptive feedback denoting strengths and weaknesses, so they can advance their learning and successfully complete the unit. Teachers will assign grades based on individual demonstration of knowledge, skills, and understanding relative to the content standards and objectives taught during this unit using the [Twelfth Grade Instructional Argumentative Writing Rubric](#) and the [Twelfth Grade Instructional Speaking Rubric](#). The teacher will evaluate knowledge, skills, and understanding of the twenty-first century learning

skills and technology tools separately using the [WVDE Collaboration Rubric](#) and the [WVDE Presentation Rubric](#).

Teachers might suggest that students keep particular artifacts for their portfolios. Suggested artifacts for the portfolio include but are not limited to the following: evidence of progress toward reading objectives for literary text, evidence of progress toward reading objectives for informational text, evidence of progress toward writing objectives, evidence of progress toward speaking and listening objectives, evidence of progress toward language objectives, a cover letter, a resume, a completed job application, and a list of books read for enjoyment. Students will also present an argument on how these selections demonstrate they are college and career ready.

Manage the Process Timeline

Step One: Countdown to Project Launch

Teacher will advise students to keep artifacts throughout the course.

Teacher discusses scheduling the presentations with other teachers in the building.

Teacher will notify school-based and community-based adults about the unit before it is started.

Students will have access to the school-based adults throughout the unit.

Teacher will invite community-based adults to serve as interviewers or panelists for portfolio presentations and interviews.

Teacher will procure materials and copies of the attachments and organize them as they will be needed.

Teacher will teach presentation skills before beginning the unit.

Step Two: Launch the Project

Teacher will use a clip from *Legally Blonde* to hook student attention and to launch the unit.

Teacher presents the individual performance assessment.

Teacher reviews the college and career readiness standards.

Teacher presents the [Twelfth Grade Instructional Argumentative Writing Rubric](#).

Teacher presents the [Twelfth Grade Instructional Speaking Rubric](#).

Teacher presents the [WVDE Collaboration Rubric](#).

Step Three: Throughout the Project

Students will choose artifacts to include in their portfolios.

Students will collaborate with others and use technology to compile, synthesize, produce, and disseminate information, models, and other creative works that demonstrate their progress toward the college and career readiness standards.

Students reflect on how each artifact demonstrates their progress toward college and career readiness standards.

Students use technology to produce, publish, and update their reflection on each artifact.

Students revise and edit their individual reflections as needed.

Students present a draft of the reflections to the teacher for feedback.

Students polish and publish their reflections on each artifact.

Students evaluate their reflections.

Teacher and student discuss and reflect on their learning as evidenced by their individual performance assessment.

Students revise, edit, and polish their portfolio entries as needed.

Students evaluate their portfolio.

Step Four: Presenting the Project

Teacher reviews audience roles and responsibilities with students.

Teacher reviews the [Twelfth Grade Instructional Speaking Rubric](#) with audience and panelists.

Students present their portfolios to panelists, classmates, and teacher.

Panelists, students, and teacher will pose authentic interview questions.

Students will respond to interview questions.

Panelists, students, and teacher evaluate the presentation.

Step Five: Evaluating the Project

Teacher and students evaluate how well they met the unit objectives by reviewing Writer's Notebooks.
Teacher and students celebrate completion of the project by noting successes.
Teacher and students reflect on the unit.

Reflection:

Students reflect throughout the unit. Students reflect on their own readiness. They reflect on the progress they have made toward the college and career readiness standards throughout the year. Students evaluate their own work on the project through evaluation of their individual reflections on how each piece demonstrates their progress toward the college and career readiness standards. Students evaluate their own collaboration skills using the [WVDE Collaboration Rubric](#). After the portfolio presentation, students will complete the Reflection Survey and debrief the unit in a teacher-facilitated discussion.

The teacher reflects on what is going well and why as well as what needs improved and why throughout the unit as a result of his/her observations and personal communications with students. The teacher facilitates a discussion of the Reflection Survey. During the discussion of the Reflection Survey, the teacher gathers information about the appropriateness of the unit in terms of duration, workload, instructions, resources, assessments, challenges, and assistance. The teacher uses the results of these reflections and self-evaluations as well as results of discussions with colleagues to refine the unit for future use. The teacher collects samples of a range of student work to revise rubrics. The teacher reflects on which 21st Century Learning Skills and Technology Tools, as well as which content standards and objectives were mastered and which should be emphasized more with future classes.

Materials/Websites:

Reading material for Daily Sustained Silent Reading

Kelly Gallagher's Resources Article of the Week <http://kellygallagher.org/resources/articles.html> - This site offers articles Gallagher has used in his classroom, so teachers can see how Article of Week works.

Teach21 Strategy Bank Vocabulary <http://wvde.state.wv.us/strategybank/vocabulary.html> – This site offers a variety of vocabulary strategies to use to explicitly teach vocabulary.

http://www.youtube.com/watch?v=DU_zM3HLCUU – This site connects to a clip from the movie Legally Blonde.

http://www.educationworld.com/a_tech/tech/tech111.shtml - This site connects to the article "Using Technology/Electronic Portfolios in the K-12 Classroom."

"Résumé and Cover Letter Guide" retrieved

from <http://jobsearch.about.com/od/resumes/a/aa040801a.htm> is a possible anchor text for close reading.

[The Common Core State Standards](#).

[Twelfth Grade Instructional Argumentative Writing Rubric](#)

[Twelfth Grade Instructional Speaking Rubric](#)

[WVDE Collaboration Rubric](#)

[Question Formulation Technique](#)

Lesson Plan - Lesson 1: Selection, Collection, and Reflection
Is Number 1 Of 6
In Unit Plan - Portfolio Presentation: The Real World

Lesson 1: Selection, Collection, and Reflection

Authors: Vince McIntosh, Nada Waddell, Debra Benedetti

English Language Arts
Grade 12

Duration:
1-2 Class Periods

Focus/Driving Question:
How can you show you are college and career ready?

Lesson Overview:
During this lesson, students will select artifacts they have collected during this course perhaps in their working portfolios and reflect on how the artifacts they choose to include in their individual portfolios demonstrate progress toward college and career readiness.

Teacher Facilitation of Student Acquisition of Background Knowledge:
Using the [Question Formulation Technique](#), the teacher will provide students with the Question Focus – Portfolios. Students will brainstorm questions they have about portfolios. They will then revise their questions to make sure they are open-ended and prioritize them. These questions can be used to set the purpose for the anchor text.

Anchor Text & Questions for Close Reading:
“Using Technology/Electronic Portfolios in the K-12 Classroom” retrieved from http://www.educationworld.com/a_tech/tech/tech111.shtml is a possible anchor text for close reading.

Vocabulary Development:
The focus of vocabulary instruction in this lesson is on student selected vocabulary in an attempt to be responsive to the needs of students and develop independence in students. Unknown words will be taught using context clues, structural analysis, and in consultation with reference materials. The teacher will evaluate understanding of the self-selected vocabulary through the discussion of text-dependent questions, use of the word in writing, and use of the word in speaking.

Manage the Lesson:

Students silently read and understand an article such as “Using Technology/Electronic Portfolios in the K-12 Classroom” retrieved from http://www.educationworld.com/a_tech/tech/tech111.shtml by annotating anything surprising, significant, or confusing as well as any questions they have. Students will continue annotation as the teacher reads the introduction. Students will continue annotation of the article during oral reading by the teacher. Students will eliminate any words they initially identified that are in their listening vocabularies and any sections that became clear when they heard them. Students continue to generate questions they have about the text. Students might need to research the answers to their self-generated questions.

Step One:

The teacher will open the lesson with a short video clip of “Legally Blonde.”
http://www.youtube.com/watch?v=DU_zM3HLCUU

Step Two:

The teacher will distribute a copy of “Using Technology/Electronic Portfolios in the K-12 Classroom” retrieved from http://www.educationworld.com/a_tech/tech/tech111.shtml to students to read independently. As students read independently, they note any words that hinder their comprehension of the text, the paragraphs that hinder their comprehension of the overall text, and any questions that come to mind as they read. Although it is advised that students read the text independently, the teacher may scaffold this with partner reading to alleviate frustration, but allow the students to grapple with the text independently for at least five minutes before providing this scaffolding. The suggested time is a guide. Please be responsive to the needs of one’s students and provide the scaffolding as needed before students reach their frustration level and shut down.

Step Three:

After giving students approximately eight minutes, to read independently while the teacher circulates the room, the teacher will read “Using Technology/Electronic Portfolios in the K-12 Classroom” orally, so all students have access to the text.

Step Four:

The teacher will ask students to paraphrase the paragraph that interferes most with their understanding of the text. After students paraphrase the paragraph that hindered their comprehension the most, pose the following questions for class discussion:

What have you learned so far?

Cite as much textual evidence as you can.

What is the central idea of the text?

What in the text makes you say that?

Summarize what you have read.

Students revise their written paraphrases.

Step Five:

The teacher will review the college and career readiness standards found on page 7 of [The Common Core State Standards](#).

Active Literacy:

After completing the experiences outlined in Managing the Process, students will select, collect, and reflect on the artifacts that demonstrate their progress toward the college and career readiness standards.

Post Literacy:

Students summarize what they learned about portfolios in their Writer’s Notebooks.

Product/Performance:

As a high school graduate, your goal is to present your skills to a career or college recruiter. You will present your individual portfolio to your classmates, your teacher, and a guest panel of employers and college recruiters, who will interview you during your presentation. Your portfolio presentation will be evaluated by you and your teacher using the **Twelfth Grade Instructional Speaking Rubric**.

Reflection:

Students reflect on the artifacts that demonstrate their progress toward college and career readiness. This could be done in an exit slip.

Materials & Resources:

Reading material for Daily Sustained Silent Reading

Paper

Writing Utensil

Writer's Notebook

Working Portfolio or where the students kept their work throughout the course

Final Portfolio

Websites:

Articles related to portfolios, such as "Using Technology/Electronic Portfolios in the K-12 Classroom"

http://www.educationworld.com/a_tech/tech/tech111.shtml

Question Formulation Technique at <http://www.hepg.org/hel/article/507#home>

Video clip from Legally Blonde http://www.youtube.com/watch?v=DU_zM3HLCUU

Career Connection:

Arts and Humanities Cluster:

Students practice writing skills when paraphrasing the paragraph that is difficult to understand. Students practice speaking skills when participating in discussion of the text. Students practice the skills of working with others when discussing the text. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the written paraphrase of the paragraph that is difficult as well as the selection, collection, and reflection of artifacts for their individual portfolios.

Business and Marketing Cluster

Students practice writing skills and making changes when paraphrasing the paragraph that is difficult to understand. Students practice speaking skills when participating in discussion of the text. This activity allows them to perform a variety of duties: questioner, listener, and responder. Students also see how they can influence the thinking of others. Students analyze details and reason logically when participating in discussion of the text with a partner. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the written paraphrase of the difficult paragraph and the selection, collection, and reflection of portfolio entries, which provides them with the opportunity to accept responsibility and follow directions yet be self-motivated.

Engineering and Technical Cluster:

Students work accurately when participating in discussion of the text. Students perform a variety of duties: independent reader, paraphraser, listener, and discussion participant. The activity that students direct and plan is the written paraphrase of the difficult paragraph and the selection, collection, and reflection of portfolio entries, which provides them with the opportunity to follow step-by-step instructions.

Health Cluster:

Students practice writing skills when paraphrasing the paragraph that is difficult to understand and reflecting on the artifacts for their individual portfolios. Students practice speaking skills when participating in discussion of the text. Students evaluate information when participating in discussion of the text. Students practice communicating with others and presenting ideas to others in both written and oral communication. Students perform a variety of duties: independent reader, paraphraser, listener, and discussion participant. Students learn the importance of step-by-step instructions when completing the written paraphrase of the difficult paragraph and the selection, collection, and reflection of artifacts for their individual portfolios.

Human Services Cluster:

Students practice writing skills when paraphrasing the paragraph that is difficult to understand and reflecting on the artifacts for their individual portfolios. Students practice speaking skills when participating in discussion of the text. This activity allows them to perform a variety of duties: questioner, listener, and responder. Students make decisions when participating in discussion of the text. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the written paraphrase of the difficult paragraph and selection,

collection, and reflection of artifacts for their individual portfolios, which provides them with the opportunity to follow directions.

Science and Natural Resources Cluster:

Students practice writing skills when paraphrasing the paragraph that is difficult to understand and reflecting on the artifacts for their individual portfolios. Students practice speaking skills when participating in discussion of the text. Students evaluate information and reason logically when participating in discussion of the text. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the written paraphrase of the difficult paragraph and the selection, collection, and reflection of artifacts for their individual portfolios, which provides them with the opportunity to follow step-by-step instructions.

Lesson Plan - Lesson 2: Creating a Résumé and Polishing a Cover Letter
Is Number 2 Of 6
In Unit Plan - Portfolio Presentation: The Real World

Lesson 2: Creating a Résumé and Polishing a Cover Letter

Authors: Vince McIntosh, Nada Waddell, Debra Benedetti

English Language Arts
Grade 12

Duration:
1-2 class periods

Focus/Driving Question:
How can you show you are college and career ready?

Lesson Overview:

During this lesson, students will create a résumé and polish the cover letter they created in the Sentence Writing module. Students will put the résumé and cover letter in their portfolios as well as their reflections about their résumés.

Teacher Facilitation of Student Acquisition of Background Knowledge:

Using the [Question Formulation Technique](#), the teacher will provide students with the Question Focus – Résumés. Students will brainstorm questions they have about résumés. They will then revise their questions to make sure they are open-ended and prioritize them. These questions can be used to set the purpose for the anchor text.

Anchor Text & Questions for Close Reading:

“Résumé and Cover Letter Guide” retrieved from <http://jobsearch.about.com/od/resumes/a/aa040801a.htm> is a possible anchor text for close reading.

Vocabulary Development:

The focus of vocabulary instruction in this lesson is on student selected vocabulary in an attempt to be responsive to the needs of students and develop independence in students. Unknown words will be taught using context clues, structural analysis, and in consultation with reference materials. The teacher will evaluate understanding of the self-selected vocabulary through the discussion of text-dependent questions, use of the word in writing, and use of the word in speaking.

Manage the Lesson:

Students silently read and grapple with an article such as “Résumé and Cover Letter Guide” retrieved from <http://jobsearch.about.com/od/resumes/a/aa040801a.htm> by annotating anything surprising, significant, or confusing as well as any questions they have. Students will continue annotation as the teacher reads the introduction. Students will continue annotation of the article during oral reading by the teacher. Students will eliminate any words they initially identified that are in their listening vocabularies and any sections that became clear when they heard them. Students continue to generate questions they have about the text. Students might need to research the answers to their self-generated questions.

Step One:

The teacher will distribute a copy of “Résumé and Cover Letter Guide” to students to read independently. As students read independently, they note any words that hinder their comprehension of the text, the paragraphs that hinder their comprehension of the overall text, and any questions that come to mind as they read. Although it is advised that students read the text independently, the teacher may scaffold this with partner reading to alleviate frustration, but allow the students to grapple with the text independently for at least two minutes before providing this scaffolding. The suggested time is a guide. Please be

responsive to the needs of one's students and provide the scaffolding as needed before students reach their frustration level and shut down.

Step Two:

After giving students approximately four minutes, to read independently while the teacher circulates the room, the teacher will read "Résumé and Cover Letter Guide" orally, so all students have access to the text.

Step Three:

The teacher will ask students to paraphrase the paragraph that interferes most with their understanding of the text. After students paraphrase the paragraph that hindered their comprehension the most, pose the following questions for class discussion:

What have you learned so far?

Cite as much textual evidence as you can.

What is the central idea of the text?

What in the text makes you say that?

Summarize what you have read.

Students revise their written paraphrases.

Step Four:

The teacher will review the college and career readiness standards found on page 7 of [The Common Core State Standards](#).

Active Literacy:

After completing the experiences outlined in Managing the Process, students will create a résumé for themselves and polish the cover letter they created in the Sentence Writing Unit.

Post Literacy:

Students summarize what they learned about résumés in their Writer's Notebooks.

Product/Performance:

As a high school graduate, your goal is to present your skills to a career or college recruiter. You will present your individual portfolio to your classmates, your teacher, and a guest panel of employers and college recruiters, who will interview you during your presentation. Your portfolio presentation will be evaluated by you and your teacher using the [Twelfth Grade Instructional Speaking Rubric](#).

Reflection:

Using their resume, students reflect on whether they have the knowledge and skills to be college and career ready and include their résumé, reflection, and cover letter in their portfolios.

Materials & Resources:

Reading material for Daily Sustained Silent Reading

Paper

Writing Utensil

Writer's Notebook

Final Portfolio

Websites:

<http://jobsearch.about.com/od/resumes/a/aa040801a.htm> - This site connects to the article "Résumé and Cover Letter Guide."

Question Formulation Technique at <http://www.hepg.org/hel/article/507#home>

Career Connection:

Arts and Humanities Cluster:

Students practice writing skills when paraphrasing the paragraph that is difficult to understand. Students practice speaking skills when participating in discussion of the text. Students practice the skills of working with others when discussing the text. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the written paraphrase of the paragraph that is difficult as well as the resume, reflection, and cover letter for their individual portfolios.

Business and Marketing Cluster

Students practice writing skills and making changes when paraphrasing the paragraph that is difficult to understand. Students practice speaking skills when participating in discussion of the text. This activity allows them to perform a variety of duties: questioner, listener, and responder. Students also see how they can influence the thinking of others. Students analyze details and reason logically when participating in discussion of the text with a partner. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the written paraphrase of the difficult paragraph and the resume, reflection, and cover letter, which provides them with the opportunity to accept responsibility and follow directions yet be self-motivated.

Engineering and Technical Cluster:

Students work accurately when participating in discussion of the text. Students perform a variety of duties: independent reader, paraphraser, listener, and discussion participant. The activity that students direct and plan is the written paraphrase of the difficult paragraph and the selection, collection, and reflection of portfolio entries, which provides them with the opportunity to follow step-by-step instructions.

Health Cluster:

Students practice writing skills when paraphrasing the paragraph that is difficult to understand and creating their resume, reflection, and cover letter for their individual portfolios. Students practice speaking skills when participating in discussion of the text. Students evaluate information when participating in discussion of the text. Students practice communicating with others and presenting ideas to others in both written and oral communication. Students perform a variety of duties: independent reader, paraphraser, listener, and discussion participant. Students learn the importance of step-by-step instructions when completing the written paraphrase of the difficult paragraph and the resume, reflection, and cover letter for their individual portfolios.

Human Services Cluster:

Students practice writing skills when paraphrasing the paragraph that is difficult to understand and creating their resume, reflection, and cover letter for their individual portfolios. Students practice speaking skills when participating in discussion of the text. This activity allows them to perform a variety of duties: questioner, listener, and responder. Students make decisions when participating in discussion of the text. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the written paraphrase of the difficult paragraph and the resume, reflection, and cover letter for their individual portfolios, which provides them with the opportunity to follow directions.

Science and Natural Resources Cluster:

Students practice writing skills when paraphrasing the paragraph that is difficult to understand and creating their resume, reflection, and cover letter for their individual portfolios. Students practice speaking skills when participating in discussion of the text. Students evaluate information and reason logically when participating in discussion of the text. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the written paraphrase of the difficult paragraph and the resume, reflection, and cover letter for their individual portfolios, which provides them with the opportunity to follow step-by-step instructions.

Lesson Plan - Lesson 3: Completing a Job Application
Is Number 3 Of 6
In Unit Plan - Portfolio Presentation: The Real World

Lesson 3: Completing a Job Application

Authors: Vince McIntosh, Nada Waddell, Debra Benedetti

English Language Arts
Grade 12

Duration:
1-2 class periods

Focus/Driving Question:
How can you show you are college and career ready?

Lesson Overview:
During this lesson, students will complete a job application. Students will put the job application in their portfolios as well as their reflections about their résumés.

Teacher Facilitation of Student Acquisition of Background Knowledge:
Using the [Question Formulation Technique](#), the teacher will provide students with the Question Focus – Job Application. Students will brainstorm questions they have about job applications. They will then revise their questions to make sure they are open-ended and prioritize them. These questions can be used to set the purpose for the anchor text.

Anchor Text & Questions for Close Reading:
“Job Application Tips” retrieved from <http://jobsearch.about.com/od/jobapplications/qt/jobapplicationtips.htm> is a possible anchor text for close reading.

Vocabulary Development:
The focus of vocabulary instruction in this lesson is on student selected vocabulary in an attempt to be responsive to the needs of students and develop independence in students. Unknown words will be taught using context clues, structural analysis, and in consultation with reference materials. The teacher will evaluate understanding of the self-selected vocabulary through the discussion of text-dependent questions, use of the word in writing, and use of the word in speaking.

Manage the Lesson:

Students silently read and grapple with an article such as “Job Application Tips” retrieved from <http://jobsearch.about.com/od/jobapplications/qt/jobapplicationtips.htm> by annotating anything surprising, significant, or confusing as well as any questions they have. Students will continue annotation as the teacher reads the introduction. Students will continue annotation of the article during oral reading by the teacher. Students will eliminate any words they initially identified that are in their listening vocabularies and any sections that became clear when they heard them. Students continue to generate questions they have about the text. Students might need to research the answers to their self-generated questions.

Step One:
The teacher will distribute a copy of “Job Application Tips” to students to read independently. As students read independently, they note any words that hinder their comprehension of the text, the paragraphs that hinder their comprehension of the overall text, and any questions that come to mind as they read. Although it is advised that students read the text independently, the teacher may scaffold this with partner reading to alleviate frustration, but allow the students to grapple with the text independently for at least

two minutes before providing this scaffolding. The suggested time is a guide. Please be responsive to the needs of one's students and provide the scaffolding as needed before students reach their frustration level and shut down.

Step Two:

After giving students approximately four minutes, to read independently while the teacher circulates the room, the teacher will read "Job Application Tips" orally, so all students have access to the text.

Step Three:

The teacher will ask students to paraphrase the paragraph that interferes most with their understanding of the text. After students paraphrase the paragraph that hindered their comprehension the most, pose the following questions for class discussion:

What have you learned so far?

Cite as much textual evidence as you can.

What is the central idea of the text?

What in the text makes you say that?

Summarize what you have read.

Students revise their written paraphrases.

Step Four:

The teacher will review the college and career readiness standards.

Active Literacy:

After completing the experiences outlined in Managing the Process, students will complete a job application. There are many job applications available online or the teacher could use a paper job application from a local business.

Post Literacy:

Students summarize what they learned about job applications in their Writer's Notebooks.

Product/Performance:

As a high school graduate, your goal is to present your skills to a career or college recruiter. You will present your individual portfolio to your classmates, your teacher, and a guest panel of employers and college recruiters, who will interview you during your presentation. Your portfolio presentation will be evaluated by you and your teacher using the **Twelfth Grade Instructional Speaking Rubric**.

Reflection:

Using their job application, students reflect on whether they have the knowledge and skills to be college and career ready and include their job application in their portfolios.

Materials & Resources:

Reading material for Daily Sustained Silent Reading

Article related to job applications, such as "Job Application Tips"

Paper

Writing Utensil

Job Applications from various businesses

Writer's Notebook

Final Portfolio

Websites:

<http://jobsearch.about.com/od/jobapplications/qt/jobapplicationtips.htm> - This site connects to the article "Job Application Tips."

Career Connection:

Arts and Humanities Cluster:

Students practice writing skills when paraphrasing the paragraph that is difficult to understand. Students practice speaking skills when participating in discussion of the text. Students practice the skills of working with others when discussing the text. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the written paraphrase of the paragraph that is difficult as well as the job application for their individual portfolios.

Business and Marketing Cluster

Students practice writing skills and making changes when paraphrasing the paragraph that is difficult to understand. Students practice speaking skills when participating in discussion of the text. This activity allows them to perform a variety of duties: questioner, listener, and responder. Students also see how they can influence the thinking of others. Students analyze details and reason logically when participating in discussion of the text with a partner. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the written paraphrase of the difficult paragraph and the job application, which provides them with the opportunity to accept responsibility and follow directions yet be self-motivated.

Engineering and Technical Cluster:

Students work accurately when participating in discussion of the text. Students perform a variety of duties: independent reader, paraphraser, listener, and discussion participant. The activity that students direct and plan is the written paraphrase of the difficult paragraph and the selection, collection, and reflection of portfolio entries, which provides them with the opportunity to follow step-by-step instructions.

Health Cluster:

Students practice writing skills when paraphrasing the paragraph that is difficult to understand and creating their job application for their individual portfolios. Students practice speaking skills when participating in discussion of the text. Students evaluate information when participating in discussion of the text. Students practice communicating with others and presenting ideas to others in both written and oral communication. Students perform a variety of duties: independent reader, paraphraser, listener, and discussion participant. Students learn the importance of step-by-step instructions when completing the written paraphrase of the difficult paragraph and the job application for their individual portfolios.

Human Services Cluster:

Students practice writing skills when paraphrasing the paragraph that is difficult to understand and creating their job application for their individual portfolios. Students practice speaking skills when participating in discussion of the text. This activity allows them to perform a variety of duties: questioner, listener, and responder. Students make decisions when participating in discussion of the text. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the written paraphrase of the difficult paragraph and the job application for their individual portfolios, which provides them with the opportunity to follow directions.

Science and Natural Resources Cluster:

Students practice writing skills when paraphrasing the paragraph that is difficult to understand and creating their job application for their individual portfolios. Students practice speaking skills when participating in discussion of the text. Students evaluate information and reason logically when participating in discussion of the text. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the written paraphrase of the difficult paragraph and the job application for their individual portfolios, which provides them with the opportunity to follow step-by-step instructions.

Lesson Plan - Lesson 4: Conferencing with the Teacher
Is Number 4 Of 6
In Unit Plan - Portfolio Presentation: The Real World

Lesson 4: Conferencing with the Teacher

Authors: Vince McIntosh, Nada Waddell, Debra Benedetti

English Language Arts
Grade 12

Duration:
2 90-minute class periods

Focus/Driving Question:
How can you show you are college and career ready?

Lesson Overview:

During this lesson, students will conference with the teacher by presenting their individual portfolios, so the teacher can determine the student's progress toward the college and career readiness standards. When not in conference with the teacher, students will work on their portfolio presentations.

Teacher Facilitation of Student Acquisition of Background Knowledge:

Using the [Question Formulation Technique](#), the teacher will provide students with the Question Focus – College and Career Readiness Standards. Students will brainstorm questions they have about college and career readiness. They will then revise their questions to make sure they are open-ended and prioritize them. These questions can be used to set the purpose for the anchor text.

Anchor Text & Questions for Close Reading:

"Winning Interview Skills" retrieved from <http://jobsearch.about.com/od/interviewsnetworking/a/wininterview.htm> is a possible anchor text for close reading.

Vocabulary Development:

The focus of vocabulary instruction in this lesson is on student selected vocabulary in an attempt to be responsive to the needs of students and develop independence in students. Unknown words will be taught using context clues, structural analysis, and in consultation with reference materials. The teacher will evaluate understanding of the self-selected vocabulary through the discussion of text-dependent questions, use of the word in writing, and use of the word in speaking.

Manage the Lesson:

Students silently read and grapple with an article such as "Winning Interview Skills" retrieved from <http://jobsearch.about.com/od/interviewsnetworking/a/wininterview.htm> by annotating anything surprising, significant, or confusing as well as any questions they have. Students will continue annotation as the teacher reads the introduction. Students will continue annotation of the article during oral reading by the teacher. Students will eliminate any words they initially identified that are in their listening vocabularies and any sections that became clear when they heard them. Students continue to generate questions they have about the text. Students might need to research the answers to their self-generated questions.

Step One:

The teacher will distribute a copy of "Winning Interview Skills" to students to read independently. As students read independently, they note any words that hinder their comprehension of the text, the paragraphs that hinder their comprehension of the overall text, and any questions that come to mind as they read. Although it is advised that students read the text independently, the teacher may scaffold this with partner reading to alleviate frustration, but allow the students to grapple with the text independently.

for at least two minutes before providing this scaffolding. The suggested time is a guide. Please be responsive to the needs of one's students and provide the scaffolding as needed before students reach their frustration level and shut down.

Step Two:

After giving students approximately four minutes, to read independently while the teacher circulates the room, the teacher will read "Winning Interview Skills" orally, so all students have access to the text.

Step Three:

The teacher will ask students to paraphrase the paragraph that interferes most with their understanding of the text. After students paraphrase the paragraph that hindered their comprehension the most, pose the following questions for class discussion:

What have you learned so far?

Cite as much textual evidence as you can.

What is the central idea of the text?

What in the text makes you say that?

Summarize what you have read.

Students revise their written paraphrases.

Step Four:

The teacher will review the college and career readiness standards.

Active Literacy:

After completing the experiences outlined in Managing the Process, students will conference with the teacher. During the individual conference, students will present their portfolios to the teacher to demonstrate their progress toward the college and career readiness standards. During this time the teacher will offer descriptive feedback on what the students did well during the presentation and what the students can do to improve before their actual portfolio presentations. The interview with the teacher serves as the practice presentation. When not in a conference with the teacher, students will work on their portfolio presentations.

Post Literacy:

Students summarize what they learned about interviewing in their Writer's Notebooks.

Product/Performance:

As a high school graduate, your goal is to present your skills to a career or college recruiter. You will present your individual portfolio to your classmates, your teacher, and a guest panel of employers and college recruiters, who will interview you during your presentation. Your portfolio presentation will be evaluated by you and your teacher using the **Twelfth Grade Instructional Speaking Rubric**.

Reflection:

Students reflect on improvements they need to make in their portfolios before their presentations.

Materials & Resources:

Reading material for Daily Sustained Silent Reading

Article related to interview skills, such as "Winning Interview Skills"

Paper

Writing Utensils

Writer's Notebook

Final Portfolio

Websites:

<http://jobsearch.about.com/od/interviewsnetworking/a/wininterview.htm> - This site connects to the article "Winning Interview Skills."

Career Connections:

Arts and Humanities Cluster:

Students practice writing skills when paraphrasing the paragraph that is difficult to understand. Students practice speaking skills when participating in discussion of the text and interview with the teacher. Students practice the skills of working with others when discussing the text. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the written paraphrase of the paragraph that is difficult as well as the reflections in their individual portfolios.

Business and Marketing Cluster

Students practice writing skills and making changes when paraphrasing the paragraph that is difficult to understand. Students practice speaking skills when participating in discussion of the text and interview with the teacher. This activity allows them to perform a variety of duties: questioner, listener, and responder. Students also see how they can influence the thinking of others. Students analyze details and reason logically when participating in discussion of the text with a partner. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the written paraphrase of the difficult paragraph and the job application, which provides them with the opportunity to accept responsibility and follow directions yet be self-motivated.

Engineering and Technical Cluster:

Students work accurately when participating in discussion of the text. Students perform a variety of duties: independent reader, paraphraser, listener, and discussion participant. The activity that students direct and plan is the written paraphrase of the difficult paragraph and the selection, collection, and reflection of portfolio entries, which provides them with the opportunity to follow step-by-step instructions.

Health Cluster:

Students practice writing skills when paraphrasing the paragraph that is difficult to understand and creating their job application for their individual portfolios. Students practice speaking skills when participating in discussion of the text. Students evaluate information when participating in discussion of the text. Students practice communicating with others and presenting ideas to others in both written and oral communication. Students perform a variety of duties: independent reader, paraphraser, listener, and discussion participant. Students learn the importance of step-by-step instructions when completing the written paraphrase of the difficult paragraph and the reflection of individual portfolio entries.

Human Services Cluster:

Students practice writing skills when paraphrasing the paragraph that is difficult to understand and reflecting on their individual portfolio entries. Students practice speaking skills when participating in discussion of the text and interview with the teacher. This activity allows them to perform a variety of duties: questioner, listener, and responder. Students make decisions when participating in discussion of the text. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the written paraphrase of the difficult paragraph and the reflections for their individual portfolio entries, which provides them with the opportunity to follow directions.

Science and Natural Resources Cluster:

Students practice writing skills when paraphrasing the paragraph that is difficult to understand and reflections for their individual portfolio entries. Students practice speaking skills when participating in discussion of the text and interview with the teacher. Students evaluate information and reason logically when participating in discussion of the text. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the written paraphrase of the difficult paragraph and the reflections for their individual portfolio entries, which provides them with the opportunity to follow step-by-step instructions.

Lesson Plan - Lesson 5: Presenting the Portfolio
Is Number 5 Of 6
In Unit Plan - Portfolio Presentation: The Real World

Lesson 5: Presenting the Portfolio

Authors: Vince McIntosh, Nada Waddell, Debra Benedetti

English Language Arts
Grade 12

Duration:
1-2 90-minute class periods

Focus/Driving Question:
How can you show you are college and career ready?

Lesson Overview:
During this lesson, students will present their individual portfolios, and panelists will interview the students.

Teacher Facilitation of Student Acquisition of Background Knowledge:
The teacher will facilitate student acquisition of background knowledge by monitoring student presentations to identify what college and career readiness standards students have mastered.

Anchor Text & Questions for Close Reading:
“Essential Presentation Skills” retrieved
from http://www.presentationmagazine.com/Essential_Presentation_skills.htm is a possible anchor text for close reading.

Vocabulary Development:
The focus of vocabulary instruction in this lesson is on student selected vocabulary in an attempt to be responsive to the needs of students and develop independence in students. Unknown words will be taught using context clues, structural analysis, and in consultation with reference materials. The teacher will evaluate understanding of the self-selected vocabulary through use of the word in presentation.

Manage the Lesson:

Students silently read and grapple with an article such as “Essential Presentation Skills” retrieved from http://www.presentationmagazine.com/Essential_Presentation_skills.htm by annotating anything surprising, significant, or confusing as well as any questions they have. Students will continue annotation as the teacher reads the introduction. Students will continue annotation of the article during oral reading by the teacher. Students will eliminate any words they initially identified that are in their listening vocabularies and any sections that became clear when they heard them. Students continue to generate questions they have about the text. Students might need to research the answers to their self-generated questions.

Step One:
The teacher will distribute a copy of “Essential Presentation Skills” to students to read independently. As students read independently, they note any words that hinder their comprehension of the text, the paragraphs that hinder their comprehension of the overall text, and any questions that come to mind as they read. Although it is advised that students read the text independently, the teacher may scaffold this with partner reading to alleviate frustration, but allow the students to grapple with the text independently for at least two minutes before providing this scaffolding. The suggested time is a guide. Please be responsive to the needs of one’s students and provide the scaffolding as needed before students reach their frustration level and shut down.

Step Two:

After giving students approximately four minutes, to read independently while the teacher circulates the room, the teacher will read “Essential Presentation Skills” orally, so all students have access to the text.

Step Three:

The teacher will ask students to paraphrase the paragraph that interferes most with their understanding of the text. After students paraphrase the paragraph that hindered their comprehension the most, pose the following questions for class discussion:

What have you learned so far?

Cite as much textual evidence as you can.

What is the central idea of the text?

What in the text makes you say that?

Summarize what you have read.

Students revise their written paraphrases.

Step Four:

The teacher will review the college and career readiness standards.

Step Five:

Prior to group presentations, the teacher will review audience roles and responsibilities with students.

Step Six:

The teacher will review the [Twelfth Grade Instructional Speaking Rubric](#) with audience and panelists.

Step Seven:

The panelists and teacher will pose authentic questions about the content of presentations.

Step Eight:

The teacher along with the panelists and audience will evaluate each presentation using the [Twelfth Grade Instructional Speaking Rubric](#).

Active Literacy:

After completing the experiences outlined in Managing the Process, students will present their individual portfolios responding to questions posed by the panelists and the audience. When students are members of the audience, students will formulate and pose questions to the presenters.

Post Literacy:

Students will complete the [WVDE Collaboration Rubric](#) for each presenter.

Product/Performance:

As a high school graduate, your goal is to present your skills to a career or college recruiter. You will present your individual portfolio to your classmates, your teacher, and a guest panel of employers and college recruiters, who will interview you during your presentation. Your portfolio presentation will be evaluated by you and your teacher using the **Twelfth Grade Instructional Speaking Rubric**.

Reflection:

In their Writer’s Notebooks, students will reflect on their progress toward the college and career readiness standards.

Materials & Resources:

Reading material for Daily Sustained Silent Reading

Article related to presentation skills, such as “Essential Presentation Skills.”

Paper

Writing Utensils
Writer's Notebook
Final Portfolio

[Twelfth Grade Instructional Speaking Rubric](#)
[WVDE Collaboration Rubric](#)

Websites:

http://www.presentationmagazine.com/Essential_Presentation_skills.htm - This site connects to the article "Essential Presentation Skills."

Career Connections:

Arts and Humanities Cluster:

Students practice writing skills and making changes when completing the reflection. Students practice speaking skills when presenting individual portfolio. Students evaluate information and make decisions as audience members for individual portfolio presentations. Students practice communicating with others and presenting ideas to others in individual portfolio presentations. The activity that students direct and plan is the individual portfolio presentation. Students practice their skills of working within standards of performance by reflecting on their individual portfolio.

Business and Marketing Cluster

Students practice writing skills and making changes when completing the reflection. Students practice speaking skills when presenting individual portfolio. Students also see how they can influence the thinking of others during individual portfolio presentations. Students analyze details, reason logically, and make decisions when participating as the audience during the individual portfolio presentations. Students practice communicating with others and presenting ideas to others in individual portfolio presentations. The activity that students direct and plan is the individual portfolio presentation, which provides them with the opportunity to accept responsibility and follow directions yet be self-motivated.

Engineering and Technical Cluster:

Students work accurately when presenting individual portfolios. The activity that students direct and plan is the individual portfolio presentation, which provides them with the opportunity to follow step-by-step instructions. Students will practice their skills of working within standards of performance by reflecting on their individual portfolio.

Health Cluster:

Students practice writing skills when completing the reflection. Students practice speaking skills when presenting individual portfolios. Students evaluate information when participating as audience in individual portfolio presentations. Students practice communicating with others and presenting ideas to others in individual portfolio presentations. Students learn the importance of step-by-step instructions when completing the individual portfolio. Students practice their skills of working within standards of performance by reflecting on their individual portfolio.

Human Services Cluster:

Students practice writing skills when completing the reflection. Students practice speaking skills when presenting the individual portfolio. Students make decisions when participating as the audience in the individual portfolio presentations. Students practice communicating with others and presenting ideas to others in individual portfolio presentations. The activity that students direct and plan is the individual portfolio presentation, which provides them with the opportunity to follow directions.

Science and Natural Resources Cluster:

Students practice writing skills when completing the reflection. Students practice speaking skills when presenting the individual portfolio. Students evaluate information, reason logically, and make decisions when participating as the audience in the individual portfolio presentations. Students practice communicating with others and presenting ideas to others in the individual portfolio presentations. The

activity that students direct and plan is the individual portfolio presentation, which provides them with the opportunity to follow step-by-step instructions. Students will practice their skills of working within standards of performance by reflecting on their individual portfolio.

Lesson Plan - Lesson 6: Debriefing the Unit
Is Number 6 Of 6
In Unit Plan - Portfolio Presentation: The Real World

Lesson 6: Debriefing the Unit

Authors:

Vince McIntosh, Nada Waddell, Debra Benedetti

**English Language Arts
Grade 12**

Duration:

1 class period

Focus/Driving Question:

How can you show you are college and career ready?

Lesson Overview:

During this lesson, students will debrief the unit and reflect on their learning.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will ensure students know how to find the answer to any remaining questions they have related to the unit.

Anchor Text & Questions for Close Reading:

“Origins and Concepts behind Debriefing Sessions” retrieved from <http://www.debriefing.com/> is a possible anchor text for close reading.

Vocabulary Development:

The focus of vocabulary instruction in this lesson is on student selected vocabulary in an attempt to be responsive to the needs of students and develop independence in students. Unknown words will be taught using context clues, structural analysis, and in consultation with reference materials. The teacher will evaluate understanding of the self-selected vocabulary through use of the word in presentation.

Manage the Lesson:

Students silently read and grapple with an article such as “Origins and Concepts behind Debriefing Sessions” retrieved from <http://www.debriefing.com/> by annotating anything surprising, significant, or confusing as well as any questions they have. Students will continue annotation as the teacher reads the introduction. Students will continue annotation of the article during oral reading by the teacher. Students will eliminate any words they initially identified that are in their listening vocabularies and any sections that became clear when they heard them. Students continue to generate questions they have about the text. Students might need to research the answers to their self-generated questions.

Step One:

The teacher will distribute a copy of “Origins and Concepts behind Debriefing Sessions” to students to read independently. As students read independently, they note any words that hinder their comprehension of the text, the paragraphs that hinder their comprehension of the overall text, and any questions that come to mind as they read. Although it is advised that students read the text independently, the teacher may scaffold this with partner reading to alleviate frustration, but allow the students to grapple with the text independently for at least two minutes before providing this scaffolding. The suggested time is a guide. Please be responsive to the needs of one’s students and provide the scaffolding as needed before students reach their frustration level and shut down.

Step Two:

After giving students approximately four minutes, to read independently while the teacher circulates the room, the teacher will read “Origins and Concepts behind Debriefing Sessions” orally, so all students have access to the text.

Step Three:

The teacher will ask students to paraphrase the paragraph that interferes most with their understanding of the text. After students paraphrase the paragraph that hindered their comprehension the most, pose the following questions for class discussion:

What have you learned so far?

Cite as much textual evidence as you can.

What is the central idea of the text?

What in the text makes you say that?

Summarize what you have read.

Students revise their written paraphrases.

Step Four:

The teacher will review the college and career readiness standards.

Step Five:

The teacher facilitates a discussion using the following prompts to gather information about the appropriateness of the unit in terms of duration, workload, instructions, resources, assessments, challenges, and assistance:

How did you show you are college and career ready?

What did you learn during this unit?

With what did you connect during this unit?

How did this unit extend your thinking?

What suggestions do you have for changing this unit?

Step Six:

The teacher collects samples of a range of student work to revise rubrics.

Step Seven:

The teacher uses the results of these reflections to refine the unit for future use.

Active Literacy:

Students debrief the unit by participating in a teacher-facilitated discussion.

Post Literacy:

Students will summarize what they have learned from this unit. This could be completed in an exit slip or a class discussion.

Product/Performance:

As a reflective thinker, your goal is to reflect on the experiences you had throughout this unit. This should be written in the Writer’s Notebook.

Reflection:

In their Writer’s Notebooks, students will reflect on their progress toward the college and career readiness standards by reflecting on why their learning is important, how their thinking changed, and how they will apply what they learned to new situations.

Materials & Resources:

Reading material for Daily Sustained Silent Reading

Article related to presentation skills, such as “Essential Presentation Skills.”

Paper

Writing Utensils

Writer's Notebook

Websites:

<http://www.debriefing.com/> - This site connects to the article "Origins and Concepts behind Debriefing Sessions."

Career Connection:

Arts and Humanities Cluster:

Students practice writing skills when reflecting on their learning. Students practice speaking skills when participating in the debrief of the unit. Students demonstrate understanding of word meanings and relationships between words, see details and differences, evaluate information, and make decisions when reflecting on the unit. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the debrief of the unit.

Business and Marketing Cluster

Students practice writing skills and making changes when reflecting on their learning. Students practice speaking skills when participating in the debrief of the unit. This activity allows them to perform a variety of duties: questioner, listener, and responder as well as provides them an opportunity to practice patience and tact. Students analyze details, reason logically, and make decisions when participating in the debrief of the unit. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the debrief of the unit, which provides them with the opportunity to accept responsibility and follow directions yet be self-motivated.

Engineering and Technical Cluster:

Students make decisions when participating in the debrief of the unit. The activity that students direct and plan is the debrief of the unit, which provides them with the opportunity to follow step-by-step directions and work accurately. Students practice their planning when completing the debrief of the unit. Students perform a variety of duties: independent reader, paraphraser, listener, discussion participant, and author.

Health Cluster:

Students practice writing skills when reflecting on their learning. Students practice speaking skills when participating in the debrief of the unit. Students demonstrate understanding of word meanings and relationships between words, see details and differences, evaluate information, and make decisions when participating in the debrief of the unit. Students practice communicating with others and presenting ideas to others in both written and oral communication. Students perform a variety of duties: independent reader, paraphraser, listener, discussion participant, and author. The debrief of the unit provides students with the opportunity to follow step-by-step directions.

Human Services Cluster:

Students practice writing skills when reflecting on their learning. Students practice speaking skills when participating in the debrief of the unit. This activity allows them to perform a variety of duties: questioner, listener, and responder. Students make decisions when participating in the debrief of the unit. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the debrief of the unit, which provides them with the opportunity to follow directions.

Science and Natural Resources Cluster:

Students practice writing skills when reflecting on their learning. Students practice speaking skills when participating in the debrief of the unit. Students demonstrate understanding of word meanings and relationships between words, see details and differences, evaluate information, reason logically, and make decisions when participating in the debrief of the unit. Students practice communicating with others and presenting ideas to others in both written and oral communication. The activity that students direct and plan is the debrief of the unit, which provides them with the opportunity to follow step-by-step instructions.

