

LESSON PLANNING GUIDE
Conyers Middle School – 2014-2015
P.Redus UNIT PLAN-Week 21-29
March 9, 2015 to May 11, 2015

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|-----------------------------|---|
| Date(s) | January 12, 2015 – March 6, 2015 (Weeks 30 – Weeks 39) |
| Content Area | English/Language Arts |
| Grade/Course | 7th Grade |
| Unit of Study | Novel – <u>The Other Side of Truth</u> by Beverly Naidoo (Social Studies Connection) |
| Instructional Period | 2nd , 3rd , 6th , 7th |

Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.

Literary Standards:

7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Based on 2nd Benchmark Data and Meeting with Mrs. Tucker ELA Coach district level**

7RL2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

7RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **Literature book: 323-327 Elements of Poetry 328-339 Forms of Poetry Figurative Language 340-50**

7RL5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

7RL7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film.) **Casey at the Bat/The Highwayman**

Informational Standards:

7RI9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.

Informational Standards:

7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Based on 2nd Benchmark Data and Meeting with Mrs. Tucker ELA Coach district level**

ELACC7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CC7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

7RI4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

7RI5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

7RI6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CC7RI7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CC7RI8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Writing Standards:

7W1: Write arguments to support claims with clear reasons and relevant evidence.

- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Kinsey - PAGE 2

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **Based on 2nd Benchmark Data and Meeting with Mrs. Tucker ELA Coach district level writing introductions/paraphrase paragraphs to make them more descriptive**
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented. **Based on 2nd Benchmark Data and Meeting with Mrs. Tucker ELA Coach district level**

7W4: 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 1–2 above.)

7W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grades 7.)

7W6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

7W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 7 Reading Standards* to literature (e.g., “Compare and contrast a fictional portrayal of time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

7W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening Standards:

7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

7SL5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Language & Vocabulary Acquisition Standards: Redundant, Repetitive, Extraneous, Irrelevant, Context Clues

7L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

7L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *dissimilar*, *reorganize*, etc).

Strategy 1: Create a rigorous system of teaching and learning

Specific Results: Institutionalize Cycle for Results plans

Action Steps: 1, 2, 3, 6

Performance Indicator: Teacher lesson

Consult general and specific reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

c. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

c. *Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

7L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

| List Behaviors (what students should be able to do; focus on verbs) | List Content (what students should know; focus on concepts) | Determine DOK (align to instruction and assessment) | |
|--|---|--|-------------|
| Analyze, Cite, Compare, Contrast, Demonstrate, Describe, Determine, Develop, Explain, Identify | <p>Students should know:</p> <ul style="list-style-type: none"> • How to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • How to determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary. • How to analyze how particular elements of a story or drama interact. • How to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. • How an author develops and contrasts the points of view of different characters or narrators in a text. • How to compare and contrast a fictional portrayal of a character. • How to determine two or more central ideas in a text and analyze their development over the course of the text. • How to analyze the interactions between individuals, events, and ideas in a text. • How to analyze the impact of a specific word choice on meaning and tone. • How to analyze the structure an author uses to organize a text. • How to determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. • How to write arguments to support claims with clear reasons and relevant evidence. • How to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • How to conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. • How to demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • How to identify and utilize a dependent and independent clause. | DOK Levels | DOK Ceiling |
| | | 2 & 3 | 4 |

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Specific Results: Institutionalize Cycle for Results plans

Action Steps: 1, 2, 3, 6
Performance Indicator: Teacher lesson plans



Redus Page 4

How to identify and utilize a simple, compound, complex, compound-complex sentence.

- How to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- How to use knowledge of language and its conventions when writing, speaking, reading, or listening.



| DOK Level TAPS 2, 3, 4, 5 | Possible Aligned Activities and Questions | TAPS 1, 2 Resources (on/offline) |
|------------------------------|---|--|
| 1 | Based on the story's title and any illustrations, what do you predict will happen? Students will analyze the title and illustrations, then make a prediction about what will happen in the story. | Novel, Windows Notes prediction graphic organizer |
| 2 | Identify the conflict in the story. (Chapters and Story overall) Students will complete a conflict graphic organizer. | Novel, conflict graphic organizer |
| 3 | How does the author's point of view connect to your life and/or our society? Students will view the author's personal account of her writing. Students will connect the information they are learning in social studies to support their connection and point of view of the novel | Novel, student electronic device, library, paper, pencil/pen, notebook, four squares notes |
| 4 | How does any of the character's lives affect and/or connect to your life? Students will create a collage that reflects the idea of the book. They will include depictions of the plot, setting, the characters, and the events in the story. Students will write a piece telling how their lives connect with any of the character's lives, and will include this as a part of their collage. | Novel, magazine pictures, computer, student electronic device, paper, pencil/pen, crayons, markers, coloring pencils, arts/craft materials |
| DOK Level TAPS 2, 3, 4, 5 | Possible Aligned Assessment Items/Tasks | Resources (on/offline) |
| 1 | Students will orally respond to text discussions and make connections to other texts, self, and the world. | Novel, articles related to the text, Index cards, pen/pencil |
| 2 | Students will journal their response to weekly constructed response questions (utilizing one of the 12 power words), related to the current story. | Novel, 12 powerful words, paper, pen/pencil, notebook |
| 3 | Students will complete a venn diagram comparing and contrasting characters' decisions in the novel. | computer, student electronic device, paper, pencil/pen, notebook |
| 4 | Students will create a collage depicting the idea of the book and the connection it has to their own lives. | Novel computer, destiny quest, student electronic device, paper, pencil/pen, crayons, markers, coloring pencils, arts/craft materials |



TAPS Elements of Cooperative Learning

1: Positive Interdependence

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Specific Results: Institutionalize Cycle for Results plans

Action Steps: 1, 2, 3, 6

Performance Indicator: Teacher lesson

2: Face-to-face interaction

3: Individual and Group Accountability

4: Interpersonal and Small Group Skills

5: Group Processing

| Differentiated Instruction Grouping | Strategies Used |
|--|---|
| TOTAL GROUP | Whole group discussions on the standards, skills, and topics of unit 3 CCGPS, utilizing a novel to connect those standards, skills, and topics to the text. |
| SMALL GROUPS | Students will work in flexible small groups for discussions, vocabulary assignments, analyzing Literary Elements in the stories, group projects/presentations. |
| PARTNERS | Students will work with a partner for discussions, vocabulary assignments, analyzing plot in the stories, group projects/presentations. |
| INDIVIDUAL | Students will integrate their research information, key ideas and details, and prior knowledge to make a connection between the text and the real world. Students will write a short, expository piece regarding a topic relevant to the novel. Students will respond in writing to constructed response questions related to topics and themes that span across texts. |

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Performance Indicator: Teacher lesson

KNOW/UNDERSTAND

TAPS 2, 3



KINSEY 7

Essential Question:

Reading

1. Does every conflict have a winner?
2. What role does language play in relationships? In conflict?
3. How do our experiences influence our/your writing and our/your perceptions? Our/Your interpretation of literature?
4. How does racism and or classism affect our lives?
5. How does comprehension of informational and/or literary text contribute to lifelong learning?
6. How can the study of themes and values in texts prepare one for responsible participation in society?

Writing

1. How does writing develop reflective abilities and metacognition?
2. How will re-writing the ending of the story demonstrate that I fully grasp standard 7W2 provide a concluding statement or section that follows from and supports the information or explanation presented?
3. How does writing make thinking visible and clarify understanding?
4. How do writers communicate purposefully and clearly with various audiences; will creating an effective introduction based on what I read provide enough evidence to demonstrate that I have mastered standard 7W2b?
5. How do effective writers hook and hold readers and make writing easy to follow?
6. How does revising and editing strengthen ideas, organization, voice, word choice sentence fluency, and conventions?
7. Why is it important to be an effective writer?
8. How do our experiences influence our writing?

Speaking & Listening

1. How does collaboration prepare you for college and/or a career?
2. What skills are necessary to give and seek information in conversations, in group discussions, and in oral presentations?
3. How do we show others that we are listening to them?
4. How do we show others that we understand what is said or asked?

Language & Vocabulary

1. How does knowledge of word parts increase vocabulary and deepen comprehension of text?
2. How does context affect word meaning?
3. How important are Standard English conventions?
4. How does the depth of a student's vocabulary contribute to the student's ability to read, write, listen, and speak more effectively?

Enduring Understanding:

Reading

- Reading is a process by which we construct meaning about the information being communicated by an author within a print or non-print medium.
- Powerful literature provides insights about the human condition and human experiences.

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Specific Results: Institutionalize Cycle for Results plans

Action Steps: 1, 2, 3, 6

Performance Indicator: Teacher lesson plans

- Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.
- To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.

Writing

- Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.
- There are many reasons for students to write, including writing-to-learn, writing-to-demonstrate learning, and writing for authentic purposes and audiences.
- Different forms of writing are appropriate for different purposes and audiences and have different features (e.g., personal narrative, informational reports/articles, poetry, response to text).

Speaking & Listening

- Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.
- Strong listening and speaking skills are critical for learning, communicating and allowing us to understand our world better. Applying these skills to collaboration amplifies individual’s contributions and leads to new and unique understandings and solutions.
- Good listening and speaking skills help us better understand each other.

Language & Vocabulary

- Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of Standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting as well as the workplace requires effective communication
- A rich vocabulary enables us to understand and communicate more effectively.

KNOWLEDGE & SKILLS
(Key Vocabulary)

TAPS 2, 3, 5

Vocabulary- Tier 1
*Words using to teach
Tiers 2-3*

12 Powerful Words
Analyze, evaluate,
infer, support, explain,
summarize, compare,
contrast, predict,
trace, formulate,
justify
*-Describe

Vocabulary Tier 2

*Academic vocabulary across content-
areas*

Reading
tone, dialogue, documentary, point of
view, flashbacks, foreshadowing,
fantasy, hyperbole, plot, point of
view, theme, textual evidence, explicit,
inferences, central idea, objective
summary, draw conclusions, figurative
meaning, connotative meaning,
denotation, contrasts, historical
account

Writing
Argumentative, informational, convey
ideas, relevant content, sufficient,


Vocabulary Tier 3
*Content-specific,
domain-specific*

reassurance, canteen,
ammunition,
symmetrically,
nourishment,
gallantly, betray,
abdomen, asylum,
prohibit, urn,
contagion, vicinity,

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Specific Results: Institutionalize Cycle for Results
plans

Action Steps: 1, 2, 3, 6

Performance Indicator: Teacher lesson

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| | | <p>formatting, concrete details, quotations, transitions, cohesion, precise language, style, descriptive details, point of view, dialogue, coherent, cite, research</p> <p><u>Speaking & Listening</u> Collaborate, discussions, diverse, expression, perspective, evidence, reflect, collegial discussions, goals, deadlines, roles, pose questions, comments, relevant, acknowledge, views, media and formats, pertinent, adequate, pronunciation, visual displays, emphasize</p> <p><u>Language & Vocabulary</u> Command of English Language, grammar, phrases, clauses, sentences: simple, compound, complex, and compound-complex, spelling, punctuation, comma coordinate adjectives, concisely, redundancy, multiple-meaning words, phrases, context, Greek/Latin affixes and roots</p> | | |
| | <p>Pre-assessment to Inform Instruction</p> <p>Students will actively engage in a group assignment on vocabulary and making predictions for the novel <u>The Other Side of the Truth</u> by Beverly Naidoo</p> | | | |
| | <p>Assessment for Learning or Assessment of Learning</p> <p>Students will demonstrate their increase in mastery of the skills through various formative assessments. Students will demonstrate their gradual mastery through group assessments, individual activities, and teacher-guided questioning.</p> <p>BENCHMARK DATA ANALYSIS: Re-assessment of these skills will be on 4.5 tests; Skills to re-visit based on the second Benchmark are: Sentence Structure, Coordinate Adjectives, Root Words, Citing Textual Evidence</p> | | | |
| <u>DO</u> |  TAPS 2, 3, 4 | Content | Process | Product |
| | Advanced | Students understand the main/central idea of a text; the components, form, and structure of writing and responding to constructed writing prompts, and the command of conventions. | The teacher will ask students questions about the text to provoke meaningful discussions, thus, engaging students in the text; More DOK level 3 and 4 questioning. | Students will be able to answer higher-level questions thoroughly and provide evidence from the text. |

Strategy 1: Create a rigorous system of teaching and learning
Specific Results: Institutionalize Cycle for Results plans

Action Steps: 1, 2, 3, 6

Performance Indicator: Teacher lesson

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| | Ready | The teacher will model for students, how they should engage a question that will prompt them to analyze the text (Chunked/Tiered information) | Teacher will guide students through lessons and information starting with levels 1 and 2 questioning and moving toward higher levels of thought. (Small group instruction) | Students will respond in writing to constructed writing prompts. Students that need additional guidance will utilize graphic organizers and one on one teacher guidance. (Choice Boards, graphic organizers, etc.) |
| | Need Prerequisites | Students need to understand plot, setting, conflict, characterization, point of view, and vocabulary related to the novel. Based on student needs, graphic organizers and varied assignments will be given. | Guide students through various task explaining, analyzing, and comparing/contrasting, plot, setting, conflict, characterization, point of view, and vocabulary related to short story unit. Based on student needs, teacher will pull students and provide deeper assistance. | Students will define vocabulary words related to the novel. Based on student needs, products may vary amongst students for the same topic. |

TAPS 2, 3, 5, 6, 8

Steps to Deliver the Lesson Using WICOR



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| Engage (Hook, introduction to lesson concepts) WICOR: Writing | Relevant topics and activities will be provided to students, allowing them to clarify ideas, organize thoughts, and activate prior knowledge while answering real world, higher level thinking question about life. (Thought provoking journals, word splash, anticipation guide, etc.) |
| Explore/Explain | Students will actively engage with a text by utilizing the Costa’s Thinking and Questioning strategies, and the Depth of Knowledge concept. Students will generate new questions about a topic, ask questions related to the topic, make |

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Specific Results: Institutionalize Cycle for Results plans

Action Steps: 1, 2, 3, 6
Performance Indicator: Teacher lesson



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| <p>(teaching content all students need to know, understand and be able to do as determined by unpacked standard)</p> <p>WICOR: Inquiry</p> | <p>predictions, and analyze text using key ideas and details from the text. Students will write informative/explanatory texts to examine the topic and convey ideas, concepts, and information, while using precise language and domain-specific vocabulary to inform about or explain the topic. Students will demonstrate the appropriate use of the conventions of standard English.</p> |
| <p>Enrich/Elaborate (differentiation of <u>process</u>)</p> <p>WICOR: Collaboration</p> | <p>Students will write on their individual levels and be able to produce a text at their capacity. Students will be supported through the scaffolding of graphic organizers. Students will work in academic groups based on ability and demonstrated skill need. Varying levels of demonstration will be required based on student need and ability.</p> |
| <p>Evaluation (Formative assessment)</p> <p>WICOR: Reading</p> | <p>Students will demonstrate comprehension by completing various formative assessments. Assessments will include, but is not limited to constructed-response, or multiple-choice test questions. Assessments will also include performance-based assessment, in which students demonstrate their understanding of the subject matter through group activities, discussions, and individual projects. Students will make connections between their prior knowledge and new information.</p> |
| <p>Resources</p> | <p>Class Novel, Elmo, Computer, Student Electronic Device, Graphic Organizers, Note taking Notebook, Resource Notebook, Cornell-Notes, Library Windows Notes, Four Style Strategies</p> <p>Novel Unit: <u>So Far from the Bamboo Grove</u> by Yoko Kawashima</p> |

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Specific Results: Institutionalize Cycle for Results plans

Action Steps: 1, 2, 3, 6
Performance Indicator: Teacher lesson

Costas Levels 3 Questions Blooms Levels 4-6 that Promote Critical Thinking Skills

1. How would you evaluate
2. **Judging** what you know about _____, what assumption could you make about _____
3. What **principle** would you apply to _____
4. What evidence would you use to **speculate** the events of _____
5. **Imagining** the information you have learned is accurate, what is the logical conclusion that you can deduce about _____
6. **Predictions** can be made by examining or **analyzing** factual information _____
7. What can you hypothesize or make an educated guess to draw conclusions about _____
8. What would happen if...?
9. Can you see a possible solution to...?
10. Do you agree with the actions?...with the outcomes?
11. What is your opinion of..., and what information did you use to **determine** that opinion?
12. What do you **imagine** would have been the **outcome** if... had made a different choice?
Invent a new ending.
13. What would you **cite to defend** the actions of...?
14. **Judge** the value of...
15. Can you **defend** the _____'s position about...?
16. What **evidence** would you use to prove.....?
17. What are the **consequences**...?
18. What was Hitler's **motivation** when...?
19. Which events could not have happened?
20. If ... happened, what might the ending have been?
21. How is... similar to...?
22. Can you **distinguish** between...?
23. What was the turning point in.....why did it occur?
24. What was the conflict with...?
25. Why did... changes occur?

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Performance Indicator: Teacher lesson