Week 1														
Essential Questions	**What are the writer's responsibilities to the reader? How can writers best facilitate meeting those responsibilities?**													
Outcomes: Analyze how English language sentences and paragraphs are structured, including how modifiers are created and arranged within the sentence.	**Assignment A**	**Learning Standards**	**Performance Indicators**	**Seat Time**	**Assignment B**	**Seat Time**	**Assessment for Assignment A**				**Assessment for Assignment B**			
>To define the concepts of Embedded Modifiers vs. Free Modifiers and Modifier Placement as applied to standard English language sentences	**Identify the highlighted modifiers as either embedded or free.**	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**		5 minutes			Excellent (100%): Response is 90% to 100% accurately/correctly completed.	Satisfactory (100%): Response is 70% to 85% accurately/correctly completed.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Incomplete No Credit (0%): Response is 49% or less accurately/correctly completed.				
>To demonstrate an understanding of the concept of Levels of Generality as applied to standard English language sentences and paragraphs and to analyze how standard English language sentences are structured	**Diagram the following sentences according to the concept of levels of generality.**	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**	*Taken from Grades 9, 10 and 11* ~Write original literary texts ~Creat a personal voice ~Write interpretive and responsive essays ~Share the process of writing with peers and adults ~Write and share personal reactions to experiences, events and observations, using a form of social communication ~Articulate one or more perspective to summarize arguments on different sides of issues ~Model the socail communication techniques of published writers ~Use a range of organizational strategies to present information ~Read and interpret text	30 minutes	Select a diagram from at least one other participant and explain why you disagree with his/her analysis. Present an argument rather than being judgmental.	10 minutes	Excellent (100%): Response is 90% to 100% accurately/correctly completed.	Satisfactory (100%): Response is 70% to 85% accurately/correctly completed.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Incomplete No Credit (0%): Response is 49% or less accurately/correctly completed.	Excellent (100%): Response clearly demonstrates a full understanding of the concept learned.	Satisfactory (100%): Response demonstrates an acceptable understanding of the concept learned.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concept learned or is evident of only partial understanding.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concept learned or is evident of only partial understanding.
>To demonstrate an understanding of the concept of Levels of Generality as applied to standard English language sentences and paragraphs and to analyze the relationship between one sentence and those adjoining it	**Diagram the following paragraphs according to the concept of levels of generality.**	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**		30 minutes	Select a diagram from at least one other participant and explain why you disagree with his/her analysis. Present an argument rather than being judgmental.	5 minutes	Excellent (100%): Response is 90% to 100% accurately/correctly completed.	Satisfactory (100%): Response is 70% to 85% accurately/correctly completed.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Incomplete No Credit (0%): Response is 49% or less accurately/correctly completed.	Excellent (100%): Response clearly demonstrates a full understanding of the concept learned.	Satisfactory (100%): Response demonstrates an acceptable understanding of the concept learned.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concept learned or is evident of only partial understanding.	Incomplete No Credit (0%): Response is does not demonstrate understanding.
>To define the relationship between a modifier and that which it modifies	**Diagram the following sentences according to the concept of levels of generality (more difficult than last weeks sentences).**	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**		20 minutes	Select a diagram from at least one other participant and explain why you disagree with his/her analysis. Present an argument rather than being judgmental.	5 minutes	Excellent (100%): Response is 90% to 100% accurately/correctly completed.	Satisfactory (100%): Response is 70% to 85% accurately/correctly completed.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Incomplete No Credit (0%): Response is 49% or less accurately/correctly completed.	Excellent (100%): Response clearly demonstrates a full understanding of the concept learned.	Satisfactory (100%): Response demonstrates an acceptable understanding of the concept learned.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concept learned or is evident of only partial understanding.	Incomplete No Credit (0%): Response is does not demonstrate understanding.
Week 2														
Essential Questions	**What are the writer's responsibilities to the reader? How can writers best facilitate meeting those responsibilities?**													
Outcomes: Analyze how English language sentences and paragraphs are structured, including how modifiers are created and arranged within the sentence.	**Assignment A**	**Learning Standards**	**Performance Indicators**	**Seat Time**	**Assignment B**	**Seat Time**	**Assessment for Assignment A**				**Assessment for Assignment B**			
>To demonstrate the methodology for creating phrases and modifying "clusters"	**Complete the following slotting exercise to demonstrate the creation of noun appositives.**	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**	Taken from Grades 9, 10 and 11 ~Write original literary texts ~Creat a personal voice ~Write interpretive and responsive essays ~Share the process of writing with peers and adults ~Write and share personal reactions to experiences, events and observations, using a form of social communication ~Articulate one or more perspective to summarize arguments on different sides of issues ~Model the socail communication techniques of published writers ~Use a range of organizational strategies to present information ~Read and interpret text	15 minutes	Complete the following sentence combining exercise to demonstrate the creation of noun appositives.	10 minutes	Excellent (100%): Response is 90% to 100% accurately/correctly completed and demonstrates a clear understanding of the variety and fitness allowed by the language.	Satisfactory (100%): Response is 70% to 85% accurately/correctly completed and demonstrates some understanding of the variety and vividness allowed by the language.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Excellent (100%): Response is 90% to 100% accurately/correctly completed.	Satisfactory (100%): Response is 70% to 89% accurately/correctly completed.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Incomplete No Credit (0%): Response is 49% or less accurately/correctly completed.
>To demonstrate the methodology for creating phrases and modifying "clusters"	**Complete the following slotting exercise to demonstrate the creation of verb phrases.**	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**		20 minutes	Complete the following sentence combining exercise to demonstrate the creation of verb phrases.	15 minutes	Excellent (100%): Response is 90% to 100% accurately/correctly completed and demonstrates a clear understanding of the variety and vividness allowed by the language.	Satisfactory (100%): Response is 70% to 85% accurately/correctly completed and demonstrates some understanding of the variety and vividness allowed by the language.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Excellent (100%): Response is 90% to 100% accurately/correctly completed.	Satisfactory (100%): Response is 70% to 89% accurately/correctly completed.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Incomplete No Credit (0%): Response is 49% or less accurately/correctly completed.
>To demonstrate the methodology for creating phrases and modifying "clusters"	**Complete the following sentence combining exercise to demonstrate the creation of absolute appositives.**	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**		20 minutes	Complete the following slotting exercise to demonstrate the creation of absolute appositives.	15 minutes	Excellent (100%): Response is 90% to 100% accurately/correctly completed and demonstrates a clear understanding of the variety and vividness allowed by the language.	Satisfactory (100%): Response is 70% to 85% accurately/correctly completed and demonstrates some understanding of the variety and vividness allowed by the language.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Excellent (100%): Response is 90% to 100% accurately/correctly completed.	Satisfactory (100%): Response is 70% to 89% accurately/correctly completed.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Incomplete No Credit (0%): Response is 49% or less accurately/correctly completed.
>To demonstrate the methodology for creating phrases and modifying "clusters"	**Complete the following slotting exercise to demonstrate the creation of modifying "clusters."**	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**		Bonus Assignment	Complete the following slotting exercise to demonstrate the creation of modifying "two-part constructions."	Bonus Assignment	Excellent (100%): Response is 90% to 100% accurately/correctly completed and demonstrates a clear understanding of the variety and vividness allowed by the language.	Satisfactory (100%): Response is 70% to 85% accurately/correctly completed and demonstrates some understanding of the variety and vividness allowed by the language.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.				
>To define the standard practice for the placement and punctuation of these phrases and modifying "clusters"	**Complete the following exercise to demonstrate the standard practice for the placement of punctuation relative to modifiers.**	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**		5 minutes			Excellent (100%): Response is 90% to 100% accurately/correctly completed.	Satisfactory (100%): Response is 70% to 85% accurately/correctly completed.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Incomplete No Credit (0%): Response is 49% or less accurately/correctly completed.				
>To define the relationship between a modifier and that which it modifies, to demonstrate the methodology for creating phrases and modifying "clusters" and to define the standard practice for the placement and punctuation of these phrases and modifying "clusters"	**Write a carefully constructed paragraph demonstrating the creation of each of the modifiers covered this week.**	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**		30 minutes	Select a paragraph written by another participant and identify the sentence you consider the best, explaining why. Then identify the weakest sentence and provide constructive criticism, along with a suggested revision.	10 minutes	Excellent (100%): Response clearly demonstrates a full understanding of the concept learned.	Satisfactory (100%): Response demonstrates an acceptable understanding of the concept learned.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concept learned or is evident of only partial understanding.	Incomplete No Credit (0%): Response is does not demonstrate understanding.	Excellent (100%): Response clearly demonstrates a full understanding of the concept learned.	Satisfactory (100%): Response demonstrates an acceptable understanding of the concept learned.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concept learned or is evident of only partial understanding.	Incomplete No Credit (0%): Response is does not demonstrate understanding.
>To define the relationship between a modifier and that which it modifies, to demonstrate the methodology for creating phrases and modifying "clusters" and to define the standard practice for the placement and punctuation of these phrases and modifying "clusters"		**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**			In alphabetical order by last name, each participant must add two controlled sentences in the passage I have posted using the principles of Christensen Rhetoric. Try for variety by added different types of modifier from those previous. On our second round we will reverse the order as we each revise and enhance the two sentences, the last person alphabetically working on my sentences.	15 minutes	Excellent (100%): Response clearly demonstrates a full understanding of the concept learned.	Satisfactory (100%): Response demonstrates an acceptable understanding of the concept learned.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concept learned or is evident of only partial understanding.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concept learned or is evident of only partial understanding.	Excellent (100%): Response clearly demonstrates a full understanding of the concept learned.	Satisfactory (100%): Response demonstrates an acceptable understanding of the concept learned.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concept learned or is evident of only partial understanding.	Incomplete No Credit (0%): Response is does not demonstrate understanding.
Week 3														
Essential Questions	**What are the writer's responsibilities to the reader? How can writers best facilitate meeting those responsibilities? How do students assimilate written language? What strategies actually promote that assimilation?**													
Outcomes: Analyze how English language sentences and paragraphs are structured, including how modifiers are created and arranged within the sentence.	**Assignment A**	**Learning Standards**	**Performance Indicators**	**Seat Time**	**Assignment B**	**Seat Time**	**Assessment for Assignment A**				**Assessment for Assignment B**			

>To demonstrate the methodology for creating modifying clauses	Complete the following sentence combining exercise to demonstrate the creation of relative clauses.	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**	Taken from Grades 9, 10 and 11 ~Write original literary texts ~Creat a personal voice ~Write interpretive and responsive essays ~Share the process of writing with peers and adults ~Write and share personal reactions to experiences, events and observations, using a form of social communication ~Articulate one or more perspective to summarize arguments on different sides of issues ~Model the socail communication techniques of published writers ~Use a range of organizational strategies to present information ~Read and interpret text	10 minutes	Complete the following sentence combining exercise to demonstrate the creation of subordinate clauses.	10 minutes	Excellent (100%): Response is 90% to 100% accurately/correctly completed.	Satisfactory (100%): Response is 70% to 89% accurately/correctly completed.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Incomplete No Credit (0%): Response is 49% or less accurately/correctly completed.	Excellent (100%): Response is 90% to 100% accurately/correctly completed.	Satisfactory (100%): Response is 70% to 89% accurately/correctly completed.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Incomplete No Credit (0%): Response is 49% or less accurately/correctly completed.
>To demonstrate the methodology for creating modifying clauses	Complete the following slotting exercise to demonstrate the creation of relative clauses.	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**		10 minutes	Complete the following slotting exercise to demonstrate the creation of subordinate clauses.	10 minutes	Excellent (100%): Response is 90% to 100% accurately/correctly completed.	Satisfactory (100%): Response is 70% to 89% accurately/correctly completed.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Incomplete No Credit (0%): Response is 49% or less accurately/correctly completed.	Excellent (100%): Response is 90% to 100% accurately/correctly completed.	Satisfactory (100%): Response is 70% to 89% accurately/correctly completed.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Incomplete No Credit (0%): Response is 49% or less accurately/correctly completed.
>To define the standard practice for the placement and punctuation of these clauses	Complete the following exercise to demonstrate the standard practice for the placement of punctuation relative to clause modifiers.	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**		5 minutes			Excellent (100%): Response is 90% to 100% accurately/correctly completed.	Satisfactory (100%): Response is 70% to 89% accurately/correctly completed.	Incomplete Partial Credit (50%): Response is 50% to 69% accurately/correctly completed.	Incomplete No Credit (0%): Response is 49% or less accurately/correctly completed.				
>To demonstrate the methodology for creating modifying clauses and to define the standard practice for the placement and punctuation of these clauses	Write a carefully constructed paragraph demonstrating the creation of each of the modifiers covered this week and last.	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**		30 minutes	Select a paragraph written by another participant and identify the sentence you consider the best, explaining why. Then identify the weakest sentence and provide constructive criticism, along with a suggested revision.	10 minutes	Excellent (100%): Response clearly demonstrates a full understanding of the concept learned.	Satisfactory (100%): Response demonstrates an acceptable understanding of the concept learned.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concept learned or is evident of only partial understanding.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concept learned or is evident of only partial understanding.	Excellent (100%): Response clearly demonstrates a full understanding of the concept learned.	Satisfactory (100%): Response demonstrates an acceptable understanding of the concept learned.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concept learned or is evident of only partial understanding.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concept learned or is evident of only partial understanding.
>To identify the needs and capabilities of the participant's students regarding their rhetorical skills	Assess your students' needs regarding the previously demonstrated rhetorical strategies.	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**		15 minutes	Assess your students' ability to understand and use these strategies.	15 minutes	Excellent (100%): Response is thorough and clearly demonstrates a full understanding of the concepts and their relationship to student learning.	Satisfactory (100%): Response is adequate and demonstrates an acceptable understanding of the concepts and their relationship to student learning.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concepts and/or their relationship to student learning.	Incomplete No Credit (0%): Response is either very insufficient or understanding is absent or not evident.				
>To demonstrate such strategies as slotting, transformation, structural rearrangement and experimentation, sentence combining and modeling for instructing students	Create five-item exercises for each of the following strategies: slotting, transformation, structural rearrangement and experimentation, sentence combining.	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**		30 minutes	Comment on at least one other participant's exercise.	5 minutes	Excellent (100%): Response is thorough and clearly demonstrates a full understanding of the concepts and their relationship to student learning.	Satisfactory (100%): Response is adequate and demonstrates an acceptable understanding of the concepts and their relationship to student learning.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concepts and/or their relationship to student learning.	Incomplete No Credit (0%): Response is either very insufficient or understanding is absent or not evident.	Excellent (100%): Response is thorough and clearly demonstrates a full understanding of the concepts and their relationship to student learning.	Satisfactory (100%): Response is adequate and demonstrates an acceptable understanding of the concepts and their relationship to student learning.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concepts and/or their relationship to student learning.	Incomplete No Credit (0%): Response is either very insufficient or understanding is absent or not evident.
>To demonstrate such strategies as slotting, transformation, structural rearrangement and experimentation, sentence combining and modeling for instructing students	Model five samples of each of the following modifiers: noun appositives, present participial phrases, past participial phrases, infinitive phrases, absolute appositives, relative clauses and subordinate clauses.	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**		30 minutes	Provide editing suggestions for another participant.	10 minutes	Excellent (100%): Response is thorough and clearly demonstrates a full understanding of the concepts and their relationship to student learning.	Satisfactory (100%): Response is adequate and demonstrates an acceptable understanding of the concepts and their relationship to student learning.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concepts and/or their relationship to student learning.	Incomplete No Credit (0%): Response is either very insufficient or understanding is absent or not evident.	Excellent (100%): Response is thorough and clearly demonstrates a full understanding of the concepts and their relationship to student learning.	Satisfactory (100%): Response is adequate and demonstrates an acceptable understanding of the concepts and their relationship to student learning.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concepts and/or their relationship to student learning.	Incomplete No Credit (0%): Response is either very insufficient or understanding is absent or not evident.
Week 4																
Essential Questions	**How can instruction be designed that facilitates student awareness and then application of standard written English language sentence and paragraph structure? How can writers assimilate a method such as Christensen Rhetoric and still remain creative and individualistic?**															
Outcomes: Study the strategies used in instructing students to understand and use Christensen Rhetoric and create lesson plans accordingly.	**Assignment A**	**Learning Standards**	**Performance Indicators**	**Seat Time**	**Assignment B**	**Seat Time**	**Assessment for Assignment A**				**Assessment for Assignment B**					
>To develop lesson plans, including practice exercises and authentic assessments, suitable for the participant's students	Develop six lesson plans, including practice exercises and authentic assessments, suitable for your students.	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**	Taken from Grades 9, 10 and 11 ~Write original literary texts ~Creat a personal voice ~Write interpretive and responsive essays ~Share the process of writing with peers and adults ~Write and share personal reactions to experiences, events and observations, using a form of social communication ~Articulate one or more perspective to summarize arguments on different sides of issues ~Model the socail communication techniques of published writers ~Use a range of organizational strategies to present information ~Read and interpret text	2 hours 45 minutes	Provide feedback for another participant.	5 minutes	Excellent (100%): Response is thorough and clearly demonstrates a full understanding of the concepts and their relationship to student learning.	Satisfactory (100%): Response is adequate and demonstrates an acceptable understanding of the concepts and their relationship to student learning.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concepts and/or their relationship to student learning.	Incomplete No Credit (0%): Response is either very insufficient or understanding is absent or not evident.	Excellent (100%): Response is thorough and clearly demonstrates a full understanding of the concepts and their relationship to student learning.	Satisfactory (100%): Response is adequate and demonstrates an acceptable understanding of the concepts and their relationship to student learning.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concepts and/or their relationship to student learning.	Incomplete No Credit (0%): Response is either very insufficient or understanding is absent or not evident.
Week 5																
Essential Questions	**How can instruction be designed that facilitates student awareness and then application of standard written English language sentence and paragraph structure? How can writers assimilate a method such as Christensen Rhetoric and still remain creative and individualistic?**															
Outcomes: Study the strategies used in instructing students to understand and use Christensen Rhetoric and create lesson plans accordingly.	**Assignment A**	**Learning Standards**	**Performance Indicators**	**Seat Time**	**Assignment B**	**Seat Time**	**Assessment for Assignment A**				**Assessment for Assignment B**					
>To develop lesson plans, including practice exercises and authentic assessments, suitable for the participant's students	Develop six more lesson plans, including practice exercises and authentic assessments, suitable for your students.	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**	Taken from Grades 9, 10 and 11 ~Write original literary texts ~Creat a personal voice ~Write interpretive and responsive essays ~Share the process of writing with peers and adults ~Write and share personal reactions to experiences, events and observations, using a form of social communication ~Articulate one or more perspective to summarize arguments on different sides of issues ~Model the socail communication techniques of published writers ~Use a range of organizational strategies to present information ~Read and interpret text	2 hours 45 minutes	Provide feedback for another participant other than the one you helped last week. (5 minutes)	5 minutes	Excellent (100%): Response is thorough and clearly demonstrates a full understanding of the concepts and their relationship to student learning.	Satisfactory (100%): Response is adequate and demonstrates an acceptable understanding of the concepts and their relationship to student learning.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concepts and/or their relationship to student learning.	Incomplete No Credit (0%): Response is either very insufficient or understanding is absent or not evident.	Excellent (100%): Response is thorough and clearly demonstrates a full understanding of the concepts and their relationship to student learning.	Satisfactory (100%): Response is adequate and demonstrates an acceptable understanding of the concepts and their relationship to student learning.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concepts and/or their relationship to student learning.	Incomplete No Credit (0%): Response is either very insufficient or understanding is absent or not evident.
Week 6																
Essential Questions	**How can instruction be designed that facilitates student awareness and then application of standard written English language sentence and paragraph structure? How can writers assimilate a method such as Christensen Rhetoric and still remain creative and individualistic?**															

Outcomes: Study the strategies used in instructing students to understand and use Christensen Rhetoric and create lesson plans accordingly.	Assignment A	Learning Standards	Performance Indicators	Seat Time	Assignment B	Seat Time	Assessment for Assignment A				Assessment for Assignment B			
>To revise lesson plans and assessments	Revise your lesson plans, exercises and assessments.	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**	Taken from Grades 9, 10 and 11 ~Write original literary texts ~Creat a personal voice ~Write interpretive and responsive essays ~Share the process of writing with peers and adults ~Write and share personal reactions to experiences, events and observations, using a form of social communication ~Articulate one or more perspective to summarize arguments on different sides of issues ~Model the socail communication techniques of published writers ~Use a range of organizational strategies to present information ~Read and interpret text	20 minutes	Provide feedback for any other participant.	5 minutes	Excellent (100%): Response is definitely ready for use in the classroom.	Satisfactory (100%): Response is almost ready for use in the classroom.	Incomplete Partial Credit (50%): Response is not ready for use in the classroom but has potential.	Incomplete No Credit (0%): The response is either absent or definitely not ready for use in the classroom.	Excellent (100%): Response is thorough and clearly demonstrates a full understanding of the concepts and their relationship to student learning.	Satisfactory (100%): Response is adequate and demonstrates an acceptable understanding of the concepts and their relationship to student learning.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concepts and/or their relationship to student learning.	Incomplete No Credit (0%): Response is either very insufficient or understanding is absent or not evident.
>To create culminating activities to assess student progress	Develop a culminating assessment to monitor your students' progress.	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**		30 minutes	Provide feedback for any other participant.	5 minutes	Excellent (100%): Response is definitely ready for use in the classroom.	Satisfactory (100%): Response is almost ready for use in the classroom.	Incomplete Partial Credit (50%): Response is not ready for use in the classroom but has potential.	Incomplete No Credit (0%): The response is either absent or definitely not ready for use in the classroom.	Excellent (100%): Response is thorough and clearly demonstrates a full understanding of the concepts and their relationship to student learning.	Satisfactory (100%): Response is adequate and demonstrates an acceptable understanding of the concepts and their relationship to student learning.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concepts and/or their relationship to student learning.	Incomplete No Credit (0%): Response is either very insufficient or understanding is absent or not evident.
>To develop plans to reinforce the strategies throughout the school year	Develop two lessons that are to be integrated into subsequent units that will reinforce the strategies learned.	**ELA Standard 1:** Students will read, write, listen, and speak for **information and understanding. ELA Standard 2:** Students will read, write, listen, and speak for **literary response and expression. ELA Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation. ELA Standard 4:** Students will read, write, listen, and speak **for social interaction.**		30 minutes	Provide feedback for any other participant.	5 minutes	Excellent (100%): Response is definitely ready for use in the classroom.	Satisfactory (100%): Response is almost ready for use in the classroom.	Incomplete Partial Credit (50%): Response is not ready for use in the classroom but has potential.	Incomplete No Credit (0%): The response is either absent or definitely not ready for use in the classroom.	Excellent (100%): Response is thorough and clearly demonstrates a full understanding of the concepts and their relationship to student learning.	Satisfactory (100%): Response is adequate and demonstrates an acceptable understanding of the concepts and their relationship to student learning.	Incomplete Partial Credit (50%): Response is either insufficient to demonstrate an acceptable understanding of the concepts and/or their relationship to student learning.	Incomplete No Credit (0%): Response is either very insufficient or understanding is absent or not evident.
Course Evaluation				15 minutes										