Dates met Prep Travel Meeting Dates met Prep Travel Meeting

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1.\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ 3.\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ 4.\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_

Standard Date1 Date2 Date3 Date4

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| --- | --- | --- | --- | --- |
| 1. Determining the central idea in conversation or in text |  |  |  |  |
| 1. Analyzing the development of the themes or ideas |  |  |  |  |
| 1. Citing specific details and evidence to support analysis |  |  |  |  |
| 1. Summarizing text |  |  |  |  |
| 1. Participating in conversations or discussions on a wide range of topics |  |  |  |  |
| 1. Participating in written exchanges on a wide range of topics |  |  |  |  |
| 1. Building on the ideas of others |  |  |  |  |
| 1. Expressing his/her own ideas |  |  |  |  |
| 1. Clearly supporting points with specific and relative evidence |  |  |  |  |
| 1. Asking and answering questions to clarify ideas and conclusions |  |  |  |  |
| 1. Summarizing the key points expressed |  |  |  |  |
| 1. Delivering oral presentations (e.g. talk about daily activities) |  |  |  |  |
| 1. Composing written informational text (e.g. easy newspaper articles, job descriptions, work memos, etc.) |  |  |  |  |
| 1. Developing the topic with relevant details, concepts, examples, and information |  |  |  |  |
| 1. Integrating graphics or multimedia when useful |  |  |  |  |
| 1. Constructing a claim about a variety of topics (e.g. What is the best kind of \_\_\_\_\_\_\_, what is your favorite \_\_\_\_\_\_? And why?) |  |  |  |  |
| 1. a. Introducing the topic |  |  |  |  |
| 1. b. Providing logically ordered reasons or facts that effectively support the claim |  |  |  |  |
| 1. c. Providing a conclusion |  |  |  |  |
| 1. Carrying out short (or longer term) research projects to answer a question (e.g. Buying a new phone/car/house? Getting a new job.) |  |  |  |  |
| 1. a. Gathering information from multiple print or digital sources |  |  |  |  |
| 1. b. Evaluating the reliability of each source |  |  |  |  |
| 1. c. Using search terms effectively |  |  |  |  |
| 1. d. Synthesizing information from multiple sources (Using multiple sources as evidence, not relying on just one “right” source) |  |  |  |  |
| 1. e. Integrating information into an organized oral or written report |  |  |  |  |
| 1. f. Including illustrations, diagrams, or other graphics as appropriate |  |  |  |  |
| 1. g. Citing sources appropriately |  |  |  |  |
| 1. Analyzing the reasoning in persuasive spoken or written text |  |  |  |  |
| 1. Determining whether the evidence is sufficient to support the claim |  |  |  |  |
| 1. Citing textual evidence to support the analysis |  |  |  |  |
| 1. Adapting language choices and styles to purpose, task, and audience |  |  |  |  |
| 1. Using a wider range of general academic and content-specific words and phrases |  |  |  |  |
| 1. Adopting & maintaining appropriate formal & informal style and tone in spoken and written text |  |  |  |  |
| 1. Determining meaning of words and phrases from context or knowledge of word morphology (Morphology is how the word is formed through roots, prefixes, suffixes, etc. i.e. happy, happiness, happily.) |  |  |  |  |
| 1. Determining meaning of a growing number of idiomatic expressions from context (e.g. "to be broke", "a fish out of water") |  |  |  |  |
| 1. Recounting a longer, more detailed sequence of events or steps |  |  |  |  |
| 1. Introducing and developing informational topics with facts, details, and evidence (Introductory, transitional, and concluding words (i.e. first, next, then, finally, etc.)) |  |  |  |  |
| 1. Using a variety of transitions in speech and text |  |  |  |  |
| 1. Providing a concluding section or statement |  |  |  |  |
| 1. Using increasingly complex phrases |  |  |  |  |
| 1. Using increasingly complex clauses |  |  |  |  |
| 1. Producing and expanding simple, compound, and complex sentences (Simple = one subject & one verb. Compound = two simple sentences joined with coordination conjuctions (and, but, or, etc). Complex = one simple sentence and one subordinate clause (if, when, because, etc)). |  |  |  |  |

Milestones/Achievements:

Materials/Activities:

New vocabulary learned:

Other notes: