Providing Pathways to Excellence for Each Student

**English 9**

**Unwrap a Standard: *What do students have to know and be able to do?***

**Strand:** Demonstrate comprehension of nonfiction texts and use word analysis strategies

**Strand/Reporting Category Weight:** 57.5%

**Standard:** **9.5**

**The student will read and analyze a variety of nonfiction texts.**

b. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.

|  |  |  |  |
| --- | --- | --- | --- |
| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| I can identify the central idea of a text. | I can make inferences and draw conclusions based on explicit information using evidence from text as support. | I can make inferences and draw conclusions based on implied information using evidence from text as support. | I can evaluate how an author develops his or her ideas or claims and refines them with particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |

**Achievement/Performance Level Descriptors**

|  |
| --- |
| **Building Background Knowledge and skills: Flashback Standard**  **Standard:** **8.6** The student will read, comprehend, and analyze a variety of nonfiction texts.  e. Make inferences and draw conclusions based on explicit and implied information using references to the text for support. |

**Extending Knowledge and skills: Preview Standard**

**Standard:** **10.5** The student will read, interpret, analyze, and evaluate nonfiction texts.

f. Draw conclusions and make inferences on explicit and implied information, using textual support as evidence.

|  |  |
| --- | --- |
| **Essential Knowledge/Concepts**  ***What Do Students Need to Know/Understand?***  **List the underlined nouns.** | **Essential Skills**  ***What Do Students Need to Be Able to Do?***  **List the circled (or *italicized*) verbs.** |
| **DOK Level**  **Level of content complexity rather than content difficulty.** |
| **WONDER Questions**  ***How can we capture student wonder?***  **\*Including open-ended and ‘second’ questions** | **Essential Vocabulary**  ***What Do Students Need to Comprehend?***  **List all key vocabulary** |
| **Learning Objectives aligned to the Standard**  ***What ‘I can’ statement(s) will clarify the objective for students?*** | |
| **Evidence of Student Mastery?**  ***How will we know when they know it?***  ***How will we encourage each student to try?*** | |
| **Specific Instructional Framework?**  ***What will we do to help them know/understand/can do it?***  ***What will we do for students who still don’t know it?***  ***What will we do for students who already know it?*** | |

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**English 9**

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**Strand:** Demonstrate comprehension of nonfiction texts and use word analysis strategies

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**Standard:** **9.5**

**The student will read and analyze a variety of nonfiction texts.**

b. **Make inferences** and **draw conclusions** based on explicit and implied information **using** evidence from text as support.

|  |  |  |  |
| --- | --- | --- | --- |
| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| I can i**dentify** the central idea of a text. | I can **make inferences** and **draw conclusions** based on explicit information **using** evidence from text as support. | I can **make inferences** and **draw conclusions** based on implied information **using** evidence from text as support. | I can **evaluate** how an author develops his or her ideas or claims and refines them with particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |

**Achievement/Performance Level Descriptors**

|  |
| --- |
| **Building Background Knowledge and skills: Flashback Standard**  **Standard:** **8.6** The student will **read,** **comprehend,** and **analyze** a variety of nonfiction texts.  e. **Make inferences** and **draw conclusions** based on explicit and implied information **using** references to the text for support. |

**Extending Knowledge and skills: Preview Standard**

**Standard:** **10.5** The student will **read**, **interpret**, **analyze**, and **evaluate** nonfiction texts.

f. **Draw conclusions** and **make inferences** on explicit and implied information, **using** textual support as evidence.

|  |  |
| --- | --- |
| **Essential Knowledge/Concepts**  ***What Do Students Need to Know/Understand?***  **List the underlined nouns.**  **Fiction Nonfiction Central idea**  **Facts Opinions Evidence Cite**  **Inference Conclusion Explicit Information**  **Implicit Information** | **Essential Skills**  ***What Do Students Need to Be Able to Do?***  **List the circled (or *italicized*) verbs.**  **Identify Read Analyze Justify**  **Infer Cite** |
| **DOK Level**  **Level of content complexity rather than content difficulty.**  **DOK 1 DOK 2 DOK 3** |
| **WONDER Questions**  ***How can we capture student wonder?***  **\*Including open-ended and ‘second’ questions**   * Why did the author write this passage? * What inferences can you make? * What information would you need to support the inference? * What can you conclude from this passage? * Why do you think that? Can you give specific examples from the text that support your thinking? * Can you show me where in the text the author says that? | **Essential Vocabulary**  ***What Do Students Need to Comprehend?***  **List all key vocabulary**  **Fact Opinion Implicit Information**  **Explicit Information Central (Main) Idea**  **Infer Inference Evidence**  **Nonfiction** |
| **Learning Objectives aligned to the Standard**  ***What ‘I can’ statement(s) will clarify the objective for students?*** | |
| **Evidence of Student Mastery?**  ***How will we know when they know it?***  ***How will we encourage each student to try?*** | |
| **Specific Instructional Framework?**  ***What will we do to help them know/understand/can do it?***  ***What will we do for students who still don’t know it?***  ***What will we do for students who already know it?*** | |

Diagnostic Formative Assessment

Passage 1

**The Fault Line Threatening Dams**

Deficient structures, earthquake risks raise possibility of potentially catastrophic flooding

*By Jim Carlton*

June 24, 2017

FREMONT, Calif.—The coastal mountains that frame this working-class city next to San Francisco Bay harbor a hidden menace: a reservoir 10 miles away that sits next to an active earthquake fault, which experts say could cause a dam break and flood thousands of homes.

The potential threat is so severe, the owner of the Calaveras Reservoir decided to build a replacement dam. But seven years after that work began, the dam is unfinished and isn't expected to be complete until 2019 -- four years behind schedule.

The issues hampering the Calaveras Reservoir project show how difficult it can be to repair or replace an old dam, which is of growing concern nationally.

An estimated 27,380 dams, or 30% of the 90,580 listed in the latest 2016 National **Inventory** of Dams, are rated as posing a high or significant **hazard**. Of those, more than 2,170 are considered deficient and in need of upgrading, according to a report by the American Society of Civil Engineers. The **inventory** by the U.S. Army Corps of Engineers doesn't break out which ones are deficient.

But funding and inspection staffing are considered inadequate, the civil engineers' report said. An estimated $64 billion is needed to upgrade those dams, including $22 billion for those posing the highest **hazard**, according to the Association of State Dam Safety Officials, a nonprofit group in Lexington, Ky.

"It's a huge problem with limited resources," said Ivan Wong, a consulting seismologist from Walnut Creek, Calif., who works on dam projects nationally. "We can barely pay for our schoolteachers, but if a dam fails and there's a population downstream, we're talking about a disaster. We have to fix our dams, there's no doubt about it."

At the Calaveras dam, California's Division of Safety of Dams in 2001 ordered the San Francisco Public Utilities Commission to keep its 31 billion-gallon capacity Calaveras Reservoir no more than 40% full.

Utility officials say the extra time is needed to make the dam -- with a 1,200-foot- wide base and spillway walls up to 4 feet thick -- hopefully fail-proof.

"It's better to plan for the worst and hope for the best," Dan Wade, who oversees the $800 million project, said on a tour on Wednesday. The cost is double the original $400 million estimate.

Earthquakes pose especially big risks for dams. The seismic threat is highest along the West Coast, including Washington and Oregon, which scientists say could see rare but potentially catastrophic quakes.

Few states face as much of an earthquake threat as California, where nearly three- fourths of the state's 1,585 dams are rated as having high or significant risk of failure.

Like its predecessor and many others in California, the new Calaveras dam is being constructed largely out of rock, dirt and other natural materials. Engineering experts say earthen dams of sufficient size are designed to withstand most earthquakes. The Calaveras dam is being strengthened, in part, by having zones of compacted material, including a thicker core of impermeable clay.

One problem, experts say, is that many were built decades ago, when less was known about what a strong earthquake could do.

Engineers didn't realize then that the loose rock and soil they used to form the base of some dams could liquefy in a strong earthquake, potentially causing the top of the **structure** to deform and spill.

State officials have determined the 220-foot- high Calaveras Dam poses a flooding threat because the base of the 92-year- old **structure** was built atop loose earth on the site of a previous failed dam. About 300,000 people live in a flood zone along Alameda Creek below.

"It would be disastrous if this thing were to fail, because you have huge urban areas downstream," said Jeff Miller, executive director of the Alameda Creek Alliance, a nonprofit environmental group.

Alignment to SOL 9.5b.**0** (flashback to SOL 8.6)

#### A new replacement dam for the Calaveras Reservoir is being built. Where is the Calaveras Reservoir located?

#### It is located in Fremont, California, next to an active volcano.

#### It is located in Fremont, California, next to an iceberg.

1. It is located in Fremont, California, next to an active earthquake fault.

#### It is located in Fremont, California, next to a popular beach.

Alignment to SOL 9.5b.**1**

#### What is the main idea of this text?

1. Many dams in California are at a greater risk of breaking and flooding areas because they are located near active earthquake faults. For this reason, the Calaveras dam in Fremont, CA is being replaced with a new one that is better built.

#### Thirty percent of the dams in the United States are rated as posing a high or significant hazard. Many of these dams have bases formed from loose rock and soil, which could liquefy in a strong earthquake.

#### Billions of dollars and inspection staffing is needed to repair and replace many damaged dams across the United States. Many states do not have the funding or the resources for these big construction projects.

#### When many of the country's dams were built, engineers didn't understand the extent of the damage earthquakes can cause them. Since then, we have more information about how earthquakes can impact dams.

Alignment to SOL 9.5b.**2**

1. The text describes a major problem affecting a significant number of dams throughout the United States. What is this problem?
2. Many dams are built with a thicker core of impermeable clay.
3. Many dams need to be upgraded but funding and inspection is limited.
4. Many dams are strengthened by zones of compacted material.
5. Many dams are built in areas with lots of storms and are likely to overflow.

Passage 2

News Debate: Phone Patrol

Police officers in California have a new way to fight crime. If they arrest someone who is carrying a cell phone, officers can dig through the phone’s content, including text messages, voice mails, e-mails, calendars, and photos.

In a 5-2 ruling, the California Supreme Court stated in December 2011 that police officers are allowed to “open and examine what they find” on an arrested person, without a warrant. A warrant is permission from a judge based on reasonable suspicion.

The decision came about as a result of a 2007 case, *People v. Diaz.*Sheriffs in California’s Ventura County arrested Gregory Diaz, saying they saw him participate in a drug deal. The sheriffs took Diaz’s cell phone from his pocket and scrolled through the text messages. They found one linking Diaz to the sale. Diaz was convicted. Later, however, he appealed the charges. He said that phone snooping violated the Fourth Amendment, which protects against unreasonable searches and seizures.

The California Supreme Court’s **verdict** upheld Diaz’s **conviction**. The court stated that, based on past rulings from the U.S. Supreme Court, police can indeed look through anything “immediately associated with a person.”

The two judges who voted against the **verdict** argued that cell phone searches are an invasion of privacy. They noted that smart phones can contain a wide variety of information about a person.

Here are the arguments from people on both ends of the call.

**Protection Over Privacy**

The police need help keeping the streets safe, say supporters of cell phone searches. Officers in Shafter, Calif., note that the policy has already been helpful. “We were able to establish who [the arrested people] were in contact with. It helped us to find who may also be involved in that crime,” Detective Chris Grider told Bakersfield’s 23ABC.

Some people also believe that the policy will deter people from committing crimes. “The police now have better means to find out if you’re guilty,” California resident Chris Eddy told San Diego 6 News.

Furthermore, supporters of the ruling say it does not violate the Fourth Amendment. If you’ve already been arrested with reasonable evidence, they say, then it is fair for the police to search through anything on you.

**Abuse of Power**

Stop snooping through smart phones, argue opponents of the new ruling. “People could have … pictures in there, like of their girlfriends, that they don’t want somebody else to see, and it would be an invasion of privacy not only for them, but the other person also,” California resident Valinten Perez told 23ABC.

San Diego resident Jim Tharayil added that he thinks the policy could be abused. He told San Diego 6 News that he can imagine police officers “using something else to pull you over and then using this to look through your cell phone.”

**Justice** Kathryn M. Werdegar, one of the judges who opposed the decision, says that police officers should have to obtain a warrant. It is unfair of police officers to “rummage at leisure through the wealth of personal and business information that can be carried on a mobile phone … merely because the device was taken from an arrestee’s person,” she says.

Alignment to SOL 9.5b.**3**

#### What can you most likely conclude about Gregory Diaz after reading the passage?

1. He was probably sentenced to jail.

#### He wasn’t actually guilty of a crime.

#### He was related to one of the judges.

#### He used to work as a police officer.

Alignment to SOL 9.5b.**3**

1. Why is the *People v. Diaz* case important? How do you know? Give specific examples from the text to support your answer.

Alignment to SOL 9.5b.**4**

1. What is the author’s purpose for writing this passage? Give specific examples from the text to support your inferences.

**My Personal Goals Chart** (to be included in each student’s notebook)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Success Criteria** | **Getting Started** | **On My Way** | **I’m There** | **Things to Remember** |
| I can identify the central idea of a text. |  |  |  |  |
| I can make inferences and draw conclusions based on explicit information using evidence from text as support. |  |  |  |  |
| I can make inferences and draw conclusions based on implied information using evidence from text as support. |  |  |  |  |
| I can evaluate how an author develops his or her ideas or claims and refines them with particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |  |  |  |  |

Guided Group Lesson Date:

SOL English 9.5b: I will make inferences and draw conclusions based on explicit and implied information using evidence from text as support.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group Members | Emerging | Developing | Proficient | Distinguished |
|  |  |  |  |

Warm-Up:

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| --- |
| With your partner, complete a *Where Do I Belong* chart to sort information samples into categories of explicit information versus implicit information. |

Vocabulary

**Fact Opinion Implicit Information**

**Explicit Information Central (Main) Idea**

**Infer Inference Evidence**

**Nonfiction**

|  |  |  |  |
| --- | --- | --- | --- |
| Emerging | Developing | Proficient | Distinguished |
| Lesson focus:  Using the Zoom-in Thinking Routine and the New York Times’ [*What’s Going On in This Picture?*](https://www.nytimes.com/column/learning-whats-going-on-in-this-picture) to determine the story behind the picture. Cite evidence to support your conclusions. | Lesson focus:  Watch the clip of the Pixar Film, [The Blue Umbrella](https://www.youtube.com/watch?v=3wY7KQmPYlo). Make informed inferences on how the film will end. Include a discussion of the film maker’s purpose for creating this film | Lesson focus:  Select a passage of interest from the list provided by your teacher.  Complete a Explicit Meaning/Inferred Meaning Card including textual evidence to support your inferences. | Lesson focus:  Evaluate how the author develops his or her ideas or claims and refines them with particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |

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| --- | --- | --- |
| Observations: |  | Next Steps: |
| What you notice about your students during small group instruction. | What will you do with these students next? change groups, repeat, etc. |