

# Vertical Teaming: How to use BFW's Pre-AP<sup>®</sup> to AP<sup>®</sup> Series to Create an Aligned Vertical Team

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# Juggling the English Language Arts



**fiction**

short stories novels narratives

**reading**

**writing**

prose

informational

spelling

**nonfiction**

**poetry**

punctuation

arguments

**grammar**

# A Quick Overview of Vertical Teaming and Alignment



## Key Terms and Concepts



## Vertical Teaming

Vertical teaming brings together subject-specific teachers from multiple consecutive grade levels to examine the concepts and skills students must master to be successful at each of those levels.

## Vertical Alignment

Vertical alignment occurs when teams determine common objectives, goals, and academic vocabulary to create a continuum of skills and concepts that build upon each other from year to year.

## Scope and Sequence

Scope incorporates the breadth of skills students will master and sequence the order in which they will encounter them.

## Backwards Design

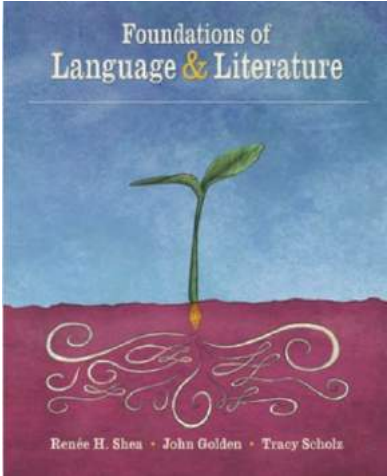
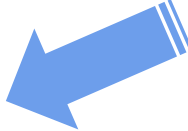
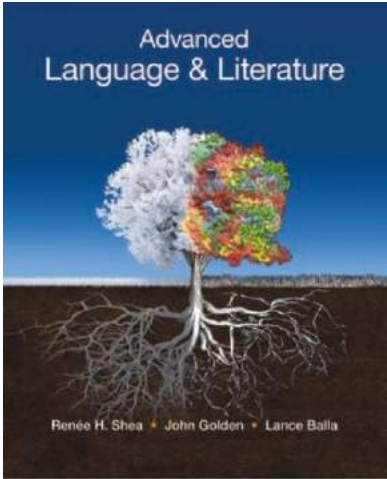
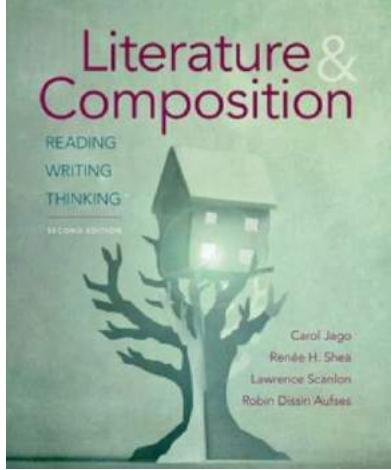
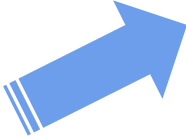
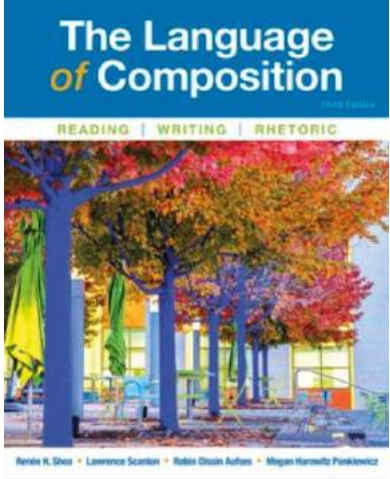


## Teachers

1. examine the objectives and goals students need to achieve
2. determine the relevant skills students will need to acquire
3. proceed backwards to develop a sequence of units and lessons that will lead to mastery of the skills needed to achieve predetermined goals and objectives



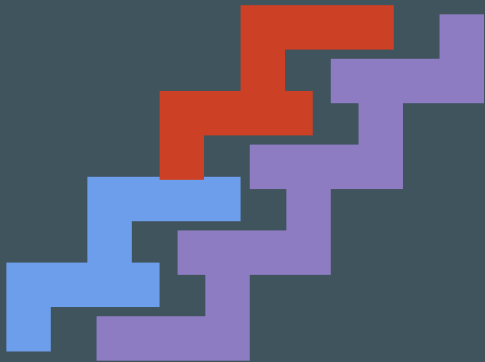
# The Bedford, Freeman, & Worth English Textbook Series: A Brief Overview



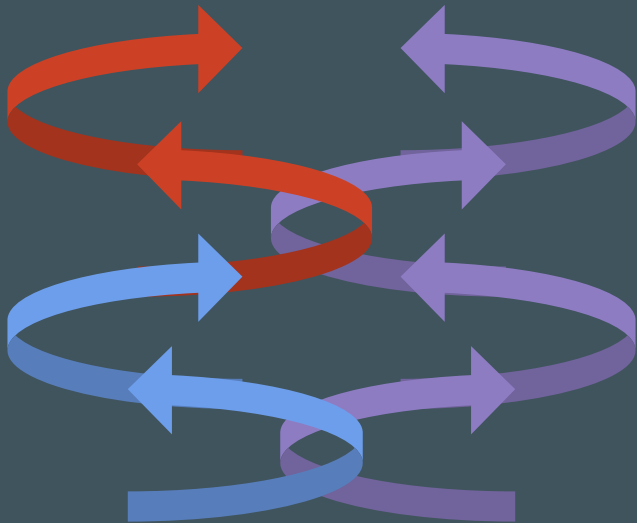


## Scaffolding

Scaffolding refers to the various techniques teachers use to move students' towards increased understanding and independence through gradual steps.



## Recursive Instruction



Recursive instruction happens when teachers call on students' prior knowledge through an intentional repetition of skills to achieve mastery at increasingly rigorous levels.

# General Benefits of Vertical Teaming

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## **Vertical teaming can lead to increased**

- understanding of the ACT, SAT, and AP English Language and Literature exams
- understanding of college and career readiness
- ownership over long-term results
- knowledge of the skills and understandings students already have
- collaboration
- accountability

## Specific Benefits of Vertical Teaming

- consistent language and terminology
- clearer clarification of responsibilities
- reliable and proven texts, lessons, and assessments
- common goals
- increased communication and professional learning
- authentic opportunities for individual and team reflection
- increased understanding for students of what is expected of them
- decreased learning loss

## Goals and Objectives

Using the CCSS, state and/or district standards, and your curriculum guides

- Establish long-term goals
- Determine which objectives will lead to accomplishing those goals

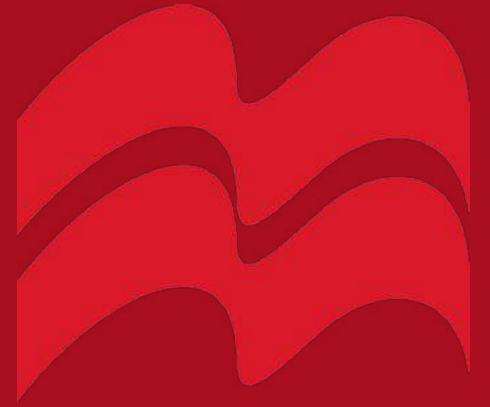
## Recursive Lessons and Scaffolding

# With your goals and objectives in mind

- Determine the skills students will need to achieve them
- Develop increasingly rigorous levels of mastery
- Establish patterns of instructional repetition
- Plan instruction to support students' increasing independence



bedford, freeman & worth  
high school publishers



# Common Threads





# Opening Skill-Building Chapters in All Textbooks

Grade 9	Grade 10	Grade 11	Grade 12
<b><i>Foundations of Language &amp; Literature</i></b>	<b><i>Advanced Language &amp; Literature</i></b>	<b><i>The Language of Composition</i></b>	<b><i>Literature &amp; Composition</i></b>
Starting the Conversation - Voice, Active Listening, Academic Conversations, Public Speaking	Reading the World	Introducing Rhetoric Using the Available Means	Literature As Conversation: The Active Reader
Writing	Thinking about Literature	Close Reading: The Art and Craft of Rhetorical Analysis	The Big Picture: Analyzing Fiction and Drama
Reading	Thinking about Rhetoric and Argument	Analyzing Arguments: from Reading to Writing	Close Reading: Analyzing Passages of Fiction
Using Sources	Thinking about Synthesis	Synthesizing Sources: Entering the Conversation	Close Reading: Analyzing Poetry

# Reading Actively

	Grade 9	Grade 10	Grade 11	Grade 12
	<i>Foundations of Language &amp; Literature</i>	<i>Advanced Language &amp; Literature</i>	<i>The Language of Composition</i>	<i>Literature &amp; Composition</i>
<b>Progression of Close Reading and Active Reading Skills</b>	Introduces active reading and annotation.	Frames close reading as the basis of rhetorical analysis.	Establishes how close reading uncovers layers and levels of meaning in complex texts.	Describes the cognitive processes of active reading.
<b>Modeling of Annotation</b>	X	X	X	X
<b>Text(s) Provided for Student Practice</b>	<ul style="list-style-type: none"> <li>• nonfiction text</li> <li>• poem</li> </ul>	<ul style="list-style-type: none"> <li>• nonfiction text</li> </ul>	<ul style="list-style-type: none"> <li>• 2 speeches</li> <li>• op-ed piece</li> <li>• essay excerpt</li> </ul>	<ul style="list-style-type: none"> <li>• 2 poems</li> <li>• short story excerpt</li> <li>• novel excerpt</li> </ul>
<b>Additional Support and Skills</b>		<ul style="list-style-type: none"> <li>• guiding questions for close reading</li> </ul>	<ul style="list-style-type: none"> <li>• progression of close reading to rhetorical analysis to writing a rhetorical analysis essay</li> </ul>	<ul style="list-style-type: none"> <li>• introduction and modeling of reading journals and think-aloud dialogues</li> </ul>

# Evaluating and Writing Thesis Statements

Grade 9	Grade 10	Grade 11	Grade 12
<p style="text-align: center;"><b><i>Foundations of Language &amp; Literature</i></b></p>	<p style="text-align: center;"><b><i>Advanced Language &amp; Literature</i></b></p>	<p style="text-align: center;"><b><i>The Language of Composition</i></b></p>	<p style="text-align: center;"><b><i>Literature &amp; Composition</i></b></p>
<ul style="list-style-type: none"> <li>● explains the <b>basic purpose</b> of a thesis statement</li> <li>● provides <b>examples</b> of thesis statements</li> <li>● provides opportunities for students to develop thesis statements</li> <li>● reviews elements of thesis statements throughout the book</li> </ul>	<ul style="list-style-type: none"> <li>● <b>introduces</b> of the <b>nuance</b> of thesis statements</li> <li>● provides <b>examples for students to evaluate</b></li> <li>● discusses the role of a writers/speaker's purposes</li> <li>● walks students through choosing key rhetorical strategies to include</li> <li>● demonstrates the connection between purpose and rhetorical strategies</li> <li>● scaffolds ways to make thesis statements increasingly complex</li> </ul>	<ul style="list-style-type: none"> <li>● <b>introduces</b> the elements of <b>explicit thesis statements</b></li> <li>● <b>differentiates between positions and opinions</b></li> <li>● provides examples of close open, and counterargument thesis statements</li> <li>● provides prompts for which students develop thesis statements and examine their effectiveness</li> <li>● reinforces the role of thesis statements</li> </ul>	<ul style="list-style-type: none"> <li>● focuses on <b>thesis statements in literary analysis essays</b></li> <li>● connects thesis statements to deconstructing prompts</li> <li>● demonstrates how to revise thesis statements into insightful, concise sentences</li> <li>● <b>provides thesis statements for students to evaluate as summaries or interpretations</b></li> <li>● connects thesis statements to logical progression and organization</li> <li>● review elements of thesis statements in interpretations</li> </ul>

# Listening

Skill: Listening			
	Instruction	Texts	Activity or Assessment
9th	Active Listening (pp. 6-12) <ul style="list-style-type: none"> <li>Listening to Gain New Information</li> <li>Listening to Engage in Conversation</li> </ul>	<ul style="list-style-type: none"> <li>Gup, "In Praise of the 'Wobblies'" (p. 8)</li> <li>Baster-Stoltzfus, "Returning to What's Natural" (p. 8-9)</li> <li>Turkle, from "Stop Googling, Let's Talk" (p. 12)</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a podcast episode with students or essay from NPR's "This I Believe" Project</li> </ul>
	Academic Conversations (pp. 13-19) <ul style="list-style-type: none"> <li>Differences between Dialogue and Debate</li> <li>Building on an Idea</li> <li>Challenging an Idea</li> <li>Reaching a Consensus</li> </ul>	<ul style="list-style-type: none"> <li>Jones, "I Fought to Defend Colin Kaepernick's Actions" (pp. 17-18)</li> <li>McRaven, "Letter to Presidents and Athletic Directors of the University of Texas" (pp. 18-19)</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a Socratic Seminar</li> </ul>
10th	Listening Effectively and Effective Group Communication (pp. 1012-1015)		<ul style="list-style-type: none"> <li>Utilize the "Guide to Speaking and Listening" (pp. 994-1015), and have students prepare and give speeches</li> </ul>



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# Active, Close Reading

Skill: Active and Close Reading			
	Instruction	Texts	Activity or Assessment
9th	Active Reading and Annotation (pp. 63-68)	<ul style="list-style-type: none"> <li>• Sullivan, from "Students can't resist distraction for two minutes . . . and neither can you" (pp. 65-66)</li> <li>• Drake and Greshko, "NASA Team Claims 'Impossible' Space Engine Works — The the Facts" (pp. 66-67)</li> <li>• Swenson, from "October"</li> <li>• Anderson, from "What I Really Want Is Someone Rolling Around in the Text" (p. 68)</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare copies of texts ahead of time so that students can practice annotations               <ul style="list-style-type: none"> <li>• Model annotating a text</li> <li>• Allow students opportunities to practice annotating</li> <li>• Incorporate sticky notes to help students annotate the textbook</li> </ul> </li> </ul>
10th	Look for Curiosities, Repetitions, Opposites, Links (p. 32)	<ul style="list-style-type: none"> <li>• Goya, <i>The Third of May 1808</i> (pp. 32-33)</li> <li>• Nye, "Famous" (pp. 33-34)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to add additional observations to each of the categories for Goya's painting</li> <li>• Print copies of Nye's "Famous" for students to annotate. Consider assigning specific categories to individuals or groups of students</li> </ul>
	Make Observations, Identify Patterns, and Draw Conclusions (p. 13, 16, 39)	<ul style="list-style-type: none"> <li>• Checa, "Life Goes On" (p. 16)</li> <li>• Carver, "Popular Mechanics" (pp. 39-41)</li> <li>• Hawthorne, from <i>The Scarlet Letter</i> (pp. 41-42)</li> <li>• Hansberry, from <i>A Raisin in the Sun</i> (p. 43)</li> </ul>	<ul style="list-style-type: none"> <li>• Print copies of the texts for students to annotate with a focus on relevant literary elements and on observations, patterns, and conclusions</li> <li>• See the "Teaching Idea" with each text for additional suggestions</li> </ul>



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# Rhetorical Situation

Skill: Rhetorical Situation			
	Instruction	Texts	Activity or Assessment
9th	Rhetorical Situation (pp. 339-340)	<ul style="list-style-type: none"> <li>• Kristof, "Beyond Education Wars" (pp. 337-339)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with students Kristof's article and the questions on p. 339 about the article's rhetorical situation</li> <li>• Have the students draw and label the rhetorical triangle using the three elements of the rhetorical situation and discuss how it illustrates the interaction between each element</li> </ul>
10th	The Rhetorical Situation of an Argument (pp. 62-66)	<ul style="list-style-type: none"> <li>• Reagan, "Challenger Speech" (p. 64-65)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to use Reagan's speech or to find a short text that is an argument and annotate the text to focus on SOAPS</li> </ul>



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# Rhetorical Appeals

Skill: Rhetorical Appeals			
	Instruction	Texts	Activity or Assessment
9th	Rhetorical Appeals (pp. 343-344)	• Kristof, "Beyond Education Wars" (pp. 337-339)	• Ask students to identify additional appeals in Kristof's arguments and label each according to its type
10th	Rhetorical Appeals (pp. 66-71) • Logos	• Blow, from "Eye-for-an-Eye Incivility" (p. 67)	• Have students identify the types of rhetorical strategies Blow uses to appeal to logos
	• Pathos	• Reagan, from "Challenger Speech" (pp. 64-65 and p. 68) • James, from <i>Sports Illustrated</i> Letter	• Provide students with a short text in which the author or speaker appeals to pathos, and ask students to identify the descriptive and vivid language that has an emotional effect
	• Ethos	• Dirkse, from <i>Columbus Dispatch</i> letter to the editor	• Provide students with sample rhetorical situations, and ask students to brainstorm ways authors and speakers can establish their credibility and authority



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## Staking and Making Claims

Skill: Staking/Making Claims and Writing Thesis Statements			
	Instruction	Texts	Activity or Assessment
9th	Topic Sentences (pp. 53-56)	• Friedman, from "Oh the Places We Won't Go" (p. 54)	• Ask students to identify the topic sentence of a paragraph from another essay or article. • Have students write a paragraph on the effect of technology on relationships and focus on developing an effective topic sentence to support a point (see activity on pp. 56-57)
	Creating a Thesis (pp. 325-326)	• Tan, from "Two Kinds" (pp. 323-324)	• Let students self select a piece from earlier in this chapter to read again and then write a working thesis that takes an interpretive stance on the passage (see activity on p. 326)



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## Staking and Making Claims

Skill: Staking/Making Claims and Writing Thesis Statements			
	Instruction	Texts	Activity or Assessment
10th	Draw Conclusions (p. 16)	• Checa, <i>Life Goes On</i> (p. 16)	• See the "Teaching Idea" in the TE to model a "think aloud"
	Effective Argumentative Claims (pp. 59-61)		• Assign students the "Identifying Arguable Claims" Activity (p. 60)
	Finding the Claim (p. 61)	• Mairs, from "On Being a Cripple" (p. 61) • Louv, from "Last Child in the Woods" (p. 61) • <i>New York Times</i> Editorial Board, "The Case for a Higher Minimum Wage" (p. 61)	• Ask students to identify the claim in each argument. (See "Check for Understanding" on p. 61 of the TE)
	Staking a Claim (p. 101)	• various texts on high school sports and academic achievement (pp. 92-100)	• Have students write claims (working thesis statements) that clearly state their viewpoints about the issue of high school sports and academic achievement

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# Presenting Evidence

Skill: Presenting Evidence			
	Instruction	Texts	Activity or Assessment
9th	Using Sources - Ch. 4 (pp. 112-147) <ul style="list-style-type: none"> <li>Types of Sources (pp. 116-118)</li> </ul>	<ul style="list-style-type: none"> <li>Talbot, from "The Case against Single-Sex Classrooms" (pp. 116-117)</li> </ul>	<ul style="list-style-type: none"> <li>Provide students with the Works Cited entry information for varying sources and have them identify the type of source it is according to the categories on pp. 118-119</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluating Sources (pp. 118-125)</li> </ul>	<ul style="list-style-type: none"> <li>Sydel, "We Tracked Down a Fake-News Creator in the Suburbs. Here's What We Learned" (pp. 120-121)</li> </ul>	<ul style="list-style-type: none"> <li>Prompt students to conduct research on what we call "parent companies" and then have a discussion about the possibility of information being influenced by such ownership (See activity on p. 122 of Teacher's Edition)</li> </ul>



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# Presenting Evidence

Skill: Presenting Evidence			
	Instruction	Texts	Activity or Assessment
10th	Using Evidence (pp. 71-74)	<ul style="list-style-type: none"> <li>Stossel, "What's Fair?"</li> </ul>	<ul style="list-style-type: none"> <li>Read Stossel's essay with students and then ask them to identify at least three types of evidence he uses. This could be done as a think-pair-share, with annotations, or using the "Teaching Idea" on p. 73 of the TE</li> </ul>
	Thinking about Synthesis - Ch. 4 (pp. 87- 109) <ul style="list-style-type: none"> <li>Working with a Single Source (pp. 88-90)</li> </ul>	<ul style="list-style-type: none"> <li>Krauthammer, "Redskins and Reasons" (pp. 89-90)</li> <li>Scott and Dargis, "Sugar, Spice and Guts" (p. 90)</li> </ul>	<ul style="list-style-type: none"> <li>Have students complete the activity on p. 89 that goes with these texts to include developing a response, reading the source, selecting two quotes, and integrating the quotes into a one-paragraph response</li> </ul>
	<ul style="list-style-type: none"> <li>Working with Multiple Sources (pp. 91-101) and Organizing Evidence (pp. 101-105)</li> </ul>	<ul style="list-style-type: none"> <li>Five texts addressing the topic "High Schools Sports and Academic Achievement: Collaboration of Competition?"</li> </ul>	<ul style="list-style-type: none"> <li>Have students write an evidence-based synthesis essay explaining their views on whether the role of sports in American high schools should be re-evaluated using the activity on p. 105 or on the ethics and economics of eating meat using the texts on pp. 105-109</li> </ul>
	Writing an Argument (pp. ) <ul style="list-style-type: none"> <li>Gather Information (pp. 400-402) and Select Your Evidence (pp. 403-405)</li> </ul>		<ul style="list-style-type: none"> <li>Have students complete the activities on p. 402 and p. 405), and discuss the difference between incorporating personal experience and formal research</li> </ul>
	Using Sources to Write a Synthesis Assignment (pp. 529-533)	<ul style="list-style-type: none"> <li>Klosterman, "Why We Look the Other Way" (p. 84)</li> </ul>	<ul style="list-style-type: none"> <li>Utilize the activities and teaching ideas in this workshop which culminates with students writing a fully developed</li> </ul>



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# Writing an Argument +Synthesis

Skill: Writing an Argument + Synthesis			
	Instruction	Texts	Activity or Assessment
9th	Writing an Argument (pp. 448-461)	• Ch. 6 Argument Texts	• Write a multi-paragraph argument with cited evidence, rhetorical appeals, and a counterargument and refutation
10th	Writing an Argument (pp. 56-86)	• Skenazy, "Why I Let My 9-Year-Old Ride the Subway Alone"	• Write a one-paragraph essay about whether a nine-year-old in their community should be allowed to travel without adult supervision
	Thinking about Synthesis (pp. 87-109)	• Multiple Ch. 4 Texts	• Write a multi-paragraph synthesis essay on the role of sports in high school or on the ethics and economics of eating meat
	Writing an Argument (pp. 399-409)		• Write a multi-paragraph argument with cited evidence, a variety of rhetorical appeals, and a counterargument and refutation
	Using Sources to Write a Synthesis Argument (pp. 529-533)	• Klosterman, "Why We Look the Other Way" (p. 84) • Bergland, "Cheaters Never Win" (p. 90) • Allenby, "Is Human Enhancement Cheating?" (p. 94)	• Utilize the activities and teaching ideas in this workshop which culminates with students writing a fully developed paragraph (p. 533)



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# Writing an Analysis of Argument

Skill: Writing an Analysis of Argument			
	Instruction	Texts	Activity or Assessment
9th	Writing an Analysis of Argument (pp. 462-473)	• Orenstein, "What's Wrong with Cinderella?" (pp. 389-397)	• Write a multi-paragraph analysis of "What's Wrong with Cinderella?" with cited evidence
10th	Writing a Rhetorical Analysis (pp. 951-959)	• Meacham, "Free to Be Happy" (p. 892-896)	• Complete the activities on pp. 952 and 954-958 to analyze Meacham's text, develop a thesis statement, and write a body paragraph about Meacham's use of pathos to serve his purpose



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# Writing an Analysis of Fiction and Prose

Skill: Writing an Analysis of Fiction and Prose			
	Instruction	Texts	Activity or Assessment
9th	Writing an Analysis of Fiction (pp. 322-333)	<ul style="list-style-type: none"> <li>• Tan, "Two Kinds" (pp. 237-248)</li> </ul>	<ul style="list-style-type: none"> <li>• Write a multi-paragraph analysis of "Two Kinds" with cited evidence</li> </ul>
10th	Write an Interpretation of Character and Theme (pp. 657-663)	<ul style="list-style-type: none"> <li>• Otsuka, from <i>When the Emperor Was Divine</i> (pp. 537-557)</li> <li>• Bao, "The Many Who Stained His Soul" (pp. 572-577)</li> <li>• Schultz, "Deuce Out" (pp. 578-587)</li> <li>• Sites, "In the Hot Zone" (pp. 588-599)</li> <li>• Kambanda, "My New World Journey" (pp. 620-626)</li> <li>• Majmudar, "Dothead" (pp. 627-629)</li> </ul>	<ul style="list-style-type: none"> <li>• Choose one of the texts and write a multi-paragraph analysis of how the characterization of the protagonist connects to the theme of the work (see activities on pp. 658-663)</li> </ul>
	Writing a Close Analysis of Prose	<ul style="list-style-type: none"> <li>• from Jin, "Children as Enemies" pp. 846-847)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to write a well-developed paragraph about Jin's use of the "rice barrel" metaphor or his use of connotative language to develop a theme of the passage (see activity on p. 850)</li> </ul>



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# Writing and Analysis of Poetry

Skill: Writing an Analysis of Poetry			
	Instruction	Texts	Activity or Assessment
9th	Writing an Analysis of Poetry (pp. 591-603)	<ul style="list-style-type: none"> <li>• Hughes, "Let America Be America Again" (pp. 532-537)</li> </ul>	<ul style="list-style-type: none"> <li>• Write a multi-paragraph analysis of a poem with cited evidence</li> </ul>
10th	Analyzing Style and Theme (pp. 49-53)	<ul style="list-style-type: none"> <li>• Blake, "The Tyger" (p. 53)</li> </ul>	<ul style="list-style-type: none"> <li>• Write a response in which you analyze how the tone of the speaker in Blake's poem "The Tyger" is developed through such devices as diction, syntax, figurative language, and imagery</li> </ul>



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## Prioritizing Common Vocabulary across Standards and Courses

### ***Foundations of Language & Literature***

AP Language Terms and Concepts = 54

AP Literature Terms and Concepts = 72

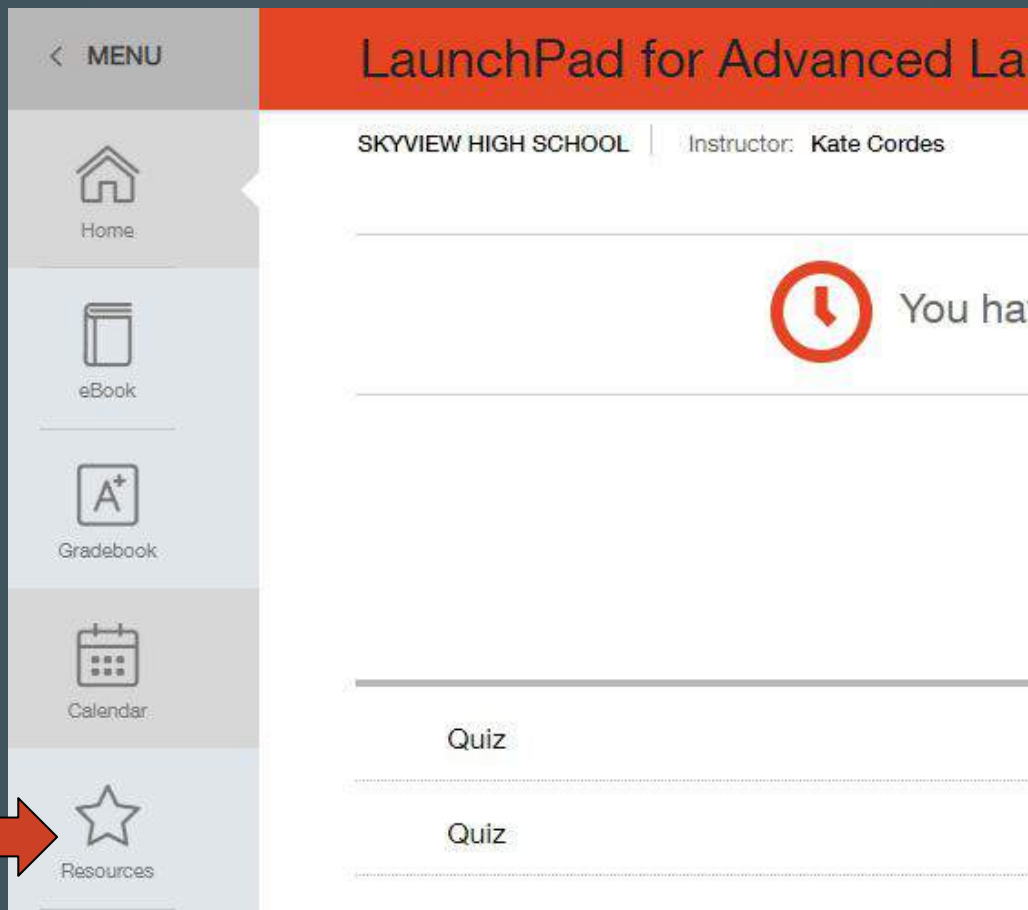
### ***Advanced Language & Literature***

AP Language Terms and Concepts = 81

AP Literature Terms and Concepts = 98

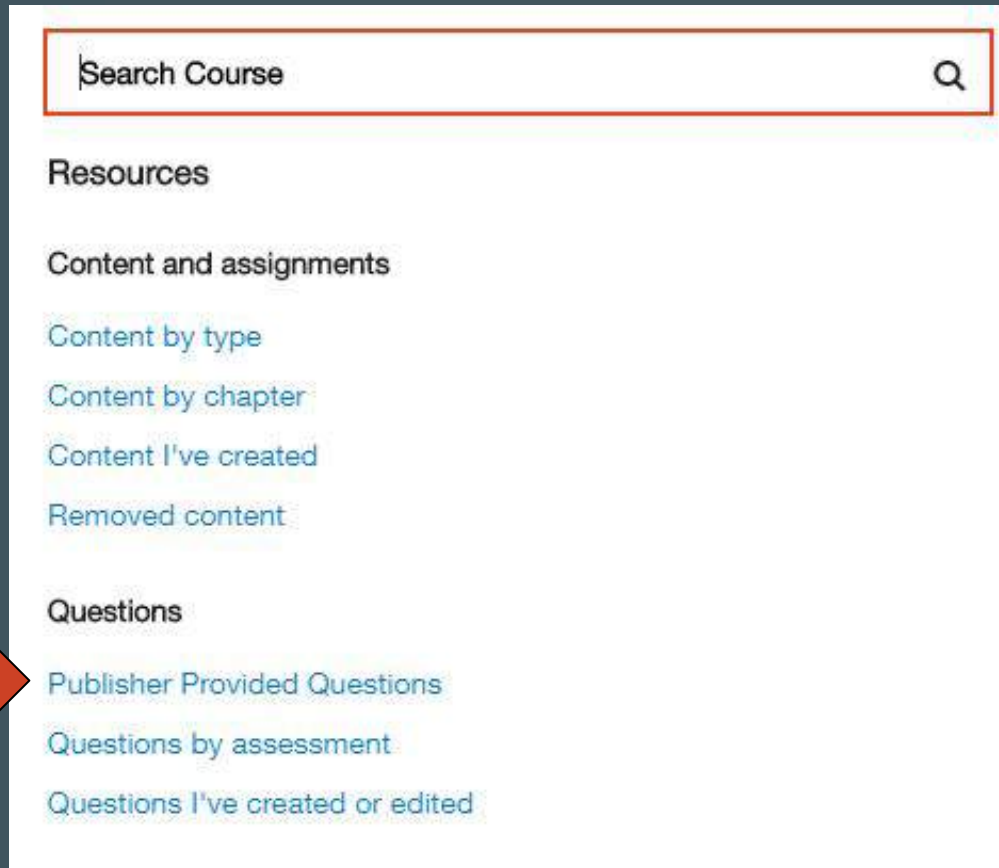
# Using Online Resources and Tools for Differentiation

## LaunchPad < Resources



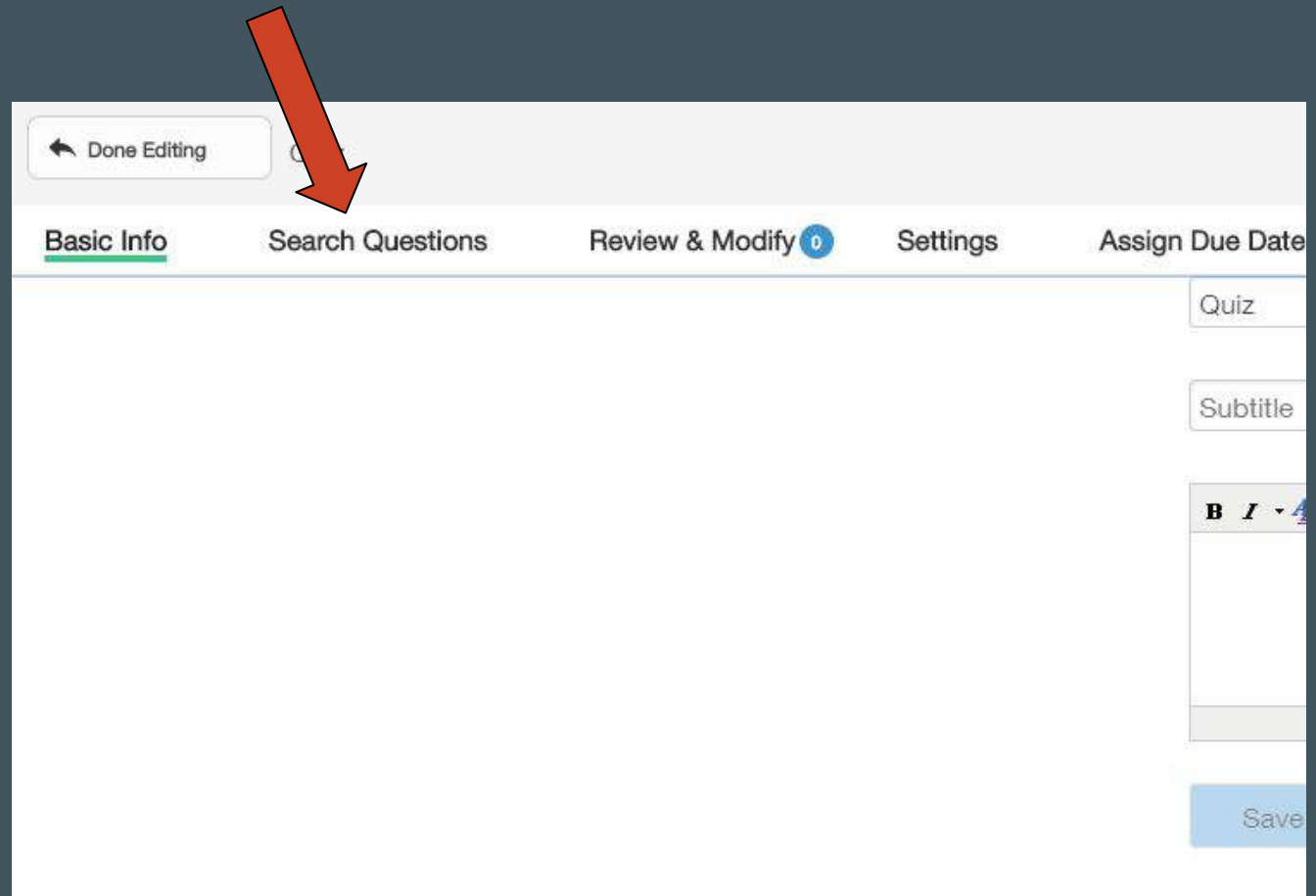
# Using Online Resources and Tools for Differentiation

LaunchPad < Resources < Publisher Provided Questions




Click on OK to Build a New Quiz

Click on Search Questions



# Filter Questions by Level of Difficulty and/or Bloom's Level

Search Questions 

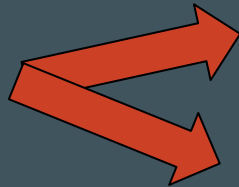
**Apply Filters** Clear All

**Chapter**

**Question Type**

**Level of Difficulty**

**Bloom's Level**



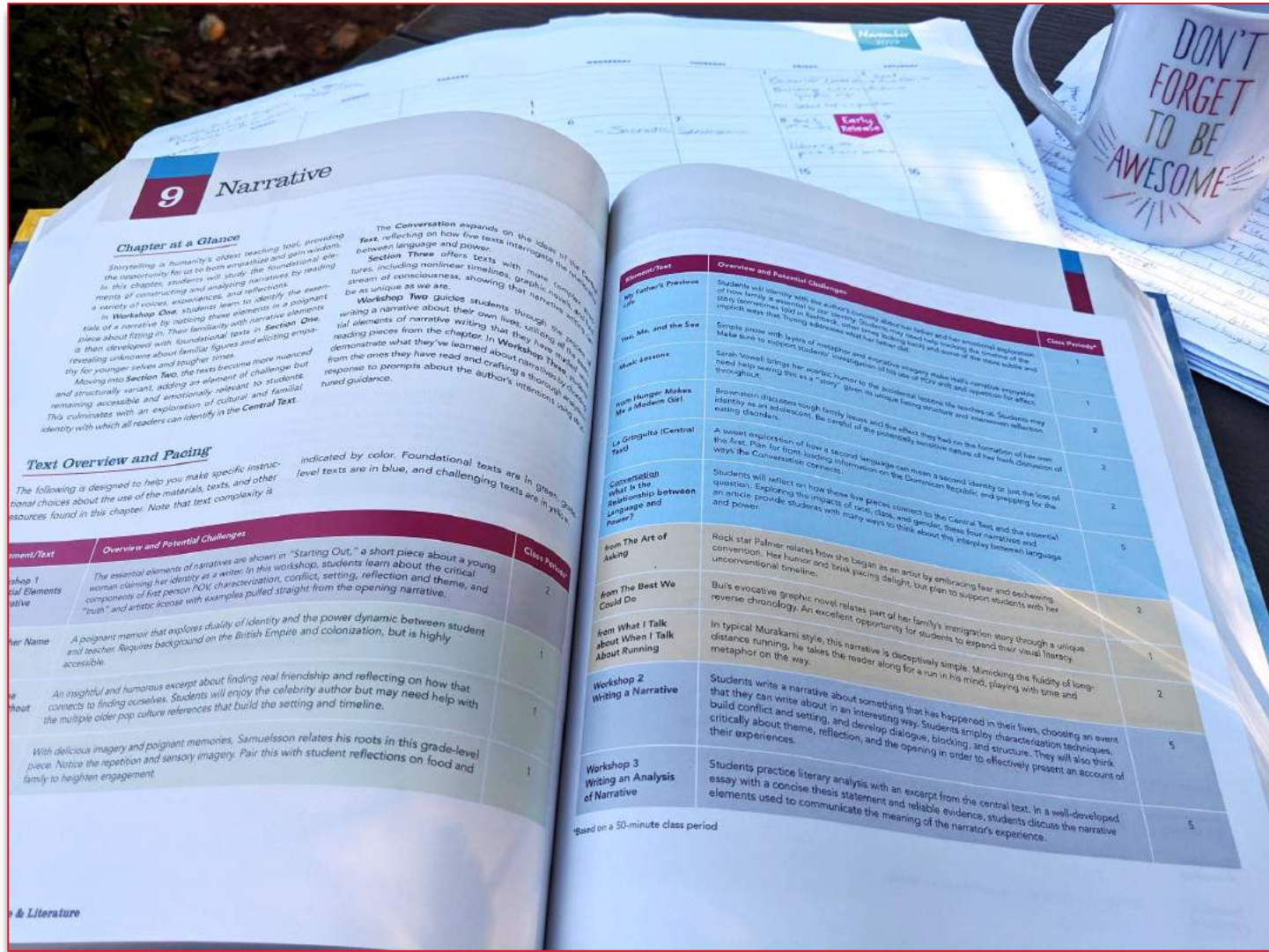


# Scaffolding and Differentiation: A Closer Look

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# Scaffolding and Using Differentiation in the 9th Grade



## 9 Narrative

### Chapter at a Glance

Storytelling is humanity's oldest teaching tool, promoting the opportunity for us to both empathize and gain wisdom. In this chapter, students will study the foundational elements of constructing and analyzing narratives by reading a variety of voices, experiences, and reflections. In **Workshop One**, students learn to identify the essential elements of a narrative by noticing those elements in a poignant piece about fitting in. Their familiarity with narrative elements is then developed with foundational texts in **Section One**, revealing commonalities about familiar figures and eliciting empathy for younger selves and tougher times. Moving into **Section Two**, the texts become more nuanced and structurally variant, adding an element of challenge but remaining accessible and emotionally relevant to students. This culminates with an exploration of cultural and familial identity with which all readers can identify in the **Central Text**.

### Text Overview and Pacing

The following is designed to help you make specific instructional choices about the use of the materials, texts, and other resources found in this chapter. Note that text complexity is indicated by color. Foundational texts are in blue, level texts are in green, and challenging texts are in pink.

Element/Text	Overview and Potential Challenges	Class Periods
Workshop 1: Essential Elements of Narrative	The essential elements of narratives are shown in "Starting Out," a short piece about a young woman claiming her identity as a writer. In this workshop, students learn about the critical components of first person POV: characterization, conflict, setting, reflection and theme, and "truth" and artistic license with examples pulled straight from the opening narrative.	2
Character Name	A poignant memoir that explores duality of identity and the power dynamic between student and teacher. Requires background on the British Empire and colonization, but is highly accessible.	1
Text about	An insightful and humorous excerpt about finding real friendship and reflecting on how that connects to finding ourselves. Students will enjoy the celebrity author but may need help with the multiple older pop culture references that build the setting and timeline.	1
	With delicious imagery and poignant memories, Samuelsson relates his roots in this grade-level piece. Notice the repetition and sensory imagery. Pair this with student reflections on food and family to heighten engagement.	1

Element/Text	Overview and Potential Challenges	Class Periods
My Father's Previous Life	Students will identify with the author's curiosity about his father and his emotional exploration of how family is essential to our identity. Students may need help making the connection of the story (sometimes told in flashback, often using sensory and some of the more subtle and implicit ways that young addresses what has better said).	1
Well, Me, and the Sea	Simple prose with layers of metaphor and narrative imagery make this narrative especially need help seeing this as a "story." Given its unique being structure and metaphorical reflection.	1
What's Awoken	Sarah-Yvesell brings her poetic humor to the historical become the teacher of students may miss the disorder.	2
When Hunger Makes Me a Modern Girl	Brownstein illustrates tough family issues and the effect they had on the formation of her own identity as an adolescent. Be careful of the potentially sensitive nature of her frank discussion of ways the conversation connects.	2
La Gringuita (Central Text)	A sweet exploration of how a second language can mean a second identity or just the loss of the first. Plan for from looking information on the Dominican Republic and prepping for the conversation connects.	2
Conversation: What Is the Relationship between Language and Power?	Students will reflect on how these five pieces connect to the Central Text and the essential question. Exploring the impacts of race, class, and gender, these four narratives and response to prompts about the author's intentions should be guided.	2
from The Art of Asking	Rock star Palmer relates how she began as an artist by embracing fear and embracing unconventional timelines.	5
from The Best We Could Do	Bui's evocative graphic novel relates part of her family's immigration story through a unique distance running. An excellent opportunity for students to expand their visual literacy.	2
from What I Talk About When I Talk About Running	In typical Murakami style, this narrative is deceptively simple. Mimicking the fluidity of long-distance running, he takes the reader along for a run in his mind, playing with time and metaphor on the way.	1
Workshop 2: Writing a Narrative	Students write a narrative about something that has happened in their lives, choosing an event that they can write about in an interesting way. Students employ characterization techniques, build conflict and setting, and develop dialogue, blocking, and structure. They will also think critically about theme, reflection, and the opening in order to effectively present an account of their experiences.	2
Workshop 3: Writing an Analysis of Narrative	Students practice literary analysis with an excerpt from the central text. In a well-developed essay with a concise thesis statement and reliable evidence, students discuss the narrative elements used to communicate the meaning of the narrator's experience.	5

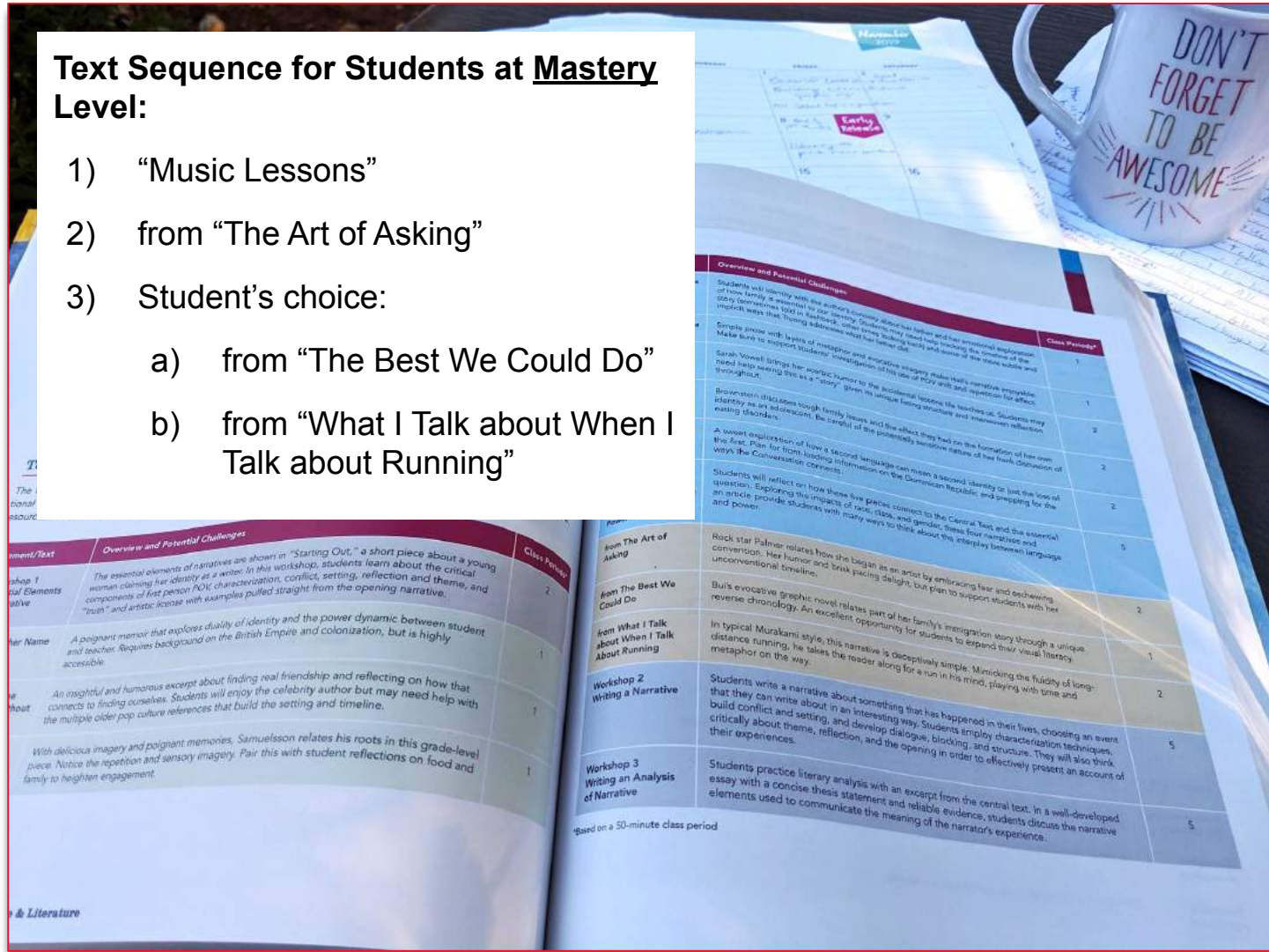
\*Based on a 50-minute class period



# Scaffolding and Using Differentiation in the 9th Grade

## Text Sequence for Students at Mastery Level:

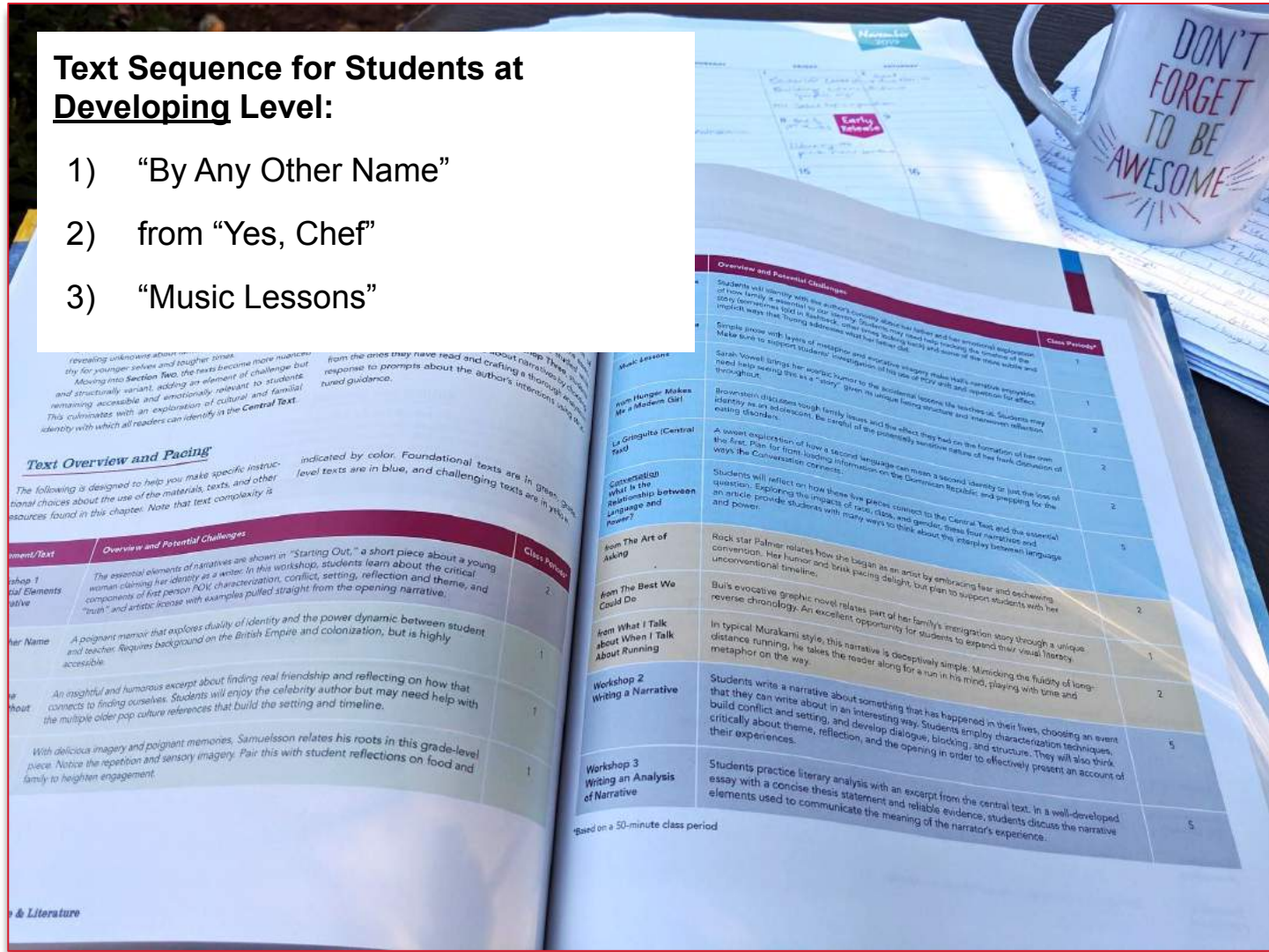
- 1) “Music Lessons”
- 2) from “The Art of Asking”
- 3) Student’s choice:
  - a) from “The Best We Could Do”
  - b) from “What I Talk about When I Talk about Running”



# Scaffolding and Using Differentiation in the 9th Grade

## Text Sequence for Students at Developing Level:

- 1) "By Any Other Name"
- 2) from "Yes, Chef"
- 3) "Music Lessons"



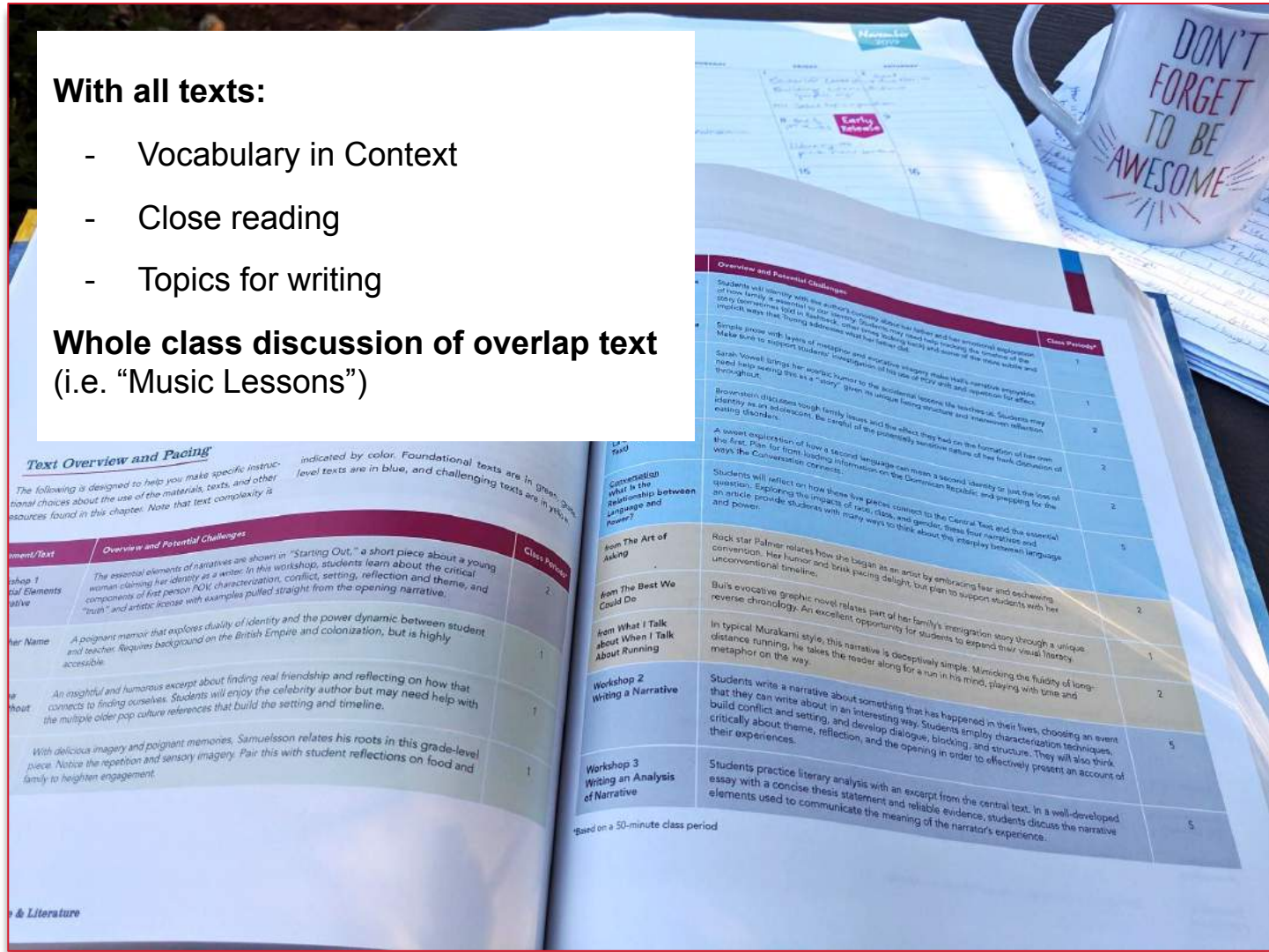


# Scaffolding and Using Differentiation in the 9th Grade

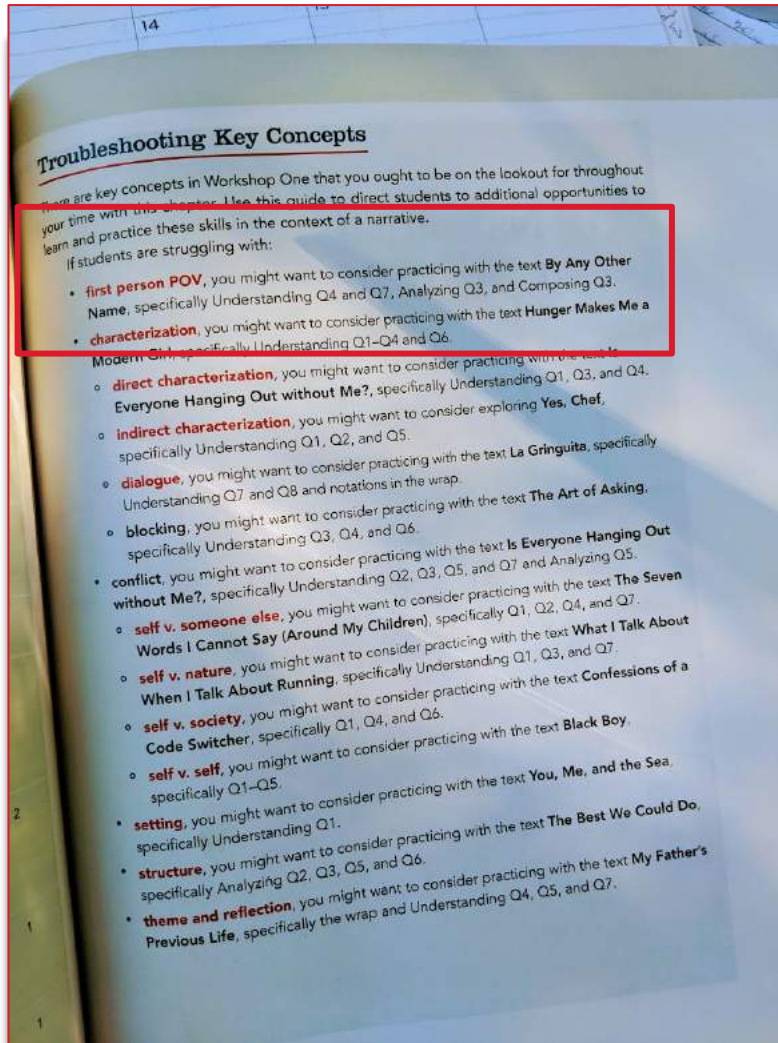
## With all texts:

- Vocabulary in Context
- Close reading
- Topics for writing

## Whole class discussion of overlap text (i.e. "Music Lessons")



# Scaffolding and Using Differentiation in the 9th Grade



## Socratic Seminar on the use of 1st person point of view

Students prepare with analysis and textual evidence from either “By Any Other Name” or “The Art of Asking”

If you’ve had students write 1st person narratives, they can refer to their own stories as well

# Scaffolding and Using Differentiation in the 10th Grade

**10 UTOPIA/DYSTOPIA 852**

- What makes a perfect society?
- What can lead a utopia to become a dystopia?
- How do we define "happiness"?
- Will robots and artificial intelligence help us perfect ourselves and our world, or will they make humans obsolete?

**CENTRAL TEXT** Jamaica Kincaid / from *A Small Place* (nonfiction) 856

**CONVERSATION**

**THE PURSUIT OF HAPPINESS 865**

- Ursula K. Le Guin / *The Ones Who Walk Away from Omelas* (fiction) 866
- Kurt Vonnegut / *Harrison Bergeron* (fiction) 871
- Nikki Giovanni / *Nikki-Rosa* (poetry) 877
- Jane Shore / *Happy Family* (poetry) 879
- Pico Iyer / *The Joy of Less* (nonfiction) 882
- Chinua Achebe / *Civil Peace* (fiction) 885
- Wisława Szymborska / *Utopia* (poetry) 890
- Jon Meacham / *Free to Be Happy* (nonfiction) 892

**CONVERSATION**

**OUR ROBOTIC FUTURE 898**

- Isaac Asimov / *Robot Dreams* (fiction) 900
- Margaret Atwood / *Are Humans Necessary?* (nonfiction) 905
- Kevin Kelly / from *Better Than Human: Why Robots Will—and Must—Take Our Jobs* (nonfiction) 910
- Richard Fisher / *Is It OK to Torture or Murder a Robot?* (nonfiction) 917
- Arthur House / *The Real Cyborgs* (nonfiction) 921
- Francis Fukuyama / *Transhumanism* (nonfiction) 928
- James Barrat / from *Our Final Invention: Artificial Intelligence and the End of the Human Era* (nonfiction) 932
- Rosa Brooks / *In Defense of Killer Robots* (nonfiction) 936

**READING WORKSHOP** Analyzing Diction and Tone 943

**WRITING WORKSHOP** Writing a Rhetorical Analysis 951

**Whole class**

**Student choice = poetry**

**Mastery Level**

**Developing & Proficient Level**

**Whole class = fiction**

## Final Result: The Skills to Read a Variety of Texts

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Flexibility  
for Built-In  
Autonomy  
When Teaming  
Vertically

- Common Skills-Based Chapters and Terminology
- Ways to Incorporate New and/or External Texts
- Thematic Units with Anchor Texts
  - anchor texts can be consistent
  - individual teachers (and even students) can pull in other options

Q & A





## Contact Information

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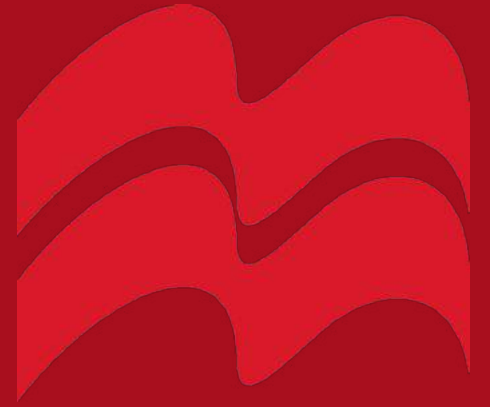


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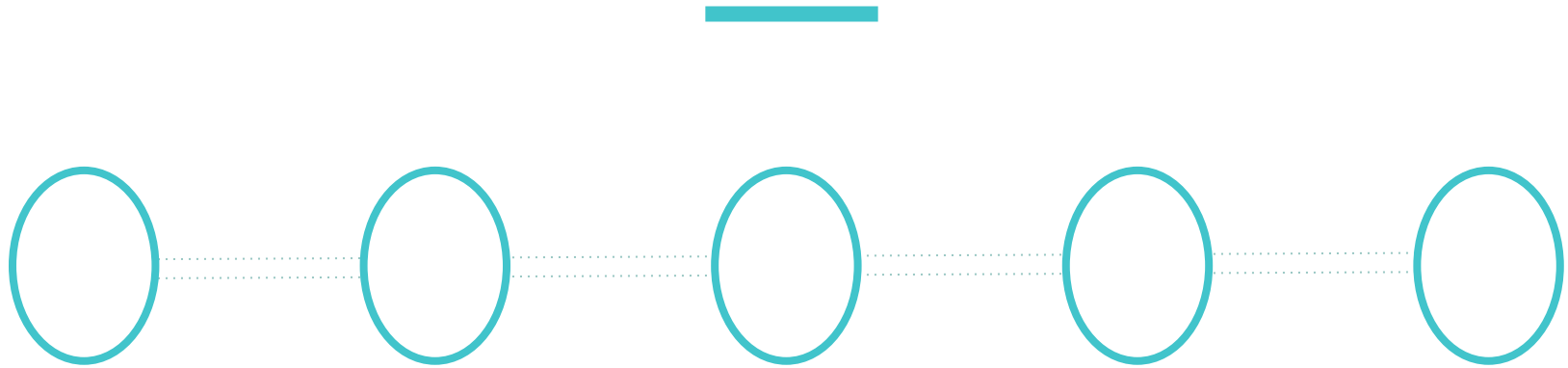


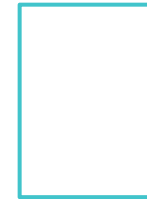
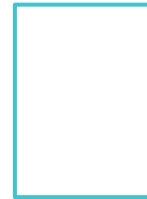
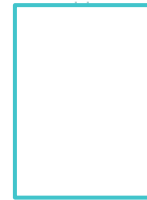
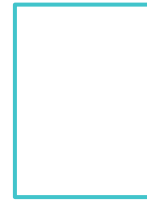
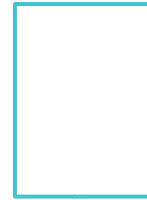




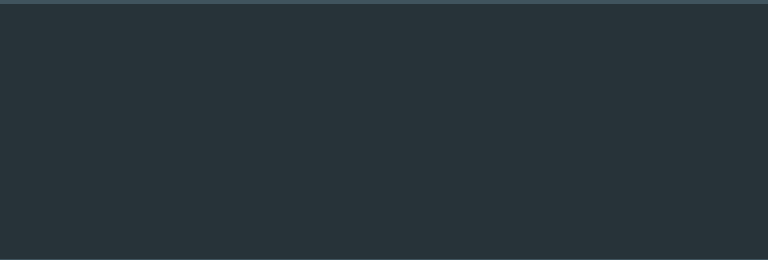
























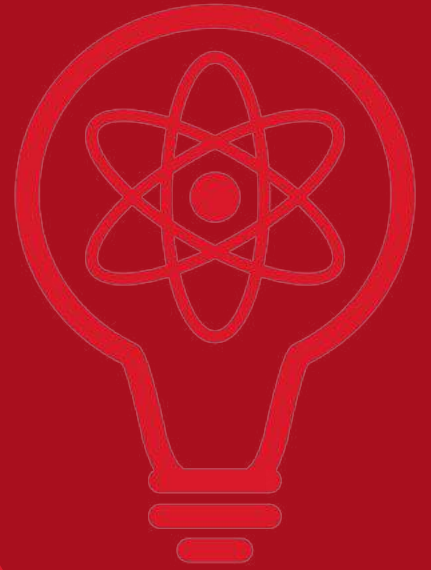


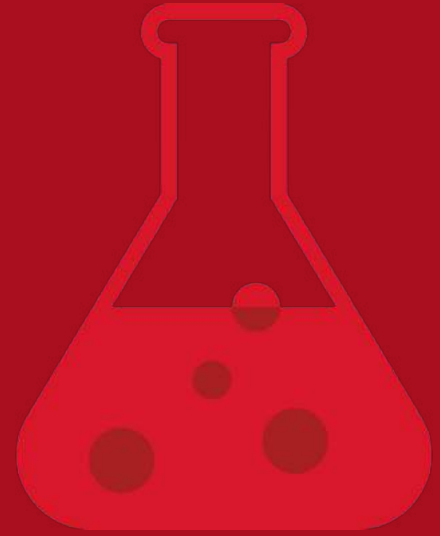








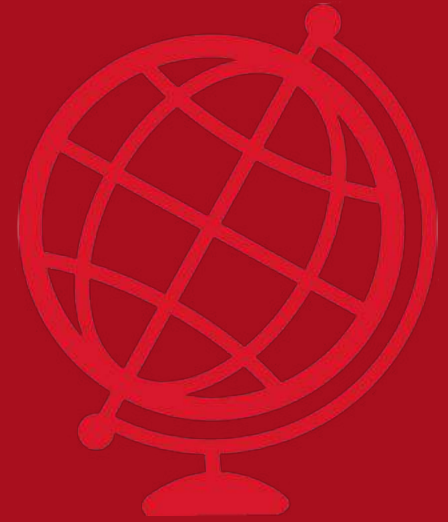




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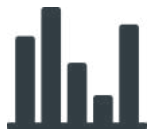




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# Vertical Teaming: How to use BFW's Pre-AP<sup>®</sup> to AP<sup>®</sup> Series to Create an Aligned Vertical Team

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