

Literacy Resources

2016-2017

Created by:

MMHS Literacy Team

Table of Contents

Literacy Goals

MMHS Literacy PD Plan 2014-2015	3
Quick Reference Guide: MMHS Literacy PD Plan	4

Close Reading

Planning a Close Reading Lesson	6
Teaching a Close Reading Lesson	7
Close Reading Text Sample with Annotation	8
Close Reading Text Sample – blank text	9

Text-Dependent Questions

Writing Text-Dependent Questions	11
Text-Dependent Questions Sample	12
Depth of Knowledge Chart (DOK)	13
TDQ Text Sample – blank text	14

Rubrics

Sample Argument Rubric and Prompt	16
Sample Expository Rubric and Prompt	17
Using and Modifying Rubrics	18

Online Resources	19
------------------	----

MMHS Literacy Professional Development Plan 2014-2015	
Main Focus	Informational Text: Use complex, grade-level informational text to teach course content. <ul style="list-style-type: none"> ➤ Employ and teach close and careful reading strategies and provide appropriate and necessary scaffolding and support so all students can access the text.
Specific Areas of Focus	Academic Language Development: <ul style="list-style-type: none"> ➤ Focus strategically on comprehension of pivotal and commonly found words (such as "discourse," "generation," "theory" and "principles") rather than less commonly found words (such as "onomatopoeia," "coup de etat," "glycolysis") that students need to access grade-level, complex text. Writing: <ul style="list-style-type: none"> ➤ Write informational and argumentative pieces using specific evidence from text(s). Assessment: <ul style="list-style-type: none"> ➤ Place greater emphasis on open-ended response questions that refer to and use specific portions of text.
Instructional Shifts	<ul style="list-style-type: none"> ➤ Students must learn from what they read and find rather than having the content delivered to them. ➤ Require more writing and constructed response, not just multiple choice. ➤ Require students to articulate their understanding of text through writing and speaking. ➤ Focus on critical thinking and DOK.
WASC	*For any of the above to meet WASC goals, you must use: <ul style="list-style-type: none"> ➤ common assessments and rubrics, ➤ technology to support instruction, and ➤ scaffolding and support strategies to help close the achievement gap for sub-groups.

Quick Reference Guide: MMHS Literacy PD Plan

Main Focus	Informational Text: Use complex, grade-level informational text to teach course content. ➤ Employ and teach close and careful reading strategies and provide appropriate and necessary scaffolding and support so all students can access the text.
-------------------	---

Informational text:

Informational texts inform or instruct the reader and consist of many different formats including: newspaper or journal articles, textbooks, technical texts, personal essays, speeches, primary source documents, etc.

Complex, grade-level text:

The complexity of the text depends on vocabulary, sentence structure, coherence (how the words operate together), organization, and background knowledge.

Close Reading:

Close reading is “a careful and purposeful **rereading** of a text. Close reading requires that students actually think and understand what they are reading.” (Doug Fisher)

Scaffolding:

Scaffolding can consist of using only a portion of the text, teaching annotation skills, teaching students how to question the text, using a simpler text before reading the complex text, academic language development strategies, etc.

Specific Areas of Focus	Academic Language Development: ➤ Focus strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory” and “principles”) rather than less commonly found words (such as “onomatopoeia,” “coup de etat,” “glycolysis”) that students need to access grade-level, complex text. Writing: ➤ Write informational and argumentative pieces using specific evidence from text(s). Assessment: ➤ Place greater emphasis on open-ended response questions that refer to and use specific portions of text.
--------------------------------	--

Academic Language:

Academic language is a broader term than vocabulary. It includes all language that is necessary for students to succeed in school such as **pivotal words**: “words that appear in a variety of content areas (such as *ignite* and *commit*)” (corestandards.org) “...the standards call for students to grow their vocabularies through a mix of conversation, direct instruction, and reading.” (corestandards.org)

Informational writing:

Informational writing is referred to as Expository writing. Explaining, comparing and contrasting, most research reports and many other modes of writing fall under the Expository umbrella.

Argumentative writing:

In academic writing, an argument is usually a main idea, often called a "claim" or "thesis statement," backed up with evidence that supports the idea. (UNC Writing Center)

Assessment:

The Common Core assessments use passages of text and ask the students to perform a variety of tasks. Most questions are open-ended and the students have to type the answer. Some questions ask students to click on sentences in the text that serve a particular purpose i.e. evidence the author gives to support the claim. Students also have to write short essays using the text as evidence.

"The Common Core State Standards require that students provide evidence and justification for their answers." (Doug Fisher)

Instructional Shifts	<ul style="list-style-type: none"> ➤ Students must learn from what they read and find rather than having the content delivered to them. ➤ Require more writing and constructed response, not just multiple choice. ➤ Require students to articulate their understanding of text through writing and speaking. ➤ Focus on critical thinking and DOK.
-----------------------------	---

DOK (Depth of Knowledge):

DOK is a method of asking text-dependent questions with a focus on higher-level tasks. See the Text-Dependent Questions section for more information and to see the DOK Verbs and Tasks Chart

WASC	<p>*For any of the above to meet WASC goals, you must use:</p> <ul style="list-style-type: none"> ➤ common assessments and rubrics, ➤ technology to support instruction, and ➤ scaffolding and support strategies to help close the achievement gap for sub-groups.
-------------	--

The WASC goals above should be integrated into the teaching of literacy across all content areas.

Planning a Close Reading Lesson

1. Identify a text appropriate for purpose, topic and learners.

- a. Is the text rich enough to warrant close examination?
- b. Does it allow for possible differentiation? (i.e. Can struggling students read a portion instead of the whole?)
- c. How complex is it? Complex ideas? Structure? Vocabulary? Do students have sufficient background knowledge to understand it?
- d. Will students be working individually or with support?

2. Determine the purpose for reading. Focus on one of the following categories from the Common Core Reading Standards:

- a. Craft and Structure
 - i. Development of the argument
 - ii. Use of evidence
 - iii. Organization
 - iv. Rhetorical Strategies
- b. Key ideas and details
- c. Writing Model Elements (i.e. piece is a model of how to write a scientific article)

3. Create and refine final task and rubric.

4. Read, Re-Read, *Annotate:

- a. To create a model for students.
- b. To identify areas of potential difficulty (vocab, structure, graphics, references to outside sources, etc.) and determine scaffolds. Complexity and scaffolds should allow for productive struggle, but not frustration.
- c. To decide appropriate lesson structure (whole class, partners, individual...which portions for each?).

5. Create text-dependent questions based on purpose for reading.

- a. See "Writing Text Dependent Questions" (page 11)

6. Prepare the text for printing or determine alternative.

- a. Copy text from web and paste into a Word document so that you can change the line spacing, margins, and font size.
- b. Number the paragraphs (or leave this for students).
- c. Ideal texts for close reading will be 1-2 pages.

Alternatives:

- a. Transparency/plastic sheet protectors
- b. Sticky notes
- c. Note-Taking Document (Cornell notes, etc.)
- d. Digital annotation tool (Microsoft Word Review, e-reader, Kurzweil, etc.)

*See "Close Reading Text Sample with Annotation" (page 7)

Teaching a Close Reading Lesson

1. Specify purpose for reading.
2. Read, Re-Read, and Annotate.
 - a. Limit front-loading of information including vocabulary
 - b. Read at least a portion of the text together
 - c. Model your thinking as you read and annotate
3. Discuss Text-Dependent Questions: (whole class, small group, in writing).
4. Return to text and update or add to annotations based on new understanding of main ideas.
5. Complete final task using text-based evidence.

Commonly asked questions about Close Reading

1. What is it?
 - a. It's a "careful and purposeful re-reading of the text" (Doug Fisher)
2. What if my students can't write on the text?
 - a. Transparency/plastic sheet protectors
 - b. Sticky notes
 - c. Note-Taking Document (Cornell notes, etc.)
 - d. Digital annotation tool (Microsoft Word Review, e-reader, Kurzweil, etc.)
3. What's the point of annotating?
 - a. It gets students to engage with the text and actually read.
 - b. It's a formative assessment.
 - c. It makes writing easier because students' thoughts are on the document.
4. What if my students can't read well?
 - a. Annotating is a scaffold.
 - b. They can read a small portion.

Close Reading Text Sample with Annotation

Article of the Week #6

Mark the text

1. Number each paragraph
2. Chunk: 1-3 / 4 / 5-6 / 7-8 / 9-11 / 12-13 / 14-15
3. Circle key terms
4. Underline the claims
5. Left margin: What is the author SA
6. Right margin: What is the author DOING? (POWER VERBS)

What NBA Stars and Occupy Wall Street protestors have in common

Source: Paul Frymer and Dorian T. Warre, Bangor Daily News, November 2, 2011

1 LeBron James is as far as you can get from the 99 percent.

2 The NBA superstar is paid more than \$16 million a year as a forward for the Miami Heat and has a \$90 million contract with Nike. After his team lost the NBA Finals to Dallas in June, he told griping fans to go back to the humdrum reality of "the real world," while he retreated to his recently purchased \$9 million home in South Beach.

3 So James may seem to share nothing with the 99 percent — in Occupy Wall Street's terms, the vast majority of American workers, who suffer in a culture of unabashed greed that has created a historic gulf of inequality between the richest Americans and everyone else.

4 But he and the other NBA players have something important in common with the 99 percent.

James is an employee of the Miami Heat. Despite his recent tweet hinting that he will try to join the National Football League if the NBA lockout continues, he finds himself, like most Americans, beholden to the owners and managers who control his workplace and industry. If the owners want to lock out the workers or leave the country in search of greater profits, he — like American workers whose jobs have disappeared overseas — is left with few options. He is beholden to team owners who are not always upfront about their revenue and profits, and who are claiming a right to make more money without equitably sharing it with the workers who make the huge windfalls possible.

5 In the split between NBA players and owners, the players are voicing frustrations that may seem awfully similar to what the Occupy Wall Street protestors are saying. The players are accusing the owners — who keep recording yearly profits as a group while claiming hardship and the need for belt-tightening — of playing by different rules; avoiding public scrutiny; and benefiting from a range of insider deals, bailouts and protections without sharing the profits.

6 At issue in this dispute is whether the league can impose a tighter salary cap on the teams, which would effectively lower the salaries of the players. The other major conflict is over how "basketball-related income" — which includes revenue from the sale of tickets, parking, food at concession stands, player jerseys and broadcast rights — will be split between players and owners. Until now, players got a slight majority of this revenue. This made sense, since it was superstars such as Michael Jordan and Magic Johnson, and now Kobe Bryant and LeBron James, who brought the league to new heights in popularity and profits. The owners, however, say it is unsustainable to maintain high salaries and existing profit margins. They want a 50-50 split of the basketball-related income.

7 The players have remained united and responded angrily to NBA Commissioner David Stern's initial threats of canceling the season. Dwyane Wade, James' teammate and one of the league's biggest stars, yelled at the commissioner in a heated meeting, saying: "You're not pointing your finger at me. I'm not your child." Steve Nash, two-time NBA most valuable player, questioned the owners' representation of their finances, tweeting, "Why are the owners unwilling to negotiate in

Saying?

LeBron has little in common w/ the 99%.

LJ is like the 99% b/c he is controlled by an owner

Players are accusing the owners of shady business

Conflict over revenue split

Doing?

Contrasting LeBron James to the 99%

Comparing NBA players to the 99%

Explaining the issues between the NBA players + owners

Source: I Teach. I Coach. I Blog., "Five Close Reading Strategies to Support the Common Core"

*A blank version of this article follows on pages 7 and 8.

The Washington Post

Opinions

What NBA stars and Occupy Wall Street protesters have in common

By Paul Frymer and Dorian T. Warren October 28, 2011

- 1 LeBron James is as far as you can get from the 99 percent.
- 2 The NBA superstar is paid more than \$16 million a year as a forward for the Miami Heat and has a \$90 million contract with Nike. After his team lost the NBA finals to Dallas in June, he told griping fans to go back to the humdrum reality of “the real world,” while he retreated to his recently purchased \$9 million home in South Beach. So James may seem to share nothing with the 99 percent — in Occupy Wall Street’s terms, the vast majority of American workers, who suffer in a culture of unabashed greed that has created a historic gulf of inequality between the richest Americans and everyone else.
- 3 But he and the other NBA players have something important in common with the 99 percent. James is an employee of the Miami Heat. Despite his recent tweet hinting that he will try to join the National Football League if the NBA lockout continues, he finds himself, like most Americans, beholden to the owners and managers who control his workplace and industry. If the owners want to lock out the workers, or leave the country in search of greater profits, he — like American workers whose jobs have disappeared overseas — is left with few options. He is beholden to team owners who are not always upfront about their revenue and profits, and who are claiming a right to make more money without equitably sharing it with the workers who make the huge windfalls possible.
- 4 In the split between NBA players and owners, the players are voicing frustrations that may seem awfully similar to what the Occupy Wall Street protesters are saying. The players are accusing the owners — who keep recording yearly profits as a group while claiming hardship and the need for belt-tightening — of playing by different rules; avoiding public scrutiny; and benefiting from a range of insider deals, bailouts and protections without sharing the profits.
- 5 At issue in this dispute is whether the league can impose a tighter salary cap on the teams, which would effectively lower the salaries of the players. The other major conflict is over how “basketball-related income” — which includes revenue from the sale of tickets, parking, food at concession stands, player jerseys and broadcast rights — will be split between players and owners. Until now, players got a slight majority of this revenue. This made sense, since it was superstars such as Michael Jordan and Magic Johnson, and now Kobe Bryant and LeBron James, who brought the league to new heights in popularity and profits. The owners, however, say it is unsustainable to maintain high salaries and existing profit margins. They want a 50-50 split of the basketball-related income.
- 6 The players have remained united and responded angrily to NBA Commissioner David Stern’s initial threats of cancelling the season. Dwayne Wade, James’s teammate and one of the league’s biggest stars, yelled at the commissioner in a heated meeting, saying: “You’re not pointing your finger at me. I’m not your child.” Steve Nash, two-time NBA most valuable player, questioned the owners’ representation of their finances, tweeting, “Why are the owners unwilling to negotiate in good faith?”

- 7 Despite some optimism Thursday, Stern late on Friday **canceled all games through Nov. 30**. Going into the weekend, talks **remained stalled** around the issue of sharing basketball-related income.
- 8 One of the reasons NBA players should ultimately resolve this conflict — and have greater influence than most workers in such a dispute — is that they are, unlike 88 percent of their fellow Americans, members of a labor union. This gives them certain contractual rights such as job security, health and retirement benefits, and a significant voice in the way their company is run.
- 9 The nation's historic rise in income inequality and insecurity has been matched by a decline in union membership. Half a century ago, roughly one in three American workers was a union member, whereas today union membership has dropped to just 7 percent in the private sector and less than **12 percent overall**, the lowest in 70 years. For workers, this decline can mean the absence of job security or benefits, as well as falling wages. In 2010, union members made on average \$10,000 a year more than non-union workers, and economists have shown that even the prospect of unionization has led to **rising wages in different industries**.
- 10 When you're at the mercy of an employer without a labor union to support you — the situation that nine out of 10 American workers face — inequality is guaranteed to rise. And it's this bleak reality that is fueling Occupy Wall Street anger.
- 11 Elected officials have recently directed outrage about the economic collapse and rising inequality toward unions instead of Wall Street. That was one tactic that Wisconsin Gov. Scott Walker (R) used this year when **he eliminated collective-bargaining rights** for public-sector employees in his state.
- 12 NBA players are in a stronger position to make demands and extract victories from their employers than Wisconsin schoolteachers, because they are public figures in a highly specialized and valued industry. That's why the owners haven't just hired a set of replacement workers — a move that is increasingly typical of other industries in America.
- 13 No one can really call the 6'8," 250-pound James vulnerable or a worker without a voice. But his struggle does, in a key way, mirror the power imbalance that the average American employee confronts. Both face a culture that believes workers should have no voice in the everyday life of the workplace or the broader economy. When Wade asserts that he does not want to be treated like Stern's child, he is expressing what many Americans around the country feel — that those who work should have a greater say in working conditions, profits and economic growth.
- 14 All Americans, whether on the basketball court or the shop floor, ought to have a meaningful voice, bargaining power and some way to retain a sense of dignity in a bad economy. Hopefully, if James succeeds in his latest fight, he can bring his talents not just to South Beach, but to the 99 percent of Americans who could use his help.

Paul Frymer is an associate professor of politics at Princeton University. **Dorian T. Warren** is an assistant professor of political science at Columbia University and a fellow at the Roosevelt Institute.

Writing Text-Dependent Questions

1. Read and annotate the text(s).
2. Determine the areas of the text(s) that fit your purpose and warrant closer examination.
3. Refer to the Common Core Reading Standards and Depth of Knowledge (DOK) Levels.

The Common Core Reading Standards for each content area are grouped into three categories. Use the Depth of Knowledge levels (with emphasis on level 3 and 4) to write text-dependent questions that address each of the three categories. See DOK Handout on next page.

Key ideas and details:

Determine what the text says explicitly and make logical inferences.
Identify central ideas and themes and analyze their development.

Craft and structure:

Analyze how text organization, use of specific vocabulary, and rhetorical devices and/or word choice shape meaning.

Integration of Knowledge and ideas:

Evaluate arguments and claims.
Integrate information across documents and formats.
Analyze differences in how similar topics are treated across texts.

Depth of Knowledge Levels (see chart, page 13)

Focus should be placed on creating level 3 and 4 questions and activities.

Keep the verbs in mind when determining the task or question, but the question or prompt does not necessarily need to start with or include the target verb from the DOK level.

Level 4 questions often require multiple texts or connection to outside ideas.

Text-Dependent Questions Sample
TIME, "Person of the Century: Albert Einstein" article (page 14-15)

KEY IDEAS AND DETAILS:

1. Identify the main scientific concept Einstein is associated with. (Level 1)
2. Summarize the author's message about Albert Einstein. (Level 2)
3. Why does the author believe that Albert Einstein qualifies as the person of the century? Support your ideas with details and examples. (Level 3)
4. What evidence can you find in the text that Einstein was remarkable as a scientist as well as a passionate defender of human rights? Cite multiple examples. (Level 3)

CRAFT AND STRUCTURE:

1. How is the text organized? (Level 1)
2. How does the author create a sense of tension between Einstein's brilliance as a scientist and his shortcomings as a person? Cite evidence from the text to support your claim. (Level 3)
3. The writer indicates that Albert Einstein, in 1999, personified the preceding hundred years. What examples in the article support this claim? Use quotes. (Level 3)

INTEGRATION OF KNOWLEDGE AND IDEAS

1. According to www.space.com, one aspect of Einstein's Theory of Relativity is that "Events that occur at the same time for one observer could occur at different times for another." Explain how this theory relates to Einstein's personal life. (Level 3)
2. Choose one or more of the following Albert Einstein quotes. Explain how the quote/s relates to the ideas in the article. (Level 4)
 - A. "Do not worry about your difficulties in Mathematics. I can assure you mine are still greater."
 - B. "When you are courting a nice girl an hour seems like a second. When you sit on a red-hot cinder a second seems like an hour. That's relativity."
 - C. "The true sign of intelligence is not knowledge but imagination."
 - D. "Strive not to be a success, but rather to be of value."
 - E. "It has become appallingly obvious that our technology has exceeded our humanity."
3. Compare Einstein with Isaac Newton. Which scientist has had a greater impact on science? (Level 4)

DOK:

See attached PDF

Person of the Century: Albert Einstein

(1879-1955) He was the pre-eminent scientist in a century dominated by science. The touchstones of the era--the Bomb, the Big Bang, quantum physics and electronics--all bear his imprint

By Frederic Golden Friday, Dec. 31, 1999

TIME Magazine

- 1 He was the embodiment of pure intellect, the bumbling professor with the German accent, a comic cliché in a thousand films. Instantly recognizable, like Charlie Chaplin's Little Tramp, Albert Einstein's shaggy-haired visage was as familiar to ordinary people as to the matrons who fluttered about him in salons from Berlin to Hollywood. Yet he was unfathomably profound — the genius among geniuses who discovered, merely by thinking about it, that the universe was not as it seemed.
- 2 Even now scientists marvel at the daring of general relativity ("I still can't see how he thought of it," said the late Richard Feynman, no slouch himself). But the great physicist was also engagingly simple, trading ties and socks for mothly sweaters and sweatshirts. He tossed off pithy aphorisms ("Science is a wonderful thing if one does not have to earn one's living at it") and playful doggerel as easily as equations. Viewing the hoopla over him with humorous detachment, he variously referred to himself as the Jewish saint or artist's model. He was a cartoonist's dream come true.
- 3 Much to his surprise, his ideas, like Darwin's, reverberated beyond science, influencing modern culture from painting to poetry. At first even many scientists didn't really grasp relativity, prompting Arthur Eddington's celebrated wisecrack (asked if it was true that only three people understood relativity, the witty British astrophysicist paused, then said, "I am trying to think who the third person is"). To the world at large, relativity seemed to pull the rug out from under perceived reality. And for many advanced thinkers of the 1920s, from Dadaists to Cubists to Freudians, that was a fitting credo, reflecting what science historian David Cassidy calls "the incomprehensiveness of the contemporary scene--the fall of monarchies, the upheaval of the social order, indeed, all the turbulence of the 20th century."
- 4 Einstein's galvanizing effect on the popular imagination continued throughout his life, and after it. Fearful his grave would become a magnet for curiosity seekers, Einstein's executors secretly scattered his ashes. But they were defeated at least in part by a pathologist who carried off his brain in hopes of learning the secrets of his genius. Only recently Canadian researchers, probing those pickled remains, found that he had an unusually large inferior parietal lobe — a center of mathematical thought and spatial imagery — and shorter connections between the frontal and temporal lobes. More definitive insights, though, are emerging from old Einstein letters and papers. These are finally coming to light after years of resistance by executors eager to shield the great relativist's image.
- 5 Unlike the avuncular caricature of his later years who left his hair unshorn, helped little girls with their math homework and was a soft touch for almost any worthy cause, Einstein is emerging from these documents as a man whose unsettled private life contrasts sharply with his serene contemplation of the universe. He could be alternately warmhearted and cold; a doting father, yet aloof; an understanding, if difficult, mate, but also an egregious flirt. "Deeply and passionately [concerned] with the fate of every stranger," wrote his friend and biographer Philipp Frank, he "immediately withdrew into his shell" when relations became intimate.
[...]
- 6 The pudgy first child of a bourgeois Jewish couple from southern Germany, he was strongly influenced by his domineering, musically inclined mother, who encouraged his passion for the violin and such classical composers as Bach, Mozart and Schubert. In his preteens he had a brief, intense religious experience, going so far as to chide his assimilated family for eating pork. But this fervor burned itself out, replaced, after he began exploring introductory science texts and his "holy" little geometry book, by a lifelong suspicion of all authority. His easygoing engineer father, an unsuccessful entrepreneur in the emerging electrochemical industry, had less influence, though it was he who gave Einstein the celebrated

toy compass that inspired his first "thought experiment": what, the five-year-old wondered, made the needle always point north?

- 7 At age 15, Einstein staged his first great rebellion...he quit his prep school because of its militaristic bent, renounced his German citizenship and eventually entered the famed Zurich Polytechnic, Switzerland's M.I.T. There he fell in love with a classmate, a Serbian physics student named Mileva Maric... They married despite his mother's objections, but the union would not last.
[...]
- 8 By 1919...they divorced. He agreed to give her the money from the Nobel Prize he felt sure he would win...
- 9 Einstein, meanwhile, had taken up with a divorced cousin, Elsa... Unlike Mileva, she gave him personal space, and not just for science. As he became more widely known, ladies swarmed around him like moonlets circling a planet. These dalliances irritated Elsa, who eventually became his wife, but as she told a friend, a genius of her husband's kind could never be irreproachable in every respect.
- 10 Cavalier as he may have been about his wives, he had a deep moral sense. At the height of World War I, he risked the Kaiser's wrath by signing an antiwar petition, one of only four scientists in Germany to do so. Yet, paradoxically, he helped develop a gyrocompass for U-boats. During the troubled 1920s, when Jews were being singled out by Hitler's rising Nazi Party as the cause of Germany's defeat and economic woes, Einstein and his "Jewish physics" were a favorite target. Nazis, however, weren't his only foes. For Stalinists, relativity represented rampant capitalist individualism; for some churchmen, it meant ungodly atheism, even though Einstein, who had an impersonal Spinozan view of God, often spoke about trying to understand how the Lord (der Alte, or the Old Man) shaped the universe.
- 11 In response to Germany's growing anti-Semitism, he became a passionate Zionist, yet he also expressed concern about the rights of Arabs in any Jewish state. Forced to quit Germany when the Nazis came to power, Einstein accepted an appointment at the new Institute for Advanced Study in Princeton, N.J., a scholarly retreat largely created around him. (Asked what he thought he should be paid, Einstein, a financial innocent, suggested \$3,000 a year. The hardheaded Elsa got that upped to \$16,000.) Though occupied with his lonely struggle to unify gravity and electromagnetism in a single mathematical framework, he watched Germany's saber rattling with alarm. Despite his earlier pacifism, he spoke in favor of military action against Hitler. Without fanfare, he helped scores of Jewish refugees get into an unwelcoming U.S., including a young photographer named Philippe Halsman, who would take the most famous picture of him (reproduced on the cover of this issue).
- 12 Alerted by the emigre Hungarian scientist Leo Szilard to the possibility that the Germans might build an atom bomb, he wrote F.D.R. of the danger, even though he knew little about recent developments in nuclear physics. When Szilard told Einstein about chain reactions, he was astonished: "I never thought about that at all," he said. Later, when he learned of the destruction of Hiroshima and Nagasaki, he uttered a pained sigh.
- 13 Following World War II, Einstein became even more outspoken. Besides campaigning for a ban on nuclear weaponry, he denounced McCarthyism and pleaded for an end to bigotry and racism. Coming as they did at the height of the cold war, the haloed professor's pronouncements seemed well meaning if naive; Life magazine listed Einstein as one of this country's 50 prominent "dupes and fellow travelers." Says Cassidy: "He had a straight moral sense that others could not always see, even other moral people." Harvard physicist and historian Gerald Holton adds, "If Einstein's ideas are really naive, the world is really in pretty bad shape." Rather it seems to him that Einstein's humane and democratic instincts are "an ideal political model for the 21st century," embodying the very best of this century as well as our highest hopes for the next. What more could we ask of a man to personify the past 100 years?

Sample Argument Rubric and Prompt

Name:**Date:****Period:****Prompt:**

Write an argument essay that fully explains whether or not Odysseus is a hero. Use specific evidence from the text to support your assertions (reasons).

Directions:

Essay must be typed in MLA format.

A minimum of 3 sources must be included in the essay.

Five sources must be cited in a Works Cited page at the end of the essay.

Most essays will be 3-5 pages.

Rubric:

Criterion	Explanation	A	B/C	D/F	Percent
Structure	Essay is organized in an effective and logical format.	+	√	-	___/10
Argument	Argument is well-reasoned and clear. Claims are broad. No fallacies of logic. Argument fully addresses prompt.	+	√	-	___/40
Evidence	Individual examples are specific and well-developed. Sources are varied and appropriate.	+	√	-	___/30
Writing	Writing is clear and concise and contains proper spelling, grammar and mechanics. Sentence structure is varied and interesting.	+	√	-	___/20

Total ___/100

Sample Expository Rubric and Prompt

Name:**Date:****Period:****Prompt:**

Write an essay comparing x to y.

Write an essay evaluating ...

Directions:

Essay must be typed in MLA format.

A minimum of 3 sources must be included in the essay.

Five sources must be cited in a Works Cited page at the end of the essay.

Most essays will be 3-5 pages.

Rubric:

Criterion	Explanation	A	B/C	D/F	Percent
Structure	Essay is organized in an effective and logical format.	+	√	-	___/10
Content	Ideas are presented clearly and accurately. All components of prompt are covered.	+	√	-	___/40
Evidence	Individual examples are specific and well-developed. Sources are varied and appropriate.	+	√	-	___/30
Writing	Writing is clear and concise and contains proper spelling, grammar and mechanics. Sentence structure is varied and interesting.	+	√	-	___/20

Total ___/100

Using and Modifying Rubrics

Digital files of each rubric sample as well as blank versions of each are located under the Staff tab of the MMHS webpage under "Literacy Resources."

Suggestions for modifying both rubrics:

- 1) Determine whether you will require MLA or APA format. Change the directions accordingly.
- 2) Consider adding an additional row for "Format" if you want to grade the extent to which students follow directions.
- 3) Assign category points based on the priorities of your unit or lesson.
- 4) Refer to the Literacy Design Collaborative (online) for prompt task suggestions and wording.

Suggestions for modifying the Argument Rubric:

- 1) Consider whether you want students to include a Counter-Argument and Rebuttal. If so, you may want to include an additional row or a statement in the Argument category such as:

"Essay includes a reasonable Counter-Argument with a strong (logical) Rebuttal."

Online Resources

This list will continue to be updated online. Find the most current version on the MMHS website under Staff > Literacy.

[Literacy Design Collaborative](#)

Sample curricula organized by subject and grade level as well as many other resources.

[LDC Guidebook](#) – Sentence frame task templates.

[Engage New York](#)

A wealth of lessons designed by NY teachers who piloted Common Core.

[Achieve the Core](#)

Model close reading lessons. This site is searchable by content area.

[EduCore](#)

Resources designed by ASCD (Association for Curriculum and Curriculum Development)

[California Dept. of Ed. \(CDE\) Common Core Page](#)

Resources compiled by the State of CA for each core subject as well as a link to many other online resources