

GRADE 12 | MODULE 2

TEACHER GUIDE

Paths to College and Career

English Language Arts

Exploring Complex Ideas through Craft and Structure

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Grade 12 | Module 2

➤ Teacher Guide

Paths to College and Career

English Language Arts

**Exploring Complex Ideas through
Craft and Structure**

PCG | *Education*

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ABOUT PCG EDUCATION

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As educators engage with rigorous standards for college and career readiness, PCG Education partners with practitioners at all stages of implementation. We work with clients to build programs, practices, and processes that align with the standards. Our team of experts develops and delivers standards-based instructional resources, professional development, and technical assistance that meet the needs of all learners.

In response to a wide range of needs, PCG Education's solutions leverage one or more areas of expertise, including College and Career Readiness, MTSS/RTI, Special Programs and Diverse Learners, School and District Improvement, and Strategic Planning. PCG's technologies expedite this work by giving educators the means to gather, manage, and analyze data, including student performance information, and by facilitating blended learning approaches to professional development.

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PCG | *Education*

WHAT IS *PATHS TO COLLEGE AND CAREER*?

Paths to College and Career is a comprehensive English Language Arts/Literacy curriculum that meets the demands and instructional shifts of the Common Core State Standards (CCSS). Modules, units, and lessons in *Paths* address the curriculum standards as detailed in the Publisher's Criteria and the EQulP Rubric (<http://www.achieve.org/files/EQulP-ELArubric-06-24-13-FINAL.pdf>). *Paths* provides engaging and challenging learning experiences for students. Likewise, it provides meaningful support for educators as they encounter new instructional approaches and strategies that build students' skills and knowledge for success at the postsecondary level and in the workforce. *Paths* provides guidance to teachers for facilitating evidence-based conversations about text, developing students' academic vocabulary, teaching close reading, implementing Accountable Independent Reading (AIR), and unpacking the standards themselves.

Features of *Paths to College and Career*

Engaging, Complex Texts

In keeping with the guidance of the standards around increased text complexity, *Paths* includes a range of literary and informational texts at each grade level. The program features familiar canonical literature, such as Shakespeare's *Romeo and Juliet* and Edgar Allen Poe's "The Tell-Tale Heart," as well as contemporary works, such as Jhumpa Lahiri's *The Namesake* and Karen Russell's "St. Lucy's Home for Girls Raised by Wolves." *Paths* also embodies the CCSS emphasis

on informational text, featuring such literary nonfiction as Thoreau's "Civil Disobedience," Dr. Martin Luther King Jr.'s "Letter from Birmingham Jail," and Julia Alvarez's "A Genetics of Justice." Through this diversity and balance of texts, *Paths* gives students at all levels the opportunity to grapple with, deconstruct, analyze, and make meaning from complex texts that address highly relevant and universal ideas and issues.

Depth of Reading

Paths is paced to allow students to carefully explore complex text through reading and rereading to fully investigate ideas, structures, and layers of meaning. *Paths* emphasizes depth of understanding of the text students read rather than the breadth of texts "covered" in a curriculum. To allow for deep analysis of texts, some works are read in their entirety, while others are read in excerpted selections.

Paths ensures that students have the space, time, and support to navigate complex texts that are worth reading. Each lesson in the curriculum engages students in thinking, talking, and writing about the texts as they read, reread, and collaborate. In *Paths*, students work independently and in groups to address challenging text-based questions, recognizing and articulating their own confusions and understandings before teachers model problem solving or provide guidance. As students progress through the grades, their increased capacity for independent work with complex texts increases, leading to greater ownership of their own learning.

Revisiting and Annotating Text

Throughout *Paths*' lessons, students engage in reading both fiction and nonfiction in small chunks for specific purposes.

Students may spend an entire class period on 10 lines of text to achieve a clear and common understanding. A central feature of achieving a depth of understanding involves annotating text. *Paths* regularly asks students to make note of specific parts of a text that contain important ideas or themes. These annotations and selections may spark connections to other parts of the text or a different text, or require additional instructional attention to support comprehension and analysis.

Academic Vocabulary

A key priority within *Paths* is building students' academic vocabulary through the study of Tier 2 words, which are transferable, high-leverage terms that they may encounter in other coursework or disciplines. Students encounter a large number of these words as they read a volume of challenging literary and informational texts through independent and classroom reading. Exposure to these words enables students to gain familiarity with them through context or, as appropriate, learn their meaning from the teacher.

Writing from Sources and Research

Paths emphasizes writing from sources and research, consistent with the expectations of the CCSS. Students write in a variety of modes for a variety of purposes using the text as the basis for forming claims and making inferences. In addition to short research projects on a range of topics over the course of a year, students also participate in sustained, inquiry-based research about a topic derived from a module text.

Standards Assessed *and* Standards Addressed

Paths includes frequent and varied opportunities to assess student learning and track their progress toward success with the standards. These assessments can and should be used for formative purposes, but educators also may choose to select specific assessments for determining student progress. *Paths* includes rubrics and other tools that give the teacher data that may drive instruction or serve as a summative assessment.

In each lesson, *Paths* focuses on one or two “assessed standards” and another small group of “addressed standards.” The core work of a lesson reflects the assessed standards and provides students opportunities to engage with the demands of the full standard(s). Reflecting the interrelated nature of the standards, each lesson also includes addressed standards, which scaffold student learning to support their work with those standards in future lessons and modules.

Daily assessments provide students with an opportunity to demonstrate their growth in relation to the standard(s) at the heart of each lesson. In some assessments, the language of the standard(s) is included directly in the prompt. As students gain familiarity with the standards, assessment questions begin to reflect the language of the standards less explicitly, requiring students to unpack the question.

Homework and Student Materials

Independent and Regular Reading

Paths focuses in-class experiences on close reading of complex text, which is a key way to support students' vocabulary growth. In addition, students must read widely and extensively in order to build their vocabularies outside the confines of the classroom.