

## English Language Arts at Notre Dame-Cathedral Latin School

You have been assigned to teach a class of 20 students in English 10. Your current unit focuses on the American Dream. Your professional learning community (PLC) has provided you with the following summative assessment.

Your PLC has asked you to **create a two-class learning plan** that will prepare your students for success on the summative assessment. Remember that NDCL follows an alternating day block schedule. Our students meet for an 80-minute class every other day.

What would you submit to your PLC?

**Prompt:** Below are two poems which express ideals in the American Dream. Using your understanding of the poem, your own experiences, and readings on the topic, please determine whose perspective on the American dream is most relevant today: Whitman or Hughes? Your essay will be graded holistically using the NDCL Writing Rubric.

### **"I Hear America Singing" by Walt Whitman**

I HEAR America singing, the varied carols I hear;  
Those of mechanics—each one singing his, as it should be, blithe and strong;  
The carpenter singing his, as he measures his plank or beam,  
The mason singing his, as he makes ready for work, or leaves off work;  
The boatman singing what belongs to him in his boat—the deckhand singing on the steamboat deck;  
The shoemaker singing as he sits on his bench—the hatter singing as he stands;  
The wood-cutter's song—the ploughboy's, on his way in the morning, or at the noon intermission, or at sundown;  
The delicious singing of the mother—or of the young wife at work—or of the girl sewing or washing—Each singing what belongs to her, and to none else;  
The day what belongs to the day—At night, the party of young fellows, robust, friendly,  
Singing, with open mouths, their strong melodious songs

### **"I, Too, Sing America" by Langston Hughes**

I, too, sing America.

I am the darker brother.  
They send me to eat in the kitchen  
When company comes,  
But I laugh,  
And eat well,  
And grow strong.

Tomorrow,  
I'll be at the table  
When company comes.  
Nobody'll dare  
Say to me,  
"Eat in the kitchen,"  
Then.

Besides,  
They'll see how beautiful I am  
And be ashamed--

I, too, am America.

Criteria	Score 4 (Consistent mastery)	Score 3 (Reasonably consistent mastery)	Score 2 (Developing mastery)	Score 1 (Very little mastery)	Score 0 (No mastery)
<b>Reading comprehension</b>	Your choice of textual support shows that you <b>accurately</b> understood what the text said both explicitly and inferentially. When needed, your analysis of the text is <b>accurate</b> , showing <b>full</b> comprehension of the complex ideas.	Your choice of textual support shows that you <b>mostly</b> understood what the text said both explicitly and inferentially. When needed, your analysis of the text is <b>mostly accurate</b> , showing <b>extensive</b> comprehension of the complex ideas.	Your choice of textual support either shows <b>some accurate</b> analysis of what the text said explicitly or inferentially or <b>ONLY</b> shows analysis of what the text says explicitly. When needed, your analysis of text shows <b>basic</b> understanding of the text.	Your choice of textual support shows <b>minimally accurate</b> analysis of what the text says. When writing about the text, your writing shows <b>limited</b> understanding of the text.	Your writing provides an <b>inaccurate</b> analysis or no analysis of the text, showing little to <b>no</b> comprehension of ideas expressed in the text(s).
<b>Writing Focus</b>	Your writing <b>fully</b> addresses the prompt and <b>accurately</b> interprets the purpose of the assignment. Your writing has a <b>clearly crafted</b> focus on a main idea.	Your writing <b>appropriately</b> addresses the prompt and <b>mostly</b> interprets the purpose of the assignment. Your writing has a <b>purposefully</b> crafted focus on the main idea.	Your writing <b>somewhat accurately</b> addresses the prompt and interprets the purpose of the assignment on a <b>basic</b> level. Your focus on the main idea is <b>functional</b> .	Your writing is shows <b>limited</b> understanding of the prompt and purpose of the assignment. Your paper <b>lacks</b> focus.	Your writing shows no understanding of the prompt and purpose of the assignment.
<b>Development of Ideas</b>	Your writing provides effective and comprehensive development of ideas. The support that you give clearly advances the focus you are making and is fully explained in a logical manner.	Your writing provides effective development of ideas. The support you give generally advances the focus you are making and is explained in a logical manner.	Your writing somewhat provides development of ideas. The support you give inconsistently advances your focus and is not fully explained in a logical manner.	Your writing is limited in its development of ideas. Your support does not advance your focus, and your explanations lack logic and development.	Your writing shows an <b>underdeveloped</b> idea and support that lacks logic.
<b>Organization</b>	Your writing demonstrates <b>purposeful</b> coherence, and includes a <b>strong</b> intro., conclusion, and a logical, well-executed progression of ideas, making it <b>easy to follow</b> your progression of ideas.	Your writing demonstrates a <b>great deal</b> of coherence, and <b>includes</b> an intro., conclusion, and a logical progression of ideas, making it <b>fairly easy to follow</b> your progression of ideas.	Your writing shows <b>basic</b> coherence and <b>includes</b> an attempt at an intro. and conclusion. Your ideas are grouped logically; however, your progression of ideas is <b>inconsistent</b> and not obvious.	Your writing demonstrates <b>limited</b> coherence with an attempt at an introduction and conclusion, making the progression of your ideas <b>is generally unclear</b> .	Your writing shows a <b>lack</b> of coherence with no progression of ideas.
<b>Awareness of voice and audience</b>	Your writing maintains an <b>effective</b> style given the purpose, audience and focus of the assignment. The response uses precise language <b>consistently</b> , including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone.	Your writing maintains an <b>effective</b> style, given the purpose, audience and focus of the assignment. The response uses <b>mostly precise</b> language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone.	Your writing maintains a mostly <b>effective</b> style, given the purpose, audience and focus of the assignment. The response uses <b>some precise</b> language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone.	Your writing has a style that has <b>limited</b> effectiveness, given the purpose, audience and focus of the assignment. The response includes limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.	Your writing has an <b>inappropriate</b> style. The response includes little to no precise language.
<b>Sentence Fluency and Conventions</b>	Your writing is polished, and your sentences show variety and proper structure. Though there may be a few minor errors in grammar and usage, <b>meaning is clear throughout the response</b> . <b>Style conventions are followed when appropriate</b> .	Your writing is polished, but your sentences may not show enough variety or proper structure. There may be a few distracting errors in grammar and usage, <b>but meaning is clear</b> . <b>Style conventions are followed when appropriate</b> .	Your writing begins to how <b>inconsistent</b> command of the conventions of standard English and basic sentence structure. There are a more than a few patterns of errors in grammar and usage that may <b>occasionally impede understanding</b> . <b>Style conventions are generally followed when appropriate</b> .	Your writing shows <b>limited</b> command of the conventions of standard English and choppy sentence structure. There are multiple errors in grammar and usage, demonstrating minimal control over language. There are multiple distracting errors in grammar and usage that <b>sometimes impede understanding</b> . <b>Style conventions are not followed</b> .	Your writing shows <b>little to no command</b> of the conventions of standard English and sentence structure. There are frequent and varied errors in grammar and usage, demonstrating little/no control. There are frequent distracting errors in grammar and usage that <b>often impede understanding</b> . <b>Style conventions are not followed</b> .