



**EVERY
STUDENT
COUNTS**
EXCELLENCE FOR ALL

Secondary Literacy

ACTL October 4, 2023

Sarah Cruz, Secondary ELA Supervisor



- Elementary CKLA Update
- Secondary Literacy
- Reading Support
- Curriculum and Instruction
- Writing
- Professional Learning
- Differentiating with Document Based Questions

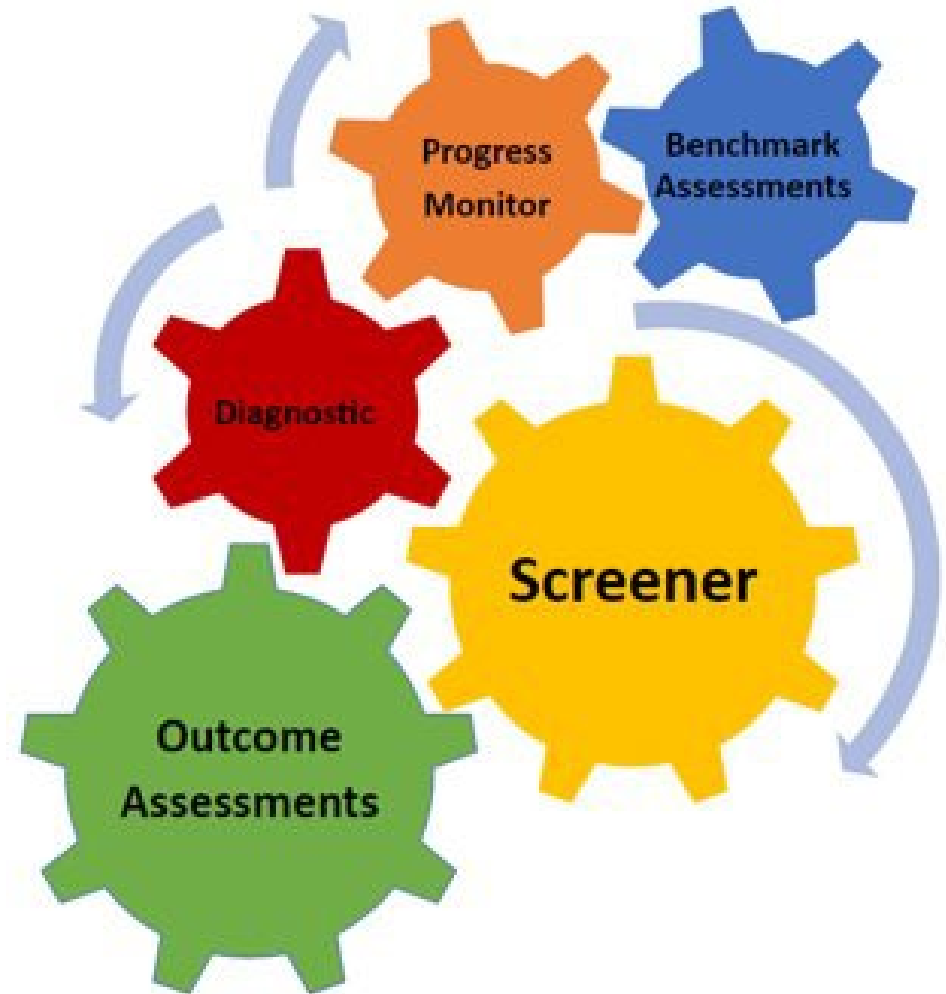


CKLA Implementation Update - Elementary

- All schools have incorporated most components of CKLA into their daily ELA block. The ELA Office is providing additional coaching support to facilitate the implementation of core phonics and literacy resources at all elementary schools.
- Implementation of feedback from reading specialists and administrators:
 - Adding additional writing lessons to Grades K, 1, 3, 5
 - Adding additional explicit writing instruction to K, 1, 2 particularly focusing on mechanics, grammar, and punctuation
- Creating 7-9 end of unit “quick checks” in Grades 3,4,5
 - 5-10 minute assessments on student iPads
 - Checks students’ reading comprehension, grammar and morphological understanding.
 - Provides teachers with access to immediate data so they can provide specific instruction to students who need reteaching.

Subject	Test	Subgroup	APS Pass Rate 2020-21	APS Pass Rate 2021-22	APS Pass Rate 2022-23
English	Grade 6:Reading	All Students	79	79	79
	Grade 7:Reading	All Students	70	80	78
	Grade 8:Reading	All Students	81	80	80
	EOC: Reading	All Students	85	88	86

- K-5 assessments
 - DIBELS K-5
- 6-9th assessment
 - NWEA Map Reading *New*
 - Phonics Screener for Interventions *New*

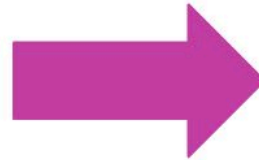
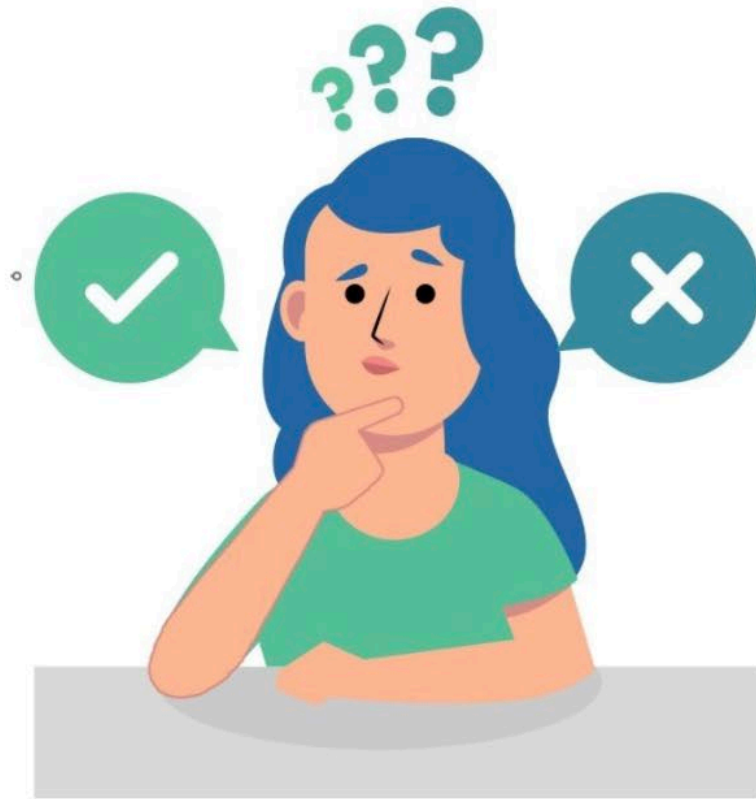




Assessment: Reading Screener

Reading Screener

Which students are on track with reading proficiency and which students may need reading intervention?





Assessment: NWEA MAP

Student Experience

- administered 3x/year
- 6-9th grade
- will take students ~45-60 minutes
- adaptive assessment with 43 total questions
- determines eligibility for intervention
- families notified by score report letter

100%

Exit Test

Read the passage. There are several questions about this passage.

Beautiful Invader

1 Imagine yourself taking a walk on a summer day—somewhere in a lazy meadow, near a stream. All along the stream banks and up through the grasses in the meadow, a flowering plant grows from three to ten feet tall. You admire the tiny flowers and their stunning rosy-purple color. You whip out your cell phone and are about to capture a photo when you hear a scolding voice in your head ask: "Why are you about to take a picture of purple loosestrife? It's not something to celebrate. It's an invasive species!"




Photo credit: L. E. West, www.istock.com/PhotoLibrary/contributors/21604444

Purple loosestrife (*Lythrum salicaria*)

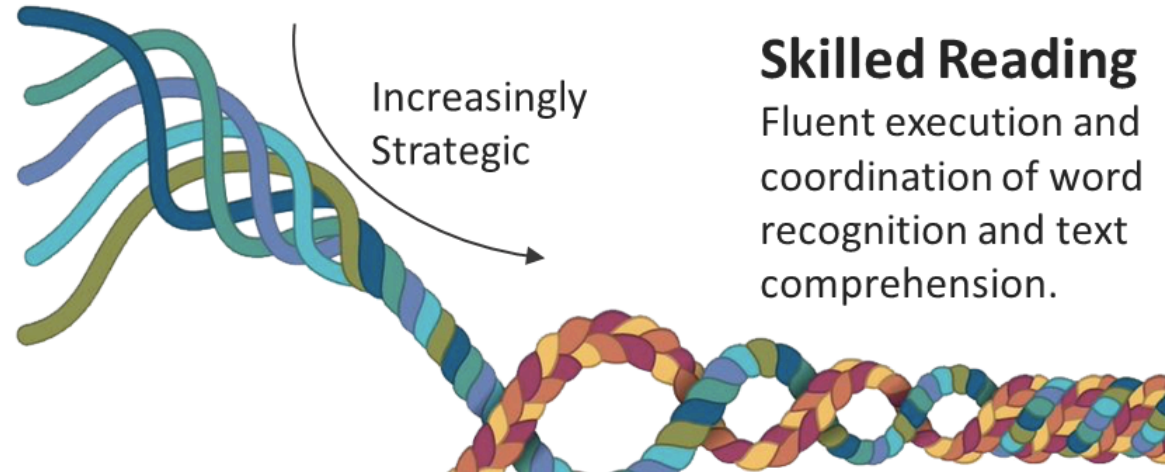
The author presents the argument that purple loosestrife is harmful.

Which two details support this argument?

- 1. "All along the stream banks and up through the grasses in the meadow, a flowering plant grows from three to ten feet tall." (Paragraph 1)
- 2. "Furthermore, wildlife that depends on native plants for food and shelter suffer when purple loosestrife moves in." (Paragraph 2)
- 3. "Today, purple loosestrife grows in almost every U.S. state." (Paragraph 4)
- 4. "Its seeds are small and lightweight." (Paragraph 5)
- 5. "A breeze or the gentle current of a stream is enough to carry purple loosestrife seeds to new territory where it can vanquish native vegetation." (Paragraph 5)

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

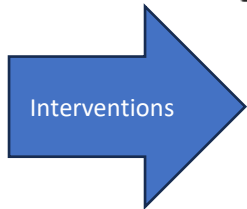


Skilled Reading

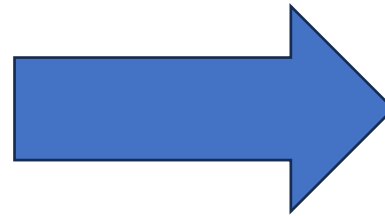
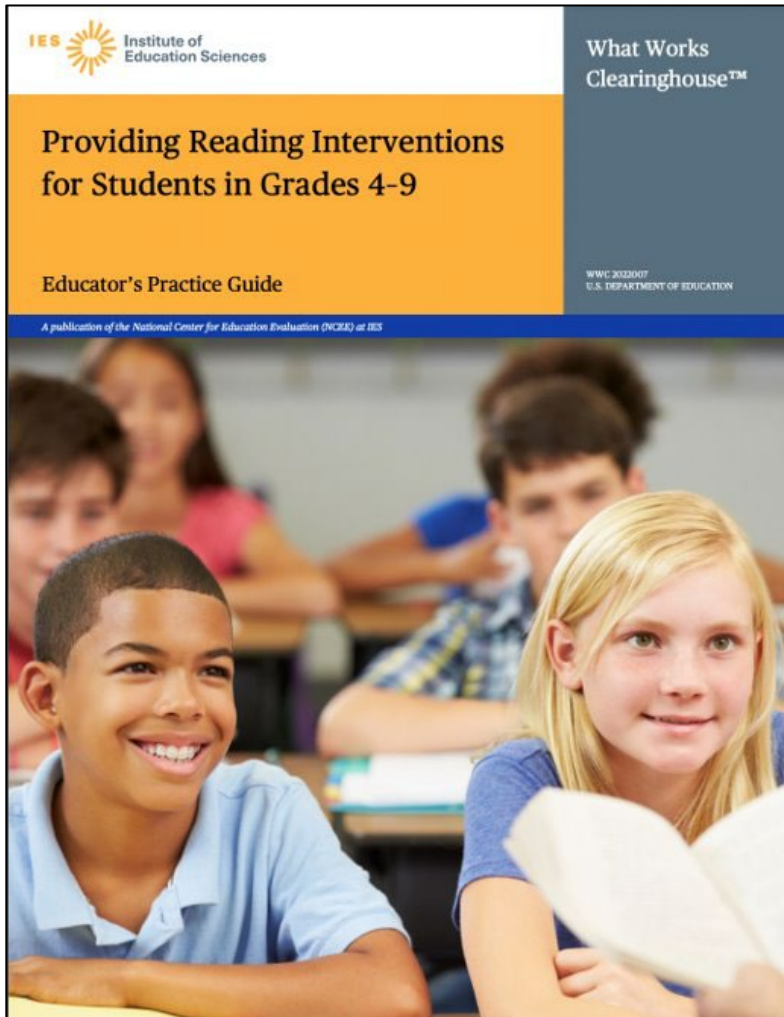
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

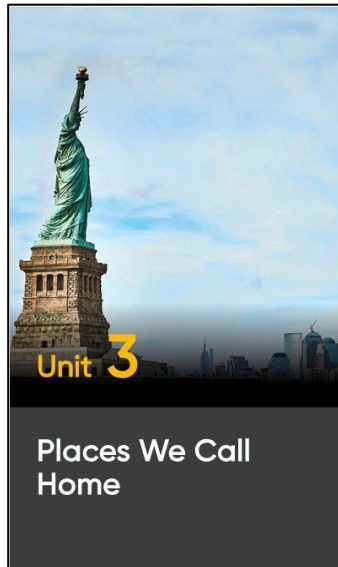


Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.



- Build students vocabulary
- Build students decoding skills so they can read complex, multisyllabic words
- Use complex text
- Use comprehension building activities to help student make sense of texts

- HMH provides complex text for every unit, every grade 6-12th
- Accessibility read aloud feature
- Consumable workbook for annotations and break in screentime
- Built in Glossary
- Grammar Lessons



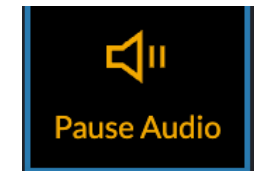
Glossary

✕

sponsor

(spɒnˈsər) v. If you *sponsor* someone, you support his or her admission into a group.

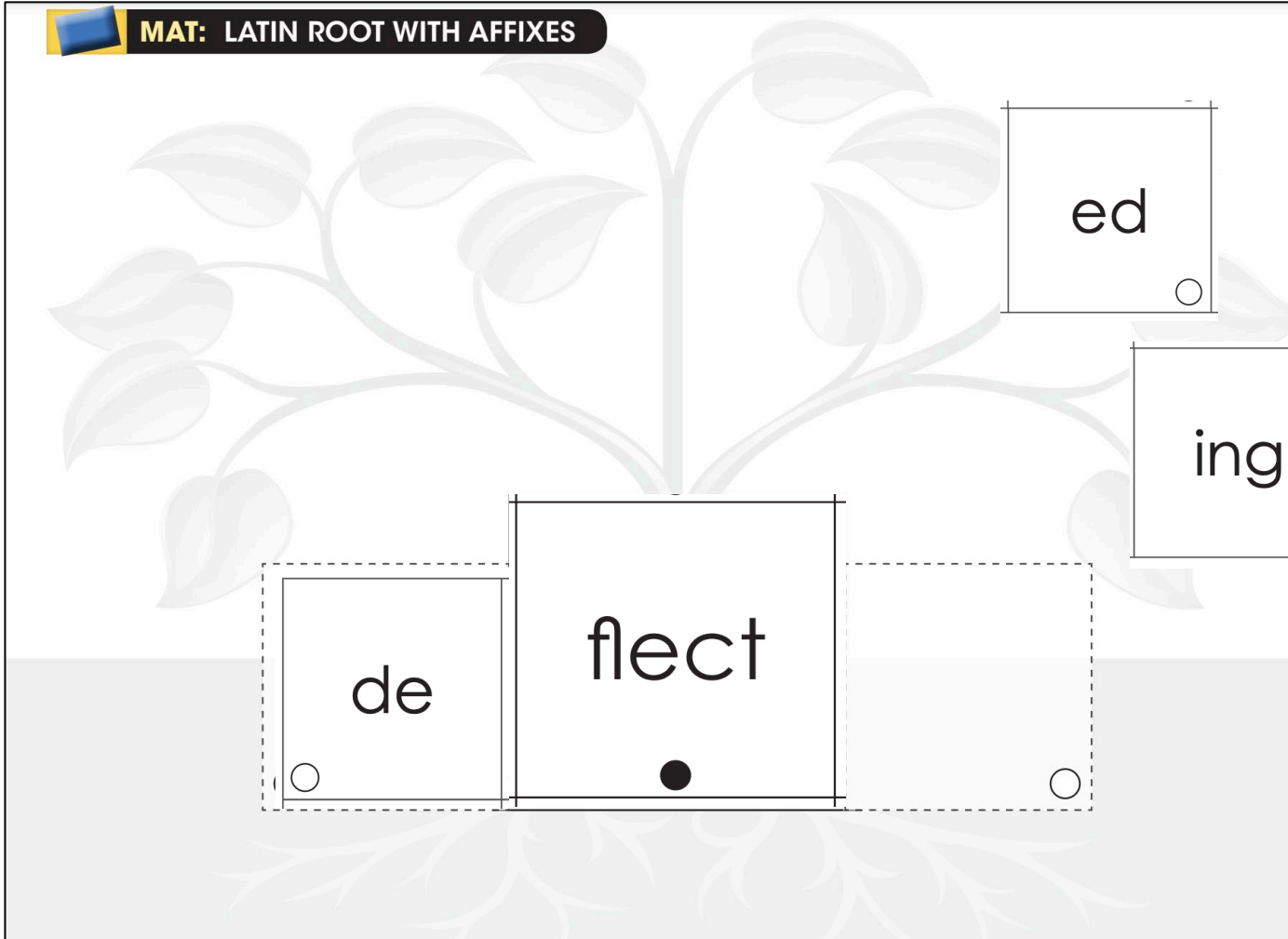
some furniture. **When Aunt Madina asked us to come to America for the hundredth time, we were running out of things to sell and my parents finally agreed.** Aunt Madina **sponsored** us, and not long after we got here, Papa got a job driving a cab, and Mama worked cleaning people's houses. It was hard for them not to have the respect they were used to from holding government teaching jobs, but they had high regard for the food they could now easily buy at



- 6-8th grade
- Morphology- study of word parts
- Affixes, Greek, Latin Roots

Word	Word Cards	
Latin Roots	art, fac, fact, fect, fic, fix, flect, flex, form, pict, scribe, scribē, script	
Inflected Endings	ed, ing	
Prefixes	de, con, in, per, pre, trans	
Suffixes	ate, atē, ion, ist, or	
Word	Word Cards	Meaning
art – something skillful or beautiful		
artist	art + ist	a person who creates something skillful or beautiful
fac/fact/fect/fic – to make or do		
confection	con + fect + ion	a dish made with sweets
defect	de + fect	a manufacturing imperfection or mistake
flect/flex – to bend or curve		
deflect	de + flect	to cause to bend or turn to a different course
deflected	de + flect + ed	to have bent or turned a different course
deflecting	de + flect + ing	causing to bend or turn to a different course
deflection	de + flect + ion	the state of having bent or turned to a different course
flexed	flex + ed	bent or tensed muscles
flexing	flex + ing	bending or tensing muscles

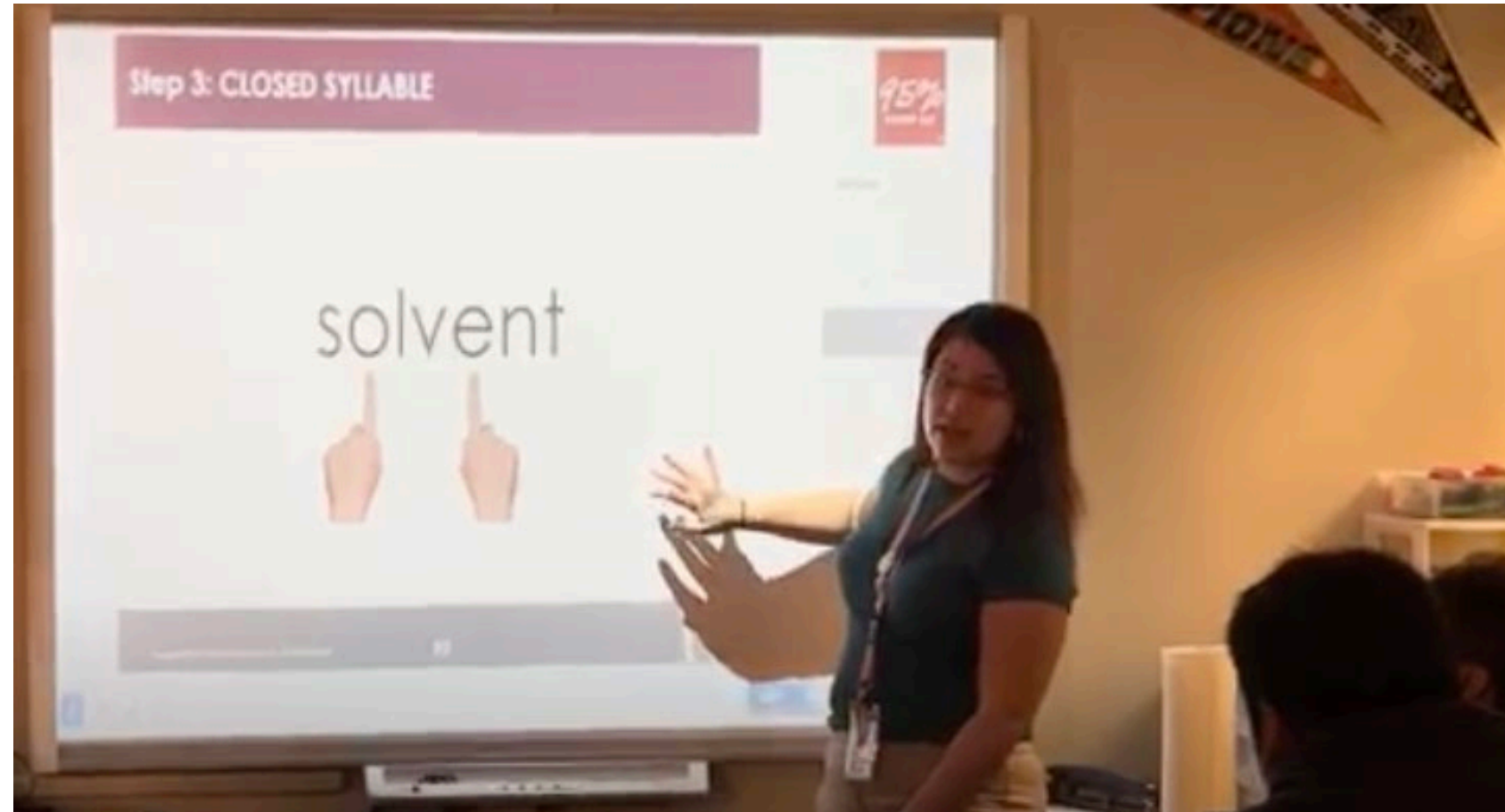
MAT: LATIN ROOT WITH AFFIXES



The diagram illustrates the relationship between Latin roots and affixes. It features a central box labeled "flect" with a black dot below it. To its left is a box labeled "de", and to its right is a box labeled "ing". Above the "flect" box is a box labeled "ed". Dashed lines connect the boxes in a path: "de" -> "flect" -> "ing" -> "ed".

Intervention

- multisyllable routines
- 6-12th grades
- explicit decoding



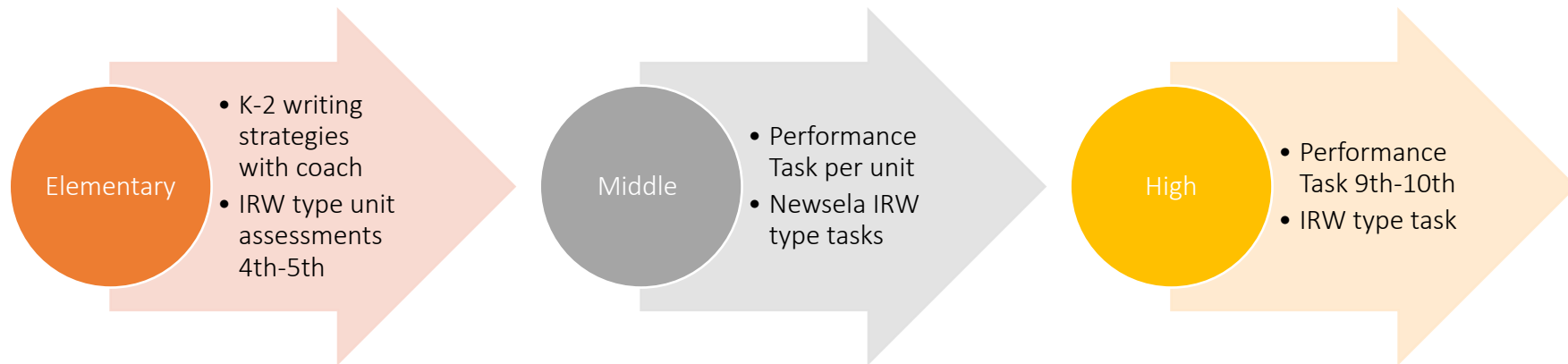
Intensified Curriculum

- Additional extension texts
 - *The Diary of Anne Frank* play (all)
 - Mao's Cultural Revolution article (all)
 - "The Pursuit of Disarmament" by JFK (intensified)



- Additional source material required for performance writing
- **Expository Essay Rubric (Intensified).** How should power be used? After reading the texts and analyzing the art in this unit, write an essay to answer the question from the perspectives of individuals studied in the unit. Refer to at least three works in this unit to develop your response and cite specific evidence from the works.
- **Expository Essay Rubric.** How does the use or misuse of power lead to individual or societal change? Using the texts discussed in class, your own example, or both, explain your answer.

- Writing tasks are embedded in the curriculum documents.
- New SOL- Integrated Reading and Writing



Exploring ways to increase student feedback such as Canvas voice comments, Paper Tutoring, AI, and alternative methods

- reads multiple texts within a unit
- analyzes and discusses the content to prepare for the written performance task
- multi-draft opportunities available with annotated feedback

This sentence is very effective and I appreciate how it works as a thesis statement.

What is something you would like to see change in the world? Explain why. *

"We need to diversify clinical trials."

As I stood before a group of federal legislators, my heart raced. I was experienced in public speaking, but not to an audience of this magnitude. Truth be told, I was scared. I was finally awarded an opportunity to share my story, to make an impact. I knew an impression had to be made, and I was the one to foster it.

I wanted to ensure demographic representation in pharmaceutical development.

Words slipping out of my mouth, I recalled my past, embedded in health inequity. I recalled my cycles of kidney infections, in which no combination of augmentin, amoxicillin, or penicillin provided effective treatment. Despite physician insistence that the medications would be effective, my state of health continued to worsen, ultimately contributing to irreversible kidney damage. No other treatment options were available.

With due reflection, I came to realize that prior pharmaceutical testing had not accounted for a wider demographic. The supposed medicinal antidotes reflected success in clinical trials on behalf of the male population, ignoring physiological differences among women and ethnic minorities. I knew this needed to change.

"By facilitating representation in clinical trials, we can ensure optimal outcomes for all."

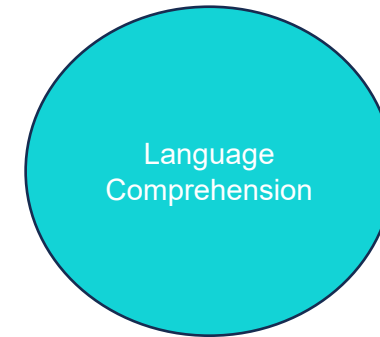
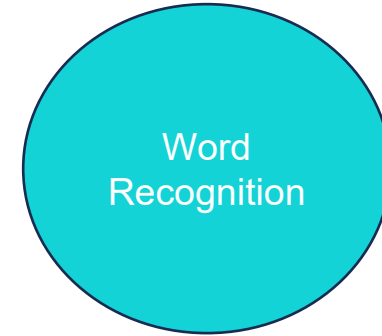
My voice amplified, I began to elaborate. While efforts have been increasingly focused on maintaining health equity in primary care, a major component of medical treatment is consistently ignored: clinical trials. Despite the prominent support for diversity among healthcare professionals, pharmaceutical efficacy is continuously determined from eurocentric, predominantly male physiology, failing to account for biochemical differences prevalent across diverse populations.

APS English 10 Argumentative Prompt #3

Prompt Title	Absolute Power
Prompt	Power comes with responsibilities to individuals and groups. What are the consequences of unchecked power? Be sure to use specific reasons and text evidence, citing sources from which you borrow in MLA format.
Prompt Directions	Write an argumentative essay in response to the prompt. Be sure to: <ul style="list-style-type: none"> • develop the claim with valid reasons and relevant text evidence • anticipate and address counterclaims, or opposing arguments, by providing counterarguments • use transitions to link reasons and evidence to the claim • maintain a formal tone through the use of standard English • conclude by effectively summarizing the argument and leaving readers with a thought-provoking idea • revise and edit for basic usage and mechanics • cite evidence in MLA or APA format



- ✓ graduate level coursework on the Science of Reading
- ✓ focus on adolescent readers
- ✓ research and application to support readers
- ✓ guidance to prioritize EL, Sped, and teachers of reading courses
- ✓ 275 participants of secondary teachers
- ✓ yearlong training



Elementary

Co-teach
support during
whole group
instruction

Small group
support

Secondary

Sheltered grade
level English
courses

English
language
development
courses

Elementary

- Supplemental Guides for CKLA
- Language Studio (EL 1s and 2s)
- Lexia English

Middle School

- Cengage Inside ELA
- Cengage Life ELD

High School

- New curriculum guides for English 9,10, & 11
- Cengage Edge ELA
- Cengage Pathways ELD

Differentiating with Document Based Questions (DBQ)

Meeting Individual Student Needs



Teachers and students in grades 6-12 have access to the ELA DBQ platform.



Social studies teachers also work with DBQ which increases collaboration and integrated teaching possibilities.

These units are written in the 7th & 8th grade ELA curriculum documents for both general education courses and open enrollment intensified courses. They will be added to the 6th grade general education courses and open enrollment intensified courses.



DBQ & Best Instructional Practices

Teachers have built in best instructional practices throughout the DBQ process.



All Roads Lead to DBQ

Authentic Assessment

Backwards Design

C3 Framework

College Readiness Standards

Common Core

Differentiation

Essential Questions

Habits of Mind

Lesson Study

Literacy Strategies

Marzano Strategies

Project Based Learning

Vertical Teaming

Writing Across the Curriculum

Writing for Understanding

Every **Mini Q** Question is Written Twice: Differentiation is Embedded in the Materials

Dust Bowl Mini-Q

Document D

Source: *Great Plains Drought Area Committee Report of August 27, 1936*, Washington DC, US Government Printing Office.

Note: This committee was formed at the request of President Franklin Roosevelt.

EV

**ACREAGE OF HARVESTED CROPS
IN 8 GREAT PLAINS STATES**

Year	Harvesting Equipment	Number of Divisions	Total Acreage (Millions)
1879	Horse-drawn plow	1	10
1899	Combine harvester	4	40
1929	Combine harvester	10	100

EACH DIVISION REPRESENTS 10 MILLION ACRES

Document Analysis

1. Is this document a primary or a secondary source? Explain your thinking.
2. How many acres of crops were harvested in the Plains states in 1879? in 1899? in 1929?
3. What generalization can you make about the information in this chart?
4. How does this chart help answer the question, "What caused the Dust Bowl?"

Enhanced Version
has more scaffolding

Dust Bowl Mini-Q

Document D

Source: *Great Plains Drought Area Committee Report of August 27, 1936*, Washington DC, US Government Printing Office.

Note: This committee was formed at the request of President Franklin Roosevelt.

CV

**ACREAGE OF HARVESTED CROPS
IN 8 GREAT PLAINS STATES**

Year	Harvesting Equipment	Number of Divisions	Total Acreage (Millions)
1879	Horse-drawn plow	1	10
1899	Combine harvester	4	40
1929	Combine harvester	10	100

EACH DIVISION REPRESENTS 10 MILLION ACRES

Clean Version
for more experienced student

Create a new Enhanced Version Assignment

Unit 4 : Immigration: Was It Worth It?

ASSIGN

Entire Unit

Includes a complete unit that matches all of the pages in the print binder.

Customize

Customize by SELECTING pages. Allows for multiple types of document analysis sheets within the unit.

CUSTOMIZE

ADD/REMOVE pages in the assignment. The GREEN highlight indicates page is currently included.

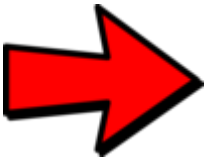
The screenshot shows a grid of document thumbnails for customization. Each thumbnail is titled and has a 'Preview' button below it. Below the grid are five dropdown menus, each currently set to 'No Selection'. The thumbnails include:

- Cover: Immigration: Was It Worth It?
- Hook Exercise: A graph showing population trends.
- Background Essay: A text document with an image.
- Background Essay Questions: A list of questions.
- Clarifying The Question And Pre-Bucketing: A diagram with three cups.
- Document A: A table of data.
- Document B: A text document.
- Document C: A text document.
- Document D: A text document.
- Document E: A text document.
- Document F: A text document.
- Final Bucketing And Thesis Development: A diagram with three cups and a funnel.
- Essay Outline Guide: A form for writing an essay.
- Student Essay: A blank form for a student's response.

Built in Differentiation

Teachers can choose which pages to assign to differentiated groups of students. For example, EL, students with IEPs and/or below grade level readers might do well with visuals and/or shorter readings as they are developing their analytical skills.

Different supports can be added to assignments based on student needs.



- Audio read aloud feature is great for EL and below grade level readers. This adds narration for the background and textual documents.

ADDITIONAL SUPPORTS

Include Audio Read Aloud?
Adds narration for background essay and most textual documents. NOTE: Audio is not included for Shakespeare units.

Yes No

Include a Guided Essay?
Replaces the Essay Outline Guide with a more supportive sentence starter format. Recommended for students new to DBQs, younger students, and students requiring extra writing support.

Yes No

Include Sample Essays?
Create a separate assignment for teacher to show and hide at their discretion. Allow students to review and annotate sample essays.

Yes No

ACTIVATE ESSAY BUILDER

Replaces traditional writing support pages (Bucketing, Chickenfoot, Essay Outline) with a more interactive and scaffolded set of tools. **To create a Custom Essay Builder**, first save assignment below. Next, click on 'My Essay Builders' in the left-hand navigation. Then select 'Create Essay Builder' button. Once you create and save your Custom Essay Builder, you can add it to your assignment here.

Yes No

RUBRICS AND SCORING GUIDE

Add Rubric or Scoring Guide?
Select one of the DBQ rubrics or create your own. To create a Custom Rubric, first save the assignment below. Next, click on 'My Rubrics' in the left-hand column of your assignments page. Then select 'Create Rubric'. Once you have created and saved your Custom Rubric, you can add the rubric to your assignment here.

Yes No

SPECIFY STUDENTS WHO RECEIVE THE ASSIGNMENT

Select subset of students to receive this assignment?

Yes No

ASSIGNMENT TITLE

Title:



Background Essay

Immigration Mini-Q

Immigration: Was It Worth It?

“Once I thought to write a history of the immigrants in America. Then I discovered that the immigrants were American history.”

So begins Oscar Handlin’s Pulitzer Prize-winning history, *The Uprooted*. Indeed, immigrants and their descendants make up the vast majority of Americans. With the very notable exceptions of Native Americans who first occupied this soil, and African slaves who were brought to America in chains, all others in America have come to this country via **immigration**.

Immigrants did not come at the same time, of course, nor did they come from the same place. Immigrants arriv-

pushes were matched by the pull of the American promise: fertile land to farm, democracy, freedom to worship, and “streets paved with gold.”

Once in America, however, life for the immigrant was not always easy. First of all, poverty and problems of cultural adjustment—new language, new foods, a new environment—made daily life difficult. In addition, immigrants faced considerable prejudice. For example, although the Irish helped to build canals and subways on the East Coast, they had trouble finding other jobs, and often saw signs reading “NO IRISH NEED APPLY.” After helping to build the Western railroads, Chinese immigrants endured vicious discrimination in California. This discrimination would soon reach the level of national



- The Guided Essay replaces the Essay Outline Guide with more supports with the sentence starter format
- Active Essay Builder are helpful to inexperienced writers.



ADDITIONAL SUPPORTS

Include Audio Read Aloud?

Adds narration for background essay and most textual documents. NOTE: Audio is not included for Shakespeare units.

Yes

No

Include a Guided Essay?

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Yes

No

Preview

Include Sample Essays?

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Yes

No

RUBRICS AND SCORING GUIDE

Add Rubric or Scoring Guide?

Select one of the DBQ rubrics or create your own. To create a Custom Rubric, first save the assignment below. Next, click on 'My Rubrics' in the left-hand column of your assignments page. Then select 'Create Rubric'. Once you have created and saved your Custom Rubric, you can add the rubric to your assignment here.

Yes

No

Overview

SPECIFY STUDENTS WHO RECEIVE THE ASSIGNMENT

Select subset of students to receive this assignment?

Yes

No

ASSIGNMENT TITLE

Title: Immigration: Was It Worth It? : EV

Save As Draft

Save & Publish

Cancel

Bucketing - Getting Ready to Write

Bucketing

Review the documents and organize them into your final buckets. Drag the letters of the documents into then type in the bucket labels. Feel free to add or delete a bucket. It is OK to put a document in more than one bucket. Remember, your buckets are going to become your body paragraphs.

+ Add Bucket



Thesis Development and Road Map

On the chickenfoot below, write your thesis and road map. Your thesis is what you are going to argue in your paper. It must answer the DBQ or Mini-Q question. The road map is pre-loaded from your bucket labels and lists the topic areas you will examine in order to prove your thesis. If you would like to change the order of your road map, drag the "toe" of the chickenfoot to a new position. This also changes the order of your buckets. If you would like to change the words in your road map, you may do so by changing your bucket labels.

II. BODY PARAGRAPH #1

A. Baby Thesis:
 ... is one reason why immigration was ... (worth it / not worth it). Copy

B. Evidence: Cite at least one quotation from the documents (with context) to provide evidence of this reason.

C. Argument:
 This evidence helps explain why immigration was ... (worth it / not worth it) because ... Copy

Build Paragraph



Immigration Mini-Q

Document B: *The Uprooted*

Source: Oscar Handlin, *The Uprooted: The Epic Story of the Great Migrations That Made the American People*, 1951.

Note: This excerpt is from a chapter entitled "New Worlds, New Visions." In the first sentence, "they" refers to peasant immigrants newly arrived from Europe.

This they knew, though, and could not mistake it: they were lonely. In the midst of teeming cities, in the crowded tenements and the factories full of bustling men, they were lonely. Their loneliness had more than one dimension. It had the breadth of unfamiliarity. Strange people walked about them; strange sounds assailed their . . . ears. Hard pavements cut them off from nature. . . . Look how far they could, at the end of no street was a familiar horizon. Hemmed in by the tall buildings, they were fenced off from the realm of growing things. They had lost the world they knew of beasts and birds, of blades of grass, of sprays of idle flowers. . . .

Loneliness had also the painful depth of isolation. The man who once had been surrounded with individual beings was here cast adrift in a life empty of all but impersonal things. In the Old Country, this house in this village, these fields by these trees, had had a character and identity of their own. They had testified to the peasant's *I*, had fixed his place in the visible universe. . . .

In the new country, all these were gone; that was hard enough. Harder still was the fact that nothing replaced them. In America, the peasant . . . lived now with inanimate objects, cut off from his surroundings. His dwelling and his place of work had no relationship to him as a man. . . . Therefore the peasant felt isolated and isolation added to his loneliness. . . . Loneliness, separation from the community of the village . . . were the elements that, in America, colored the peasants' view of their world.

Document Analysis: Hide

1. Is this excerpt from a work of fiction or nonfiction?

Directions:

1. Number the paragraphs.
2. With your headsets on, listen to the audio support and follow along as the document is read.
3. With your partner, reread each paragraph. If this paragraph was a movie, what would you call it? Record it on a sticky note.
4. Be prepared to share with the whole class.

▶ 0:00

To hear the directions read aloud, click on play.

Teachers can add their own directions, notes, models to each assignment. Modifications for students with IEPs can be met this way. For example, teachers can also read the directions aloud and capture that in a voice note.



Immigration Mini-Q

Document F: "Fish Cheeks"

Source: Amy Tan, *Seventeen Magazine*, December 1987.

Note: This is an autobiographical essay; the "I" is Amy Tan. Tan's mother fled China on the last boat to leave Shanghai before the Communist takeover in 1949.

I fell in love with the minister's son the winter I turned fourteen. He was not Chinese, but as white as Mary in the manger. For Christmas I prayed for this blond-haired boy, Robert, and a slim new American nose.

When I found out that my parents had invited the minister's family over for Christmas Eve dinner, I cried. What would Robert think of our shabby Chinese Christmas? What would he think of our noisy Chinese relatives who lacked proper American manners? What terrible disappointment would he feel upon seeing not a roasted turkey and sweet potatoes but Chinese food?

On Christmas Eve I saw that my mother had outdone herself in creating a strange menu. She was pulling black veins out of the backs of fleshy prawns. The kitchen was littered with appalling mounds of raw food: A slimy rock cod with bulging eyes that pleaded not to be thrown into a pan of hot oil. Tofu, which looked like stacked wedges of rubbery white sponges. A bowl soaking dried fungus back to life. A plate of squid, their backs crisscrossed with knife markings so they resembled bicycle tires.

And then they arrived—the minister's family and all my relatives in a clamor of doorbells and rumples Christmas packages. Robert grunted hello, and I pretended he was not worthy of existence.

Dinner threw me deeper into despair. My relatives licked the ends of their chopsticks and reached across the table, dipping them into the dozen or so plates of food. Robert and his family waited patiently for platters to be passed to them. My relatives murmured with pleasure when my mother brought out the whole steamed fish. Robert grimaced. Then my father poked his chopsticks just below the fish eye and plucked out the soft meat. "Amy, your favorite," he said, offering me the tender fish cheek. I wanted to disappear.

At the end of the meal my father leaned back and belched loudly, thanking my mother for her fine cooking. "It's a polite Chinese custom to show you are satisfied," explained my father to our astonished guests. Robert was looking down at his plate with a reddened face. The minister managed to muster up a quiet burp. I was stunned into silence for the rest of the night.

After everyone had gone, my mother said to me, "You want to be the same as American girls on the outside." She handed me an early gift. It was a miniskirt in beige tweed. "But inside you must always be Chinese. You must be proud you are different. Your only shame is to have shame."

And even though I didn't agree with her then, I knew that she understood how much I had suffered during the evening's dinner. It wasn't until many years later—long after I had gotten over my crush on Robert—that I was able to fully appreciate her lesson and the true purpose behind our particular menu. For Christmas Eve that year, she had chosen all my favorite foods.

<http://www.amytan.net/bio.html>

Click on the link above to learn more about Amy Tan and her life in America.

Advanced students can do further research through links added to the assignment as extensions by the teacher. EL and below level readers can benefit from visuals related to the text that are added through links.

Teachers can specify which students receive the assignment with appropriate supports.



ADDITIONAL SUPPORTS

Include Audio Read Aloud?
Adds narration for background essay and most textual documents. NOTE: Audio is not included for Shakespeare units. Yes No

Include a Guided Essay?
Replaces the Essay Outline Guide with a more supportive sentence starter format. Recommended for students new to DBQs, younger students, and students requiring extra writing support. Yes No

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Create a separate assignment for teacher to show and hide at their discretion. Allow students to review and annotate sample essays. Yes No

ACTIVATE ESSAY BUILDER

Replaces traditional writing support pages (Bucketing, Chickenfoot, Essay Outline) with a more interactive and scaffolded set of tools. **To create a Custom Essay Builder**, first save assignment below. Next, click on 'My Essay Builders' in the left-hand navigation. Then select 'Create Essay Builder' button. Once you create and save your Custom Essay Builder, you can add it to your assignment here. Yes No

RUBRICS AND SCORING GUIDE

Add Rubric or Scoring Guide?
Select one of the DBQ rubrics or create your own. To create a Custom Rubric, first save the assignment below. Next, click on 'My Rubrics' in the left-hand column of your assignments page. Then select 'Create Rubric'. Once you have created and saved your Custom Rubric, you can add the rubric to your assignment here. Yes No

SPECIFY STUDENTS WHO RECEIVE THE ASSIGNMENT

Select subset of students to receive this assignment? Yes No

ASSIGNMENT TITLE

Title:

Questions?

