ENGLISH LANGUAGE ARTS

English II Honors: Unit 3
Reading Literature and Informational Text
Argument, Informational/Explanatory & Narrative Writing
PARCC Writing Unit
Course Description
(Workshop Model)

English II Honors consists of reading, writing, speaking, listening and media literacy skills. During the block of literacy instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The English II Honors curriculum is designed around universal themes and essential questions to promote literary analysis of reading, incorporation of textual evidence when writing and to encourage students to engage in deep meaningful discussions to socialize intelligence. The students are exposed to multiple genres of reading and writing such as fiction, non-fiction, short stories, essays, novels, drama and poetry. Students will compose narrative, informational, expository, persuasive, argumentative, and other pieces of writing required by the teacher. The workshop model is employed so that all students can improve their skills and voice as writers. Teachers will instruct students using the workshop model philosophy with the use of the “I DO, WE DO, YOU DO” method of instruction. Other skills such as grammar, vocabulary, listening and speaking are infused in the exploration of effective reading and writing. The English II Honors course and instruction will lay the foundation for successful achievement in English and on the state unit assessments. The New Jersey Student Learning Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future and to compete successfully in the global economy.
In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard. Given the diverse population of learners in the classrooms, the essential elements related to the standards from the Dynamic Learning Maps have been included for the special education students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.
# Pacing Chart – Unit 3

**Topic:** Reading Literature and Informational Text  
Argument, Informational/Explanatory and Narrative Writing

<table>
<thead>
<tr>
<th>PARCC Writing Unit</th>
<th>NJSLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literary Analysis Task</strong></td>
<td><strong>Reading Standards:</strong></td>
</tr>
<tr>
<td>“Frankenstein” by Mary Shelley</td>
<td>Literature</td>
</tr>
<tr>
<td>“The Tempest” by William Shakespeare</td>
<td>RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.7, RL.9-10.9</td>
</tr>
</tbody>
</table>

| **Research Simulation Task and Introductory Lesson** | **Informational** |
| “The Forgotten Man” Radio Address by President Franklin D. Roosevelt | RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.9 |
| “Inaugural Address” March 4, 1933 by President Franklin D. Roosevelt | |
| Script of the First Two Minutes of the Video on the “New Deal” | |
| The “New Deal Video” | |

| **DISTRICT RESOURCES (Optional Choose 2)** | **Writing Standards:** |
| “The Book of Sand” Page 43 Holt Elements of Literature 4th Course | Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B |
| “Distillation” Page 132 Holt Elements of Literature 4th Course | |
| “Cold Equations” Page 8 Holt Elements of Literature 4th Course | |
| “The Bass, the River, and Sheila Mant” Page 35 Holt Elements of Literature 4th Course | |

**Longer Texts (required):** The Boy in the Striped Pajamas

**Instruction:** 8 weeks  
**Assessment:** 1 week  
**Language Standards:**  
**Speaking and Listening Standards:**  
SL.9-10.1A,B,C,D, SL.9-10.2, SL.9-10.3, SL9-10.4, SL.9-10.5, SL.9-10.6
# Effective Pedagogical Routines/Instructional Strategies

<table>
<thead>
<tr>
<th>Collaborative problem solving</th>
<th>Word Study Drills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing to learn</td>
<td>Flash Cards</td>
</tr>
<tr>
<td>Making thinking visible</td>
<td>Interviews</td>
</tr>
<tr>
<td>Note-taking</td>
<td>Role Playing</td>
</tr>
<tr>
<td>Rereading &amp; rewriting</td>
<td>Diagrams, charts and graphs</td>
</tr>
<tr>
<td>Establishing text-based norms for discussions &amp; writing</td>
<td>Storytelling</td>
</tr>
<tr>
<td>Establishing metacognitive reflection &amp; articulation as a regular pattern</td>
<td>Coaching</td>
</tr>
<tr>
<td>in learning</td>
<td>Reading partners</td>
</tr>
<tr>
<td>Quick writes</td>
<td>Visuals</td>
</tr>
<tr>
<td>Pair/trio Sharing</td>
<td>Reading Aloud</td>
</tr>
<tr>
<td>Turn and Talk</td>
<td>Model (I Do), Prompt (We Do), Check (You Do)</td>
</tr>
<tr>
<td>Charting</td>
<td>Mind Mapping</td>
</tr>
<tr>
<td>Gallery Walks</td>
<td>Trackers</td>
</tr>
<tr>
<td>Whole class discussions</td>
<td>Multiple Response Strategies</td>
</tr>
<tr>
<td>Modeling</td>
<td>Choral reading</td>
</tr>
<tr>
<td></td>
<td>Reader’s/Writer’s Notebooks</td>
</tr>
<tr>
<td></td>
<td>Conferencing</td>
</tr>
</tbody>
</table>
## Educational Technology

### Standards


<table>
<thead>
<tr>
<th>Technology Operations and Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</td>
</tr>
</tbody>
</table>

**Example:** Utilizing the Vocabulary Word concept map provided in the Unit Guide, students will visit [https://www.visualthesaurus.com](https://www.visualthesaurus.com) and create a visual word map of their vocabulary words. Students will share their custom word maps with the class.

As a whole group, create a visual timeline of the events of the text. Students can label individual details and events. Using technology, students may replicate or create their visual timeline in a digital document. Students may utilize software such as PowerPoint, Inspiration, Google Slides, Prezi, etc. to complete the task.

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</td>
</tr>
</tbody>
</table>

**Example:** For the culminating assessment within this unit, students will be composing a narrative story. In addition to completing the narrative story, students may also display their narrative story using digital tools such as PowerPoint, Prezi, podcasts, etc.

<table>
<thead>
<tr>
<th>Digital Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</td>
</tr>
</tbody>
</table>

**Example:** When working with multiple texts from the unit, students may follow MLA guidelines when quoting and citing textual evidence to support their ideas and claims. When utilizing images in presentations, students will properly cite the source of the image if copyright laws apply.
## Career Ready Practices

<table>
<thead>
<tr>
<th>CRP1, CRP4, CRP5, CRP8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRP1. Act as a responsible and contributing citizen and employee</strong></td>
</tr>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
</tr>
<tr>
<td><strong>Example:</strong> Within this unit, students will be studying the importance of choices and the impact choices can have on specific events. It is essential for all students to understand the importance of decision making, as their choices as citizen will have a direct impact on the community.</td>
</tr>
<tr>
<td><strong>CRP4. Communicate clearly and effectively and with reason.</strong></td>
</tr>
<tr>
<td>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</td>
</tr>
<tr>
<td><strong>Example:</strong> During this unit, students will be working in groups/pairs to identify how each author utilizes narrative story elements, such as suspense, to compose an effective narrative story. Over the course of the unit, students will be working collaboratively with members of their respective class to perform a number of tasks, while analyzing narrative stories.</td>
</tr>
<tr>
<td><strong>CRP5. Consider the environmental, social and economic impacts of decisions.</strong></td>
</tr>
<tr>
<td>Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting</td>
</tr>
</tbody>
</table>
the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**Example:** Within this unit, students will be studying the importance of choices and the impact choices can have on specific events. It is essential for all students to understand the importance of decision making, as their choices as citizens will have a direct impact on the community. While reading “Cold Equations”, the students will learn how decisions can impact a human’s life and the value of human life vs. laws.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**Example:** Within this unit students will be faced with some difficult decisions. After reading a number of short stories, the students will be analyzing and evaluating the characters’ choices within each respective story. Through this analysis, students will learn how to make sense of and solve difficult problems.

**WIDA Proficiency Levels:** At the given level of English language proficiency, English language learners will process, understand, produce or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</table>
| **6- Reaching** | - Specialized or technical language reflective of the content areas at grade level  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
- Oral or written communication in English comparable to proficient English peers |
| **5- Bridging** | - Specialized or technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports  
- Oral or written language approaching comparability to that of proficient English peers when presented with grade level material. |
| **4- Expanding** | - Specific and some technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs  
- Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support |
| **3- Developing** | - General and some specific language of the content areas  
- Expanded sentences in oral interaction or written paragraphs  
- Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| **2- Beginning** | - General language related to the content area  
- Phrases or short sentences  
- Oral or written language with phonological, syntactic, or semantic errors that often impede the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support |
| **1- Entering** | - Pictorial or graphic representation of the language of the content areas  
- Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support |
# Language Development Supports For English Language Learners

To Increase Comprehension and Communication Skills

<table>
<thead>
<tr>
<th>Environment</th>
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<tbody>
<tr>
<td>Welcoming and stress-free</td>
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<tr>
<td>Respectful of linguistic and cultural diversity</td>
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<tr>
<td>Honors students’ background knowledge</td>
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<tr>
<td>Sets clear and high expectations</td>
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<tr>
<td>Includes routines and norms</td>
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<tr>
<td>Is thinking-focused vs. answer-seeking</td>
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<tr>
<td>Offers multiple modalities to engage in content learning and to demonstrate understanding</td>
<td></td>
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<tr>
<td>Includes explicit instruction of specific language targets</td>
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<tr>
<td>Provides participation techniques to include all learners</td>
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<tr>
<td>Integrates learning centers and games in a meaningful way</td>
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<tr>
<td>Provides opportunities to practice and refine receptive and productive skills in English as a new language</td>
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<tr>
<td>Integrates meaning and purposeful tasks/activities that:</td>
<td></td>
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<tr>
<td>Are accessible by all students through multiple entry points</td>
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<tr>
<td>Are relevant to students’ lives and cultural experiences</td>
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<tr>
<td>Build on prior mathematical learning</td>
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<tr>
<td>Demonstrate high cognitive demand</td>
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<tr>
<td>Offer multiple strategies for solutions</td>
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<tr>
<td>Allow for a language learning experience in addition to content</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sensory Supports*</th>
<th>Graphic Supports*</th>
<th>Interactive Supports*</th>
<th>Verbal and Textual Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real-life objects (realia) or concrete objects</td>
<td>Graphs</td>
<td>In a whole group</td>
<td>Labeling</td>
</tr>
<tr>
<td>Physical models</td>
<td>Charts</td>
<td>In a small group</td>
<td>Students’ native language</td>
</tr>
<tr>
<td>Manipulatives</td>
<td>Timelines</td>
<td>With a partner such as Turn-and-Talk</td>
<td>Modeling</td>
</tr>
<tr>
<td>Pictures &amp; photographs</td>
<td>Number lines</td>
<td>In pairs as a group (first, two pairs work independently, then they form a group of four)</td>
<td>Repetitions</td>
</tr>
<tr>
<td>Visual representations or models such as diagrams or drawings</td>
<td>Graphic organizers</td>
<td>In triads</td>
<td>Paraphrasing</td>
</tr>
<tr>
<td>Videos &amp; films</td>
<td>Graphing paper</td>
<td>Cooperative learning structures such as Think-Pair-Share</td>
<td>Summarizing</td>
</tr>
<tr>
<td>Newspapers or magazines</td>
<td></td>
<td>With a mentor or coach</td>
<td>Guiding questions</td>
</tr>
<tr>
<td>Gestures</td>
<td></td>
<td></td>
<td>Clarifying questions</td>
</tr>
<tr>
<td>Physical movements</td>
<td></td>
<td></td>
<td>Probing questions</td>
</tr>
<tr>
<td>Music &amp; songs</td>
<td></td>
<td></td>
<td>Leveled questions such as What? When? Where? How? Why?</td>
</tr>
</tbody>
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Gailina (Hall) Jmourko, ESOL Coach, PGCPS; 2015, Rvd. 2016

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10 | Page
BUILDING EQUITY IN YOUR TEACHING PRACTICE

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

**CONTENT INTEGRATION**
Teachers use examples and content from a variety of cultures & groups.

- This unit/lesson is connected to other topics explored with students.
- There are multiple viewpoints reflected in the content of this unit/lesson.
- The materials and resources are reflective of the diverse identities and experiences of students.
- The content affirms students, as well as exposes them to experiences other than their own.

**KNOWLEDGE CONSTRUCTION**
Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives & biases.

- This unit/lesson provides context to the history of privilege and oppression.
- This unit/lesson addresses power relationships.
- This unit/lesson helps students to develop research and critical thinking skills.
- This curriculum creates windows and mirrors* for students.

**PREJUDICE REDUCTION**
Teachers implement lessons and activities to assert positive images of ethnic groups & improve intergroup relations.

- This unit/lesson helps students question and unpack biases & stereotypes.
- This unit/lesson helps students examine, research and question information and sources.
- The curriculum encourages discussion and understanding about the groups of people being represented.
- This unit/lesson challenges dominant perspectives.

**EQUITABLE PEDAGOGY**
Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.

- The instruction has been modified to meet the needs of each student.
- Students feel respected and their cultural identities are valued.
- Additional supports have been provided for students to become successful and independent learners.
- Opportunities are provided for students to reflect on their learning and provide feedback.

**EMPOWERING SCHOOL CULTURE**
Using the other four dimensions to create a safe and healthy educational environment for all.

- There are opportunities for students to connect with the community.
- My classroom is welcoming and supportive for all students?
- I am aware of and sensitive to the needs of my students and their families.
- There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.

Culturally Relevant Pedagogy Examples

- **Relationships:**
  - Learn about your students’ individual cultures.
  - Adapt your teaching to the way your students learn.
  - Develop a connection with challenging students.
  - Communicate and work with parents/guardians on a regular basis (email distribution, newsletter, phone calls, notes, meetings, etc.).

- **Curriculum:**
  - Incorporate student-centered stories, vocabulary and examples.
  - Incorporate relatable aspects of students’ lives.
  - Create lessons that connect the content to your students’ culture and daily lives.
  - Incorporate instructional materials that relate to a variety of cultural experiences.
  - Incorporate lessons that challenge dominant viewpoints.
  - Provide student with opportunity to engage with text that highlights authors, speakers, characters or content that reflect students lived experiences (mirror) or provide a window into the lived experience of people whose identities differ from students.
  - Bring in guest speakers.
  - Use learning stations that utilize a range of materials.
  - Use Media that positively depicts a range of cultures.

- **Instructional Delivery:**
  - Establish an interactive dialogue to engage all students.
  - Continuously interact with students and provide frequent feedback.
  - Use frequent questioning as a means to keep students involved.
  - Intentionally address visual, tactile, and auditory learners.
  - Present relatable real world problems from various viewpoints.
## Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Spell-checker</td>
<td>• Focused/chunked tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
</tr>
<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
<td></td>
<td>• Color code materials</td>
</tr>
</tbody>
</table>


## Differentiated Instruction

### Accommodate Based on Students’ Individual Needs:

- Leveled Text
- Chunking text
- Choice Board
- Socratic Seminar
- Tiered Instruction
- Small group instruction
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures (i.e., to facilitate vocabulary acquisition)
- Tiered learning stations
- Tiered questioning
- Data-driven student partnerships
### Interdisciplinary Connections

**Social Studies Connection: 6.2.12.A.6.d**

*The Kite Runner: Ethnic Groups of Afghanistan*

http://www.amnestyusa.org/sites/default/files/kiterunnerhigh_0.pdf

Culture of Afghanistan 6.2.12.D.6.a

http://www.socialstudies.org/resources/moments

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**Social Studies Connection: 6.1.12.D.11.d**

*Fahrenheit 451*

An Anti-Hero of One's Own This TED-ED video (4:11) explores the pattern of the anti-hero using references to Fahrenheit 451 and 1984, among others.  
http://www.webenglishteacher.com/fahrenheit-451-lesson-plans.html#sthash.XOM0IbZK.dpuf

Nazi Book Burning On May 10, 1933, German students under the Nazi regime burned tens of thousands of books nationwide. In this captioned video (9:42).  
https://www.youtube.com/watch?v=yHzM1gXaiVo&feature=youtu.be
Enrichment

Accommodate Based on Students Individual Needs: Strategies

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.
## Assessments

### Required District/State Assessments
- For required District/State Assessments, refer to the district assessment calendar for the appropriate testing window and mandatory assessments required by the district.
- End of Unit Assessment
- PARCC Assessment

### Suggested Formative/Summative Classroom Assessments
- Short constructed response questions
- Multiple Choice questions
- Quizzes
- Journals
- Essays
- Quick writes
- Summative chapter test
- Projects
- Portfolio
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools)
- Homework
- Anecdotal Notes
- Student Conferencing
**Grade: 9/10**

<table>
<thead>
<tr>
<th>ELA Standards</th>
<th>Ninth Grade Standards in each Unit</th>
<th>Tenth Grade Standards in each Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LANGUAGE</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>L.9-10.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.9-10.1A Use parallel structure.</td>
<td>X X X X</td>
<td></td>
</tr>
<tr>
<td>L.9-10.1B Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</td>
<td>X X X X</td>
<td></td>
</tr>
<tr>
<td>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.9-10.2A Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</td>
<td>X X X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>L.9-10.2B Use a colon to introduce a list or quotation</td>
<td>X X X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>L.9-10.2C Spell correctly.</td>
<td>X X X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>L.9-10.3 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.9-10.3A Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</td>
<td>X X X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.9-10.4A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
<td>X X X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>L.9-10.4B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</td>
<td>X X X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>L.9-10.4C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</td>
<td>X X X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>L.9-10.4D</td>
<td>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
<td>X</td>
</tr>
<tr>
<td>L.9-10.5</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>X</td>
</tr>
<tr>
<td>L.9-10.5A</td>
<td>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</td>
<td>X</td>
</tr>
<tr>
<td>L.9-10.5B</td>
<td>Analyze nuances in the meaning of words with similar denotations.</td>
<td>X</td>
</tr>
<tr>
<td>L.9-10.6</td>
<td>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
<td>X</td>
</tr>
</tbody>
</table>

**READING: LITERATURE**

| RL.9-10.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. | X | X | X | X | X | X | X | X |
| RL.9-10.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. | X | X | X | X | X | X | X | X |
| RL.9-10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | X | X | X | X | X | X | X | X |
| RL.9-10.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | X | X | X | X | X | X | X | X |
| RL.9-10.5 | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise). | X | X | X | X | X | X | X | X |
| RL.9-10.6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside | X | X | X | X | X | X | X | X |
the United States, drawing on a wide reading of world literature.

| RL.9-10.7 | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*). | X | X |
| RL.9-10.9 | Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare). | X | X | X | X |
| RL.9-10.10 | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above. | X | X | X |

**READING: INFORMATIONAL TEXT**

| RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. | X | X | X | X | X | X | X | X |
| RI.9-10.2 | Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. | X | X | X | X | X | X | X | X | X |
| RI.9-10.3 | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | X | X | X | X | X | X | X | X | X |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | X | X | X | X | X | X | X | X | X |
| RI.9-10.5 | Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | X | X | X | X | X | X | X | X | X |
| RI.9-10.6 | Determine an author’s point of view or purpose in a text and analyze how an author uses | X | X | X | X | X | X | X | X | X |
| R.I.9-10.7 | Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. | X |  |
| R.I.9-10.8 | Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. | X | X |
| R.I.9-10.9 | Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts. | X X X | |
| R.I.9-10.10 | By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above. | X | X |

**WRITING**

<p>| W.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (UNIT 2 FOCUS) | X | X |
| W.9-10.1A | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. | X X X X | X X X |
| W.9-10.1B | Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. | X X X X | X X X |
| W.9-10.1C | Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | X X X X | X X X |
| W.9- | Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal | X X X | X X X |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.9-10.1E</strong></td>
<td>Provide a concluding paragraph or section that supports the argument presented.</td>
</tr>
<tr>
<td><strong>W.9-10.2</strong></td>
<td>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <em>(UNIT 1 AND 4 FOCUS)</em></td>
</tr>
<tr>
<td><strong>W.9-10.2A</strong></td>
<td>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td><strong>W.9-10.2B</strong></td>
<td>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
</tr>
<tr>
<td><strong>W.9-10.2C</strong></td>
<td>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</td>
</tr>
<tr>
<td><strong>W.9-10.2D</strong></td>
<td>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</td>
</tr>
<tr>
<td><strong>W.9-10.2E</strong></td>
<td>Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</td>
</tr>
<tr>
<td><strong>W.9-10.2F</strong></td>
<td>Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</td>
</tr>
<tr>
<td><strong>W.9-10.3</strong></td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <em>(UNIT 3 FOCUS)</em></td>
</tr>
<tr>
<td><strong>W.9-10.3A</strong></td>
<td>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</td>
</tr>
<tr>
<td><strong>W.9-10.3B</strong></td>
<td>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</td>
</tr>
<tr>
<td><strong>W.9-10.3C</strong></td>
<td>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</td>
</tr>
<tr>
<td>W.9-10.3D</td>
<td>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</td>
</tr>
<tr>
<td>W.9-10.3E</td>
<td>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
</tr>
<tr>
<td>W.9-10.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
</tr>
<tr>
<td>W.9-10.5</td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</td>
</tr>
<tr>
<td>W.9-10.6</td>
<td>Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</td>
</tr>
<tr>
<td>W.9-10.7</td>
<td>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
</tr>
<tr>
<td>W.9-10.8</td>
<td>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</td>
</tr>
<tr>
<td>W.9-10.9</td>
<td>Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>W.9-10.9A</td>
<td>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</td>
</tr>
<tr>
<td>W.9-10.9B</td>
<td>Apply grades 9–10 Reading standards to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</td>
</tr>
<tr>
<td>W.9-10.10</td>
<td>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time</td>
</tr>
</tbody>
</table>
frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## SPEAKING AND LISTENING

| SL.9-10.1A | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  
A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. | x | x | x | x | x

| SL.9-10.1B | Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student-developed rubric) and assign individual roles as needed. | x | x | x | x | x

| SL.9-10.1C | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. | x | x | x | x | x

| SL.9-10.1D | Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. | x | x | x | x | x

| SL.9-10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. | x | x | x | x | x

| SL.9-10.3 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. | x | x | x | x | x

| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. | x | x | x | x | x

| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. | x | x | x | x | x

| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. | x | x | x | x | x
## New Jersey Student Learning Standard (NJSLS) RL.9-10.1

**NJSLS:** RL.10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

**Modified Learning Objective:** RL.10.1 Determine which citations make relevant connections to demonstrate what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain.

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
</table>
| General Education   | • Make personal connections, make connection to other texts, and or/make global connections where relevant  
                      • Evaluate the relationship between explicit and implicit details and how they contribute to the meaning  
                      • Identify explicit and implicit textual evidence  
                      • Distinguish the difference between strong and insufficient (unreliable) details  
                      • Distinguish text that provides strong | • What textual evidence did you identify to support your analysis of the text?  
                      • What inferences can you draw from your analysis of the text?  
                      • What evidence most strongly supports your analysis?  
                      • How can I justify and support my inferences? | • Students use a graphic organizer to state inferences with supporting textual evidence.  
                      • Students annotate the text while reading to make inferences and underline supporting textual evidence.  
                      • Students create t-chart containing inferences |
<table>
<thead>
<tr>
<th>Support from unsupported, uncertain or insufficient text</th>
<th>Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</th>
<th>Support inference using several examples from the text</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Special Education Students</td>
<td>- Understand inferences</td>
<td>- What is an inference?</td>
</tr>
<tr>
<td>- Identify inferences in the text</td>
<td>- Identify textual evidence</td>
<td>- How can I find strong textual evidence?</td>
</tr>
<tr>
<td>- Determine the strong details in the text</td>
<td>- Understand which details are insufficient</td>
<td>- Why are certain details insufficient?</td>
</tr>
<tr>
<td>- Use direct quotes to paraphrase</td>
<td>- Draw conclusions about the information within the text</td>
<td>- Why are certain quotes better to use while paraphrasing?</td>
</tr>
<tr>
<td>- Use details from the text to support inference</td>
<td>- Determine the difference between implicit and explicit text evidence</td>
<td>- How do I use information from the text to make a conclusion?</td>
</tr>
<tr>
<td>- Make personal connections to text</td>
<td>- How can I provide strong textual evidence?</td>
<td>- How do I determine the difference between implicit and explicit textual evidence?</td>
</tr>
<tr>
<td>- Make personal connections to text</td>
<td>- Highlight the details in the text that supports an inference drawn from the text.</td>
<td>- After a discussion of an inference drawn from the text, work with a partner to determine which quote best supports the inference.</td>
</tr>
<tr>
<td>- Use details from the text to support inference</td>
<td>- Given two or three quotes from the text, use one or two quotes to paraphrase the text.</td>
<td>- Working with a partner, given statements from the text, students will determine if the information is implicit or explicit text evidence.</td>
</tr>
<tr>
<td>- Determine the difference between implicit and explicit text evidence</td>
<td>- The teacher will provide a choice of two quotes and students will decide which one comes from the text.</td>
<td>- Uses “yes” or “no” to indicate if a quote is from a text or not.</td>
</tr>
<tr>
<td>- Make personal connections to text</td>
<td>- Students perform a first read of the text, “Gist”.</td>
<td></td>
</tr>
</tbody>
</table>
New Jersey Student Learning Standard (NJSLS) RL.9-10.2

NJSLS: RL.10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.

Modified Learning Objective: RL.10.2 Recount events related to the theme or central idea, including details about character and setting.

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
</table>
| • General Education | • Provide an objective summary of the text  
• Evaluate a theme and central idea  
• Analyze how details develop the theme/central idea  
• Make inferences using implicit and explicit textual evidence  
• Use the text to draw conclusions about the theme/central idea  
• Formulate an objective (free of personal bias) summary of the text  
• Determine how the theme/central idea emerges and is refined or strengthened through key details | • What is the central idea of the text?  
• Which detail, or event, first presented an indication of the theme?  
• How can you objectively summarize the text?  
• How does the author develop the central idea throughout the course of the text? | • Students use a graphic organizer stating the theme and analyzing its development.  
• Students annotate the text while reading to find evidence of the theme, while underline supporting textual evidence.  
• Students create a chart containing the theme and supporting textual evidence. |
| • Special Education Students | • Identify the theme and central idea  
• Determine details  
• Development of characters  
• Describe setting  
• Make inferences using textual evidence | • How do I determine the theme?  
• How do I determine the central idea?  
• How do I identify the details that help me determine the theme?  
• How can I use facts to identify the theme?  
• How do the details help support the theme?  
• Who are the characters? | • Use a graphic organizer to chart details and how they change over the course of the text.  
• Teacher will provide two summarized texts and students will determine which best summarizes the text.  
• Working with a partner, students will underline details that support the theme of the text. |
- Draw conclusions about the theme
- Formulate a summary of the text
- Determine what details support the theme
- How do the characters develop over the course of the story?
- What is the setting?
- Using teacher provided details, work in with a partner to summarize the text.
- Students will use a character web to show character development.
### New Jersey Student Learning Standard (NJSLS) RL.9-10.3

**NJSLS:** RL.10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**Modified Learning Objective:** RL.10.3 Determine how characters change or develop over the course of a text.

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
</table>
| • General Education | • Use strong textual support to demonstrate deeper understanding of characterization  
• Evaluate multiple/conflicting character motivations through analysis of character dialog and actions  
• Analyze character interactions as they develop plot  
• Evaluate simple and complex relationships and/or events and the effects on plot development | • Who are the main characters?  
• What do we know about them?  
• How does the author use characterization over the course of the text? | • Students may complete graphic organizers or character maps.  
• Students may work in pairs to create character charts with traits supported with evidence.  
• Students work in groups to analyze particular characters, then report out  
• Introduce students to internal and external conflicts. |
| • Special Education Students | • Understand character traits  
• Identify the details that develop characters that are complex versus flat  
• Determine character conflicts  
• Compare character traits  
• Evaluate relationships and/or events on plot development | • What are some of the traits of _____ character?  
• How can I determine the complex details of a character?  
• Which characters have a conflict? Why?  
• Do character _____ and character _____ have similar traits? How do you know?  
• How does character______ contribute to theme? | • Using a word bank, student will complete a fill in the blank about the characters traits.  
• Students will act out characters from the text to show how they have developed over the course of a text  
• Working with a partner, students will complete a Venn diagram comparing two characters from a text.  
• Students will complete a graphic organizer throughout the length of the text. They will use this to make a visual timeline of how the characters change |
| How does the plot change throughout the text? | Throughout the text. |
**New Jersey Student Learning Standard (NJSLS) RL.9-10.4**

**NJSLS:** RL.10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**Modified Learning Objective:** RL.10.4 Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
</table>
| **General Education** | • Identify key words and evaluate figurative meaning  
• Identify key words and evaluate connotative meaning  
• Critically examine how word choice impacts meaning  
• Critically examine how word choice impacts tone  
• Evaluate cumulative impact of word choice  
• Critically examine formal vs. informal tone | • What is the meaning of the text?  
• What is the tone?  
• How can I differentiate between a phrase’s literal and figurative meanings?  
• How can I understand and deduce technical meanings? | • Create a list or chart of unfamiliar vocabulary words and references.  
• Students utilize pre-fixes and suffixes to define unknown words. |
| **Special Education Students** | • Understand figurative language  
• Understand connotative meaning  
• Understand how word choice affects the text  
• Identify key words and determine connotative meaning  
• Identify key words that impacts meaning  
• Understand formal and informal tone | • Which words or phrases set a tone in the text?  
• What is figurative language? Does this text contain figurative language?  
• What is connotative meaning? Can you find connotative meaning in this text?  
• What key words help us determine the meaning of _________?  
• How does the author create tone through word choice? | • From a bank of key words and figurative meanings, students will match the word to the meaning.  
• Provide students with a section of text and work with a partner to determine when they see figurative language.  
• Provide students with figurative language examples and have them provide the meaning through words, phrases or drawings. |
# New Jersey Student Learning Standard (NJSLS) RL.9-10.5

**NJSLS: RL.10.5**. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g. parallel plots) and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. as mystery, tension or surprise)

**Modified Learning Objective**: RL.10.5. Determine the sequence of events in a story or drama.

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</thead>
</table>
| • General Education| • Evaluate and critically examine how an author has chosen to structure a text and order events within it  
• Critically examine and evaluate how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader | • How are events arranged?  
• How is the text structured?  
• How does the author create suspense?  
• How does the author create mystery?  
• How does the author create tension? | • Students will use a graphic organizer to visualize their thoughts on the structure of a text?  
• Students may create a timeline?  
• Students may chart examples from the story demonstrating how tension is created? |
| • Special Education Students | • Understand how to evaluate and how an author has chosen to structure a text  
• Understand the order of events within a text  
• Understand an author’s choices to structure a text  
• Understand how structure can create mystery, tension or surprise for a reader | • How does the author organize events?  
• What events occur first, second, third… in the text? How does this connect to the overall idea of the text?  
• What key words does the author use to introduce important points? | • Provide students with events from the story and have them arrange in the correct order.  
• As a whole group, create a visual timeline of the events of the text. Students can label individual details and events.  
• Complete a graphic organizer that shows the events that happened in the beginning, middle and end of a text.  
• Given a list of events, students will identify which occurred in the story. |
**New Jersey Student Learning Standard (NJSLS) RL.9-10.6**

**NJSLS:** RL.10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**Modified Learning Objective:** RL10.6. Determine the difference in the points of view of a character and the audience or reader in a text from outside the United States

<table>
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</table>
| **General Education**    | • Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States  
                        | Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view  | • Analyze how cultural experiences impact point of view?  
                        |                                                                                                                                           | • Analyze how the time period affects point of view?  
                        |                                                                                                                                           | • Analyze how an author’s experiences impact point of view?  
                        | • Students will read a short summary of the time period.  
                        |                                                                                                                                           | • Students will learn about social/political issues affecting the region.  
                        |                                                                                                                                           | • Introduce students to background information about the author or topic.  
                        |                                                                                                                                           |                                                                                                                     |
| **Special Education**    | • Recognize a cultural experience reflected in a text from outside the United States  
                        | • Read excerpts from multiple texts from world literature  
                        | • Identify point of view in a text  
                        | • Determine which particular point of view or cultural experience is reflected in a text  
                        | • What is the point of view of the character?  
                        | • How does the experience of the character differ from your experience?  
                        | • What are some points of view from the text?  
                        | • Is _____ or _____ point of view reflected in the text?  
                        | • Model for students how to identify characters’ point of view from an excerpt of a text.  
                        | • In a think-pair-share, students will discuss with a partner a cultural experience reflected in a text.  
                        | • Students can create a cultural experience map based on excerpts of texts they have read. Each student will be provided with a text from various areas from outside the United States. |
New Jersey Student Learning Standard (NJSLS) RI.10.1

**NJSLS:** RI.10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

**Modified Learning Objective:** RI.10.1 Determine and make connections which citations demonstrate what the text says explicitly as well as inferentially and make relevant connections.

<table>
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</table>
| • General Education           | • Make personal connections, make connection to other texts, and or/make global connections where relevant  
                                 | • Evaluate the relationship between explicit and implicit details and how they contribute to the meaning  
                                 | • Identify explicit and implicit textual evidence  
                                 | • Distinguish the difference between strong and insufficient (unreliable) details  
                                 | • Distinguish text that provides strong support from unsupported, uncertain or insufficient text  
                                 | • Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience  
                                 | • Support inference using several examples from the text  
                                 | • What textual evidence did you identify to support your analysis of the text?  
                                 | • What inferences can you draw from your analysis of the text?  
                                 | • What evidence most strongly supports your analysis?  
                                 | • How can I justify and support my inferences?  
                                 | • Students will read through a text, stopping at the end of each section to note the main points.  
                                 | • When composing quick writes, the teacher will require students to cite evidence from the text to support their inferences.  
                                 |
| • Special Education Students  | • Understand inferences  
                                 | • Identify inferences in the text  
                                 | • What is an inference?  
                                 | • Using a two column graphic organizer, students will infer what will happen in one column and cite  
                                 |
- Identify textual evidence
- Determine the strong details in the text
- Understand which details are insufficient
- Use direct quotes to paraphrase
- Draw conclusions about the information within the text
- Use details from the text to support inference
- Determine the difference between implicit and explicit text evidence
- Make personal connections to text

| • How can I find strong textual evidence? |
| • Why are certain details insufficient? |
| • Why are certain quotes better to use while paraphrasing? |
| • How do I use information from the text to make a conclusion? |
| • How can I provide strong textual evidence? |
| • How do I determine the difference between implicit and explicit textual evidence? |

- Determine which citations demonstrate what the text says explicitly; Teacher will provide students with information and the students’ will need to support that information with facts from the text.
- Provide students with highlighters and allow them to highlight text that tells how a task should be completed; Teacher will provide a statement of what the text says explicitly, and students will then find the citation in a selected portion of the text.
- Using a graphic organizer student will determine which citations match given inferences.
### New Jersey Student Learning Standard (NJSLS) RI.10.2

**NJSLS:** RI.10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

**Modified Learning Objective:** RI.10.2 Determine the central idea of the text and select details to support it.

<table>
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</table>
| General Education               | - Provide an objective summary of the text  
- Evaluate a theme and central idea  
- Analyze how details develop the theme/central idea  
- Make inferences using implicit and explicit textual evidence  
- Use the text to draw conclusions about the theme/central idea  
- Formulate an objective (free of personal bias) summary of the text  
- Determine how the theme/central idea emerges and is refined or strengthened through key details | - What is the central idea of the text?  
- Which detail, or event, first presented an indication of the theme?  
- How can you objectively summarize the text?  
- How does the author develop the central idea throughout the course of the text? | - Have students individually compose a short summary of a text they have just read.  
- Students will work in trios to share their summaries and identify similarities/differences.  
- Create an objective summary of the text visually using a graphic organizer. |
| Special Education Students      | - Understand character traits  
- Identify the details that develop characters that are complex versus flat  
- Determine character conflicts  
- Compare character traits  
- Evaluate relationships and/or events on plot development | - How does the central change throughout the text? | - Students will complete a graphic organizer throughout the length of the text. They will use this to make a visual timeline of how the central idea changes/develops throughout the text. |
### New Jersey Student Learning Standard (NJSLS) RI.10.3

**NJSLS:** RI.10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**Modified Learning Objective:** RI.10.3 Determine the logical connections between individuals, ideas, or events in a text.

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</table>
| General Education        | • Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected  
• Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text  
• Identify and analyze word choice that comprise of a series of ideas or events and how these key words advance tension or plot the effects on plot development | • What are the main events in the text?  
• How are the main events structured?  
• What connections can you make between the main events? | • Students may complete graphic organizers to map the main events.  
• Students may work in pairs to create timeline of the major events in the text. |
| Special Education Students | • Identify ideas or events that are connected  
• Sequence events in a text  
• Review ideas and events and the order in which they are presented  
• Determine how the order of events makes a connection in the text  
• Understand the relationship between a series of ideas or events  
• Identify key words that have an impact on | • How does the author develop details?  
• How does the author organize events?  
• What events occur first, second, third… in the text? How does this connect to the overall idea of the text?  
• What key words does the author use to introduce important points? | • Provide students with a worksheet and have match events that are connected.  
• With a partner, create a visual timeline of the events of the text. Students can label individual details and events.  
• Create a flow chart based on the text. Provide students with a word/phrase bank to assist |
| the text |  | them.  
|----------|---|---
| |  | • Review a text and highlight key words that introduce important points.
### New Jersey Student Learning Standard (NJSLS) RI.10.4

**NJSLS: RI.10.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**Modified Learning Objective:** RI.10.4. Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.

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</thead>
<tbody>
<tr>
<td>General Education</td>
<td>• Identify key words and evaluate figurative meaning</td>
<td>• What is the meaning of the text?</td>
<td>• Create a list or chart of unfamiliar vocabulary words and references.</td>
</tr>
<tr>
<td></td>
<td>• Identify key words and evaluate connotative meaning</td>
<td>• What is the tone?</td>
<td>• Students utilize pre-fixes and suffixes to define unknown words.</td>
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<tr>
<td></td>
<td>• Critically examine how word choice impacts meaning</td>
<td>• How can I differentiate between a phrase’s literal and figurative meanings?</td>
<td>• Utilize the Vocabulary Word concept map as provided in the Unit Guide.</td>
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<td></td>
<td>• Critically examine how word choice impacts tone</td>
<td>How can I understand and deduce technical meanings?</td>
<td></td>
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<tr>
<td></td>
<td>• Evaluate cumulative impact of word choice</td>
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</tr>
<tr>
<td></td>
<td>• Critically examine formal vs. informal tone</td>
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<tr>
<td>Special Education Students</td>
<td>• Understand how to evaluate and how an author has chosen to structure a text</td>
<td>• How does the author organize events?</td>
<td>• Provide students with events from the story and have them arrange in the correct order.</td>
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<td></td>
<td>• Understand the order of events within a text</td>
<td>• What events occur first, second, third… in the text? How does this connect to the overall idea of the text?</td>
<td>• As a whole group, create a visual timeline of the events of the text. Students can label individual details and events.</td>
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<tr>
<td></td>
<td>• Understand an author’s choices to structure a text</td>
<td>• What key words does the author use to introduce important points?</td>
<td>• Complete a graphic organizer that shows the events that happened in the beginning, middle and end</td>
</tr>
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<td></td>
<td>• Understand how structure can create mystery, tension or surprise for a reader</td>
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</table>
Given a list of events, students will identify which occurred in the story.
New Jersey Student Learning Standard (NJSLs) RI.10.5

**NJSLS:** RI.10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text (e.g. a section or chapter).

**Modified Learning Objective:** RI.10.5. Determine which sentences in a text support the claims of the author.

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</table>
| • General Education | • Use strong textual support to analyze how an author structures the text and develops ideas  
• Critically examine and evaluate how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text | • What claims is the author making?  
• How does the author support his/her claims?  
• How are the author’s claims supported by the structure of the text? | • Mini lesson on defining claims.  
• Graphic organizer/chart identifying claims made in a section, with textual evidence for support. |
| • Special Education Students | • Understand how to evaluate and how an author has chosen to structure a text  
• Understand the order of events within a text  
• Understand an author’s choices to structure a text  
• Understand how structure can create mystery, tension or surprise for a reader | • How do authors decide what information to include in their text?  
• How does the author organize details?  
• What key words does the author use to introduce important points? | • Read and/or listen to an informational text, state the claim of the author and give 1 sentence that supports that claim.  
• After reading an informational text, use a graphic organizer to list author’s claim and details.  
• Read and/or listen to an informational text and highlight the key detail sentences.  
• Given a list of sentences, choose the sentence that supports the author’s claim. |
**New Jersey Student Learning Standard (NJSLS) RI.10.6**

NJSLS: RI.10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

**Modified Learning Objective:** RI.10.6. Determine an author’s purpose or point of view and identify rhetorical devices from text to describe or support it.

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</table>
| General Education           | • Critically examine the author’s overall purpose  
• Evaluate how an author uses various rhetorical strategies to advance that purpose | • How does the author use rhetorical strategies to advance his/her purpose?                                                            | • Analysis of a text containing rhetorical devices”, what words/phrases are repeated”, list in a graphic organizer/ |
|                             |                                                                                              |                                                                                                                                     |                                                                                                   |
| Special Education Students  | • Identify point of view  
• Understand rhetorical devices  
• Determine the author’s purpose  
• Determine how an author uses point of view to identify the purpose | • What is the author’s point of view?  
• What is a rhetorical device? Can you identify any in the text?  
• How does the author develop his / her point of view?  
• What is the author’s purpose in writing this text? | • Model for students how to identify the author’s point of view by using visuals, graphic organizers, and marking the text.  
• In a small group, students will discuss the author’s point of view.  
• Provide students with a list of rhetorical devices and have them determine which device fits with the text.  
• In a whip-around activity, students will share what they think is the author’s purpose behind writing a particular text. Teacher will chart and discuss as a whole group. |
**New Jersey Student Learning Standard (NJSLS) RI.10.7**

NJSLS: RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

**Modified Learning Objective:** RI.10.7. Compare a selection of perspectives as presented in informational text about a person with another medium

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</table>
| • General Education | • Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums  
  • Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message | • How does each medium convey various perspectives?  
  • How are they different and similar? | • Provide a venn diagram for students/  
  • Students chart similarities and differences and perform a gallery walk. |
| • Special Education Students | • Compare the similarities and differences between accounts of a subject in different mediums  
  • Understand how to examine which of the details in each account of a subject told in different mediums affect the message | • What is the text about?  
  • Do both mediums present the same information?  
  • Did you read ____ in both texts?  
  • Are the story and video stating the same information? | • Given an informational text about a person and a photograph, painting or film clip about them, describe the similarities and differences between them.  
  • Teacher can model how to research a focus question or solve a problem using multiple sources  
  • Listen to and/or read an informational message and identify the topic. |
New Jersey Student Learning Standard (NJSLS) RI.10.8

NJSLS: RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Modified Learning Objective: RI.10.8 Describe and delineate statements that support an argument

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| • General Education           | • Evaluate whether the reasoning an author uses is logical/legitimate and if the evidence that is used is relevant to the argument or provides enough proof  
• Use strong textual support to pinpoint any statements that are false and judge if any of the author’s reasoning is misleading  
• Evaluate what a reliable source is and what makes one questionable  
• Identify and understand the argument presented by the author | • What argument is the author/text asserting?  
• How effective is the argument?  
• What claims is the author making?  
• How valid is the reasoning? | • Review activity on claims from PARCC Writing Unit.  
• IFL Unit chart Methods used to Build and Support Arguments. |
| • Special Education Students  | • Understand how to evaluate evidence in an argument  
• Describe statements that support an argument  
• Use textual support to pinpoint any statements that are false or misleading  
• Evaluate what a reliable source  
• Understand what makes a source questionable  
• Identify the argument presented by the author | • Do you know what the evidence in the argument is?  
• How can you tell that the evidence supports the argument?  
• Which statements support the argument?  
• Is this a reliable source?  
• Is this source questionable because of _____ or _____?  
• What is the argument?  
• Which statements describe the arguments, _____ or ______? | • Teacher will model how to evaluate the evidence in an excerpt from an argument.  
• Students will work with a partner to highlight statements that support the argument  
• Teacher will provide students with statements from an argument and they will determine if the statement is false or misleading.  
• Students will determine |
| what the author is arguing based on a teacher provided excerpt. |
**New Jersey Student Learning Standard (NJSLS) RI.10.9**

**NJSLS:** RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

**Modified Learning Objective:** RI.10.9. Make connections and reflect on U.S. documents of historical and literary significance based on related themes and concepts.

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<tbody>
<tr>
<td>General Education</td>
<td>• Study and evaluate multiple influential U.S. documents especially how they deal with similar themes and concepts</td>
<td>• How are historical document important to today?</td>
<td>• Examine historical/cultural documents.</td>
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<td>• Understand how to evaluate similar historical themes and their documents</td>
<td>• How are historical documents related when examining larger concepts or ideas?</td>
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<tr>
<td>Special Education Students</td>
<td>• Study U.S. documents and their significance</td>
<td>• What makes _____ document significant?</td>
<td>After listening to two historical speeches, students will work with a partner to list the key details and determine how they are related.</td>
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<tr>
<td></td>
<td>• Understand how to evaluate similar historical themes and their documents</td>
<td>• What are the themes of _____ and _______ documents?</td>
<td>Provide students with a list of historical facts and have them state whether the information is true of false.</td>
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<td>• How can you evaluate the significance of _______ document?</td>
<td>After reading or listening to speeches by two famous people, teacher will discuss and model with the students what is the same about the speeches. Students will be able to select from choices a concept that connects the two.</td>
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<td>• Categorize pictures of objects and people as real or unreal (e.g., a U.S. President and</td>
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**Sample Activities/Lesson Starters**

- After listening to two historic al speeches, students will work with a partner to list the key details and determine how they are related.
- Provide students with a list of historical facts and have them state whether the information is true or false.
- After reading or listening to speeches by two famous people, teacher will discuss and model with the students what is the same about the speeches. Students will be able to select from choices a concept that connects the two.
New Jersey Student Learning Standard (NJSLS) W.10.1

**NJSLS:** W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.9-10.1.A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1.B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- W.9-10.1.C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.9-10.1.D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.1.E. Provide a concluding paragraph or section that supports the argument presented.

**Modified Learning Objectives:** W.10.1 Write to share information supported by details.

- W.10.1A. Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.
- W.10.1B. Develop the topic with facts or details.
- W.10.1C. Use complete, simple sentences as appropriate.
- W.10.1D. Use domain specific vocabulary when writing claims related to a topic of study or text.
- W.10.1E. Not applicable
- W.10.1F. Providing a closing or concluding statement.

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<td>General Education</td>
<td>Use concise and effective language that supports the organization of the argument</td>
<td>How can I use concise and effective language to support my argument?</td>
<td>Provide students with an exemplar of an introductory paragraph of an argument.</td>
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<tr>
<td></td>
<td>Associate and correlate claim(s), counterclaim(s), reasons, and evidence</td>
<td>How can I organize my argument?</td>
<td>Students work in groups to analyze the exemplars of an introduction, body, and conclusion paragraphs.</td>
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<td></td>
<td>Maintain an appropriate style and tone for the task – omitting personal bias</td>
<td>How can I create and maintain style and tone?</td>
<td>Utilize lessons from PARCC Writing Unit.</td>
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<td>Conclude with a paragraph or section that supports the</td>
<td>How can I compose an effective introduction to my argument?</td>
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<td></td>
<td>Write argumentative texts that examine and communicate complex ideas, concepts, or information clearly and accurately</td>
<td>How can I compose an effective conclusion to my argument?</td>
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<td>How can I effectively use transitional words to enhance my writing?</td>
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</table>
• Understand how much evidence is needed to satisfactorily support a point
• Treat claims and counterclaims equitably taking into account what the audience knows as well as what concerns they might have
• Develop unity and consistency with words and structure
• Use relevant and sufficient facts, definitions, details, and quotes
• Use sources that are appropriate to task, audience, and purpose
• Choose precise words and domain-specific vocabulary
• Introducing a topic arranging ideas, concepts, and information to show interrelationships
• Format effectively
• Develop a topic
• Organize graphics
• Provide multimedia when useful
• Use transitions to link together the major sections of the text
• Write a concluding statement that supports the information presented
• Choose a formal style and objective tone
• Decide what organization is most effective for purpose, audience, and task
• Determine how many facts, definitions, details, quotations and other information are needed
• Use text evidence to develop analysis and enhance content of argument

• Complete IFL Unit and culminating task on “Speeches for Racial Equality”.

• Special Education Students
  • Introduce a topic
  • Write a clear and coherent introduction

• What is the difference between a fact and an opinion?

• With teacher support and
- Identify the audience
- Understand how to express an opinion with supporting details
- Organize writing structure to identify topic and details
- Provide evidence to support topic
- Use transition words
- Write a conclusion
- Use specific words or phrases that support a consistent formal style

- How do you support your opinion with evidence?
- What is the topic?
- Who is the audience?
- What details support the topic?
- How do you know when to incorporate transitions in your writing?
- How can you organize your thoughts prior to writing?

- Provide students with the guidance, identify facts and opinions from given list.
- Participate in a class discussion on a specific topic. Students express their opinion then give one reason to support and one reason to reject the claim.
- Have students complete a facts chart about their topic prior to writing. They should write a list of relevant facts and where they located the information.
- Students should complete a prewriting graphic organizer which will include the topic sentence. Teacher will provide a list of sources students can use to research and locate citations on their topic.
- As a whole group teacher will model how to write a thesis statement about a topic.
- Working in groups students will complete a conclusion to a partially completed article. Teacher can provide students with a list to choose from.
- Provide students with the
| option of voice typing and allow student to include their own graphics to support a topic. |
**New Jersey Student Learning Standard (NJSLS) W.10.2**

NJSLS: W.10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.10.2.A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.10.2.C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- W.10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- W.10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Modified Learning Objectives:**

| EE W10.2.a | Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate. |
| EE W10.2.b | Develop a topic with facts or details |
| EE W10.2.c | Use complete, simple sentences as appropriate |
| EE W10.2.d | Use domain specific vocabulary when writing claims related to a topic of study or text. |
| EE W10.2.f | Provide a closing paragraph or section that follows from and supports the information or explanation presented |

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<tr>
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<th>Sample Activities/Lesson Starters</th>
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</thead>
</table>
| General Education  | • Develop a strong formal style appropriate for the task  
• Maintain a tone that is free of bias  
• Integrate multimedia when appropriate and effective  
• Use relevant and sufficient facts, definitions, details, and quotes  
• Use sources that are appropriate to task, audience, and purpose  
• Choose precise words and domain-specific vocabulary when writing claims related to a topic of study or text. | • How can I create an effective introduction?  
• How can I organize my ideas?  
• How can I develop and support my inferences with facts, quotes, etc.?  
• How can I create an effective concluding paragraph?  
• How do I choose the best supporting details to advance my main ideas and themes?  
• How can I ensure the facts I choose to support my claims are relevant, sufficient, etc.? | • While completing task 3.3, students will work in small groups and use the fieldwork instructions to plan and begin construction of their presentation.  
• Students will complete part 2 of the culminating assignment.  
• Students will use their Reader/Writer Notebook as a resource and review the analysis work done in class. |
specific vocabulary
- Introduce a topic arranging ideas, concepts, and information to show interrelationships
- Format effectively
- Develop a topic
- Organize graphics
- Provide multimedia when useful
- Use transitions to link together the major sections of the text
- Write a concluding paragraph or section that supports the information presented
- Choose a formal style and objective tone
- Decide what organization is most effective for purpose, audience, and task

and true?
- How can I use quotations to augment the claims I am making in my writing?
- How can I use concrete details across my writing to engage the reader and keep my writing vibrant and engaging?
- How can I justify the information being presented to the audience is appropriate in regard to their base of prior knowledge?
- What are the best ways for me to create logical cohesion in my writing?
- How can I vary transitions to avoid staleness and redundancy?
- How can I establish cohesion across the major ideas and themes presented in my writing?
- What vocabulary words can I use to manage complexity of the topic and engage readers through a clear understanding of the subject?
- How can I ensure precision and economy of language without falling into traps of banality and cliché?

will use this to guide their independent work with the new piece of satire.
- Process of revise and edit with feedback from the teacher.
- Students must verify each essay including, source information, brief overview of the sample’s effectiveness, context for the sample, background information, analysis of targets/issues, analysis of technique/devices, an inferences about the intended message.

<table>
<thead>
<tr>
<th>Special Education Students</th>
<th>Understand how to use facts such as quotes</th>
<th>Understand citations</th>
<th>Find appropriate sources</th>
<th>Introduce a topic</th>
<th>Understand how to arrange ideas</th>
<th>Understand format</th>
<th>Develop a topic</th>
<th>Organize graphics</th>
<th>Provide multimedia when useful</th>
<th>How can you include facts in your writing?</th>
<th>Did you use quotes? Do you know how to cite correctly?</th>
<th>Where can you look to locate sources for your topic?</th>
<th>What is the topic?</th>
<th>Do you have a thesis statement?</th>
<th>What details support the topic?</th>
<th>Who is your audience?</th>
<th>Did you provide multimedia sources in your writing?</th>
<th>How do you know when to incorporate transitions in your writing?</th>
<th>How can you organize your thoughts prior to</th>
</tr>
</thead>
</table>
- Use transition words
- Write a conclusion
- Understand when to use informative/explanatory writing
- Organize thought and ideas prior to writing

- As a whole group teacher will model how to write a thesis statement about a topic.
- Working in groups students will complete a conclusion to a partially completed article.
- Provide students with the option of voice typing and allow student to include their own graphics to support a topic.
### New Jersey Student Learning Standard (NJSLS) W.10.3

**NJSLS:** W.10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **W.10.3.A.** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- **W.10.3.B.** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **W.10.3.C.** Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete, and comprehensive piece.
- **W.10.3.D.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- **W.10.3.E.** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Modified Learning Objectives:** W.10.3 Write about events or personal experiences.

- **W.10.3 A-B.** Introduce an experience or situation, at least one character, and describe multiple events in sequence.
- **W.10.3 C.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- **W.10.3 D.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- **W.10.3 E.** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• General Education</td>
<td>• Use effective details using precise language&lt;br&gt;• Create clear point(s) of view established through a narrator, provide characters, and present a situation&lt;br&gt;• Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures&lt;br&gt;• Provide a conclusion to the events they set out</td>
<td>• How can I create a narrative piece of writing using narrative writing techniques?&lt;br&gt;• How can I create an effective narrative using well structured format?</td>
<td>• Provide students with a handout of narrative writing techniques.&lt;br&gt;• Students will have access to their reader writer notebook to review narrative techniques analyzed during the IFL unit.</td>
</tr>
<tr>
<td>• Special Education Students</td>
<td>• Convey experiences, real or imagined&lt;br&gt;• Form or structure based on a</td>
<td>• Can you talk about an experience?&lt;br&gt;• What is the experience you are writing about?</td>
<td>• Students will select an experience in their life.</td>
</tr>
</tbody>
</table>

**Student Population**
- General Education
- Special Education Students
<table>
<thead>
<tr>
<th>Progression of Events</th>
<th>What details can you add to your writing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use details</td>
<td>Who are the characters?</td>
</tr>
<tr>
<td>Understand how to construct clear point(s) of view</td>
<td>What is the setting?</td>
</tr>
<tr>
<td>Understand how to establish a narrator, provide characters, and present a situation in writing</td>
<td>Can you add descriptive words?</td>
</tr>
<tr>
<td>Apply narrative techniques including dialogue, description, and plot</td>
<td>What is the conclusion?</td>
</tr>
<tr>
<td>Develop experiences, events, and/or characters by using descriptive words</td>
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<tr>
<td>Provide a conclusion</td>
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</table>

They will use a graphic organizer to answer specific questions about the experience to begin to create an outline for their writing piece.

- Students can draw/write a sequence of events that occurred in their life. Provide the students with a descriptive word bank for characters/setting/events.
- After reading and discussing a non-fiction text, identify key characters and events from a list on the whiteboard, and write a summary using a template.
- Students will add details (from a teacher provided list) to a partially completed writing piece.
- Students can draw a detailed picture about an experience. Using a word/phrase bank, they can add vocabulary to support their drawing.
- After listening to a story, students can work with a partner to write a conclusion. Teacher will provide a rubric to assist the students with what needs to be included.
# New Jersey Student Learning Standard (NJSLS) W.10.4

**NJSLS:** W.10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Modified Learning Objective:** W.10.4  Produce writing that is appropriate for the task, purpose, or audience.

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• General Education</td>
<td>• Determine writing task type and its appropriate organizational structure&lt;br&gt;• Identify and understand the writing purpose&lt;br&gt;• Determine and address the audience appropriately&lt;br&gt;• Understand and utilize appropriate style to the events they set out</td>
<td>• How can I effectively respond to a particular writing prompt?&lt;br&gt;• How can I organize my writing to effectively address a particular writing prompt?</td>
<td>• Students will complete activities prior to culminating assessment.&lt;br&gt;Students will complete a series of quick writes throughout the Unit.</td>
</tr>
<tr>
<td>• Special Education Students</td>
<td>• Identify writing task type&lt;br&gt;• Understand writing structure&lt;br&gt;• Understand the writing purpose&lt;br&gt;• Determine the audience&lt;br&gt;• Understand appropriate style for the audience</td>
<td>• What type of writing task are you completing?&lt;br&gt;• Who is your audience?&lt;br&gt;• What will you use to organize your thoughts?&lt;br&gt;• What is your purpose for this writing?&lt;br&gt;• How do you want your audience to feel?</td>
<td>• After selecting a topic, students will work with a partner to determine what message they are conveying.&lt;br&gt;• The students will create an outline from model on the topic they are completing.&lt;br&gt;• After completing the outline students will read to a partner to determine the tone of the writing.&lt;br&gt;• Using a teacher provided rubric students will rate themselves and a partner on how organized and aligned their topic and thoughts are.</td>
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</table>
**New Jersey Student Learning Standard (NJSLS) W.10.5**

NJSLS: W.10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**Modified Learning Objective:** W.10.5 Develop writing by planning and revising own writing by adding more information.

<table>
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<tr>
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<th>Sample Activities/Lesson Starters</th>
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</thead>
</table>
| General Education           | • Develop and use appropriate planning templates  
                                 • Understand and utilize revision techniques  
                                 • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience | • How can I effectively respond to a particular writing prompt?  
                                                                 • How can I organize my writing to effectively address a particular writing prompt? | • Students will complete activities prior to culminating assessment.  
                                                                 • Teacher provided feedback on writing samples.  
                                                                 • Teacher can utilize a revise and edit rubric with students.                                                                                   |
| Special Education Students  | • Use appropriate planning template  
                                 • Understand revision techniques  
                                 • Understand writing as a process  
                                 • Plan, revise, edit, rewrite, or try a new approach in writing.  | • Do you know how to use the writing templates?  
                                                                 • Do you know how to revise your paper?  
                                                                 • Do you know how to use the rubric to assist with the revisions?  
                                                                 • Have you used the writing rubric to monitor your writing? | • Teacher will provide a topic and a sample brainstorming bubble, and students will generate ideas and write them down, then reread what is written and add one more detail.  
                                                                 • Students will work with a partner to develop an outline before beginning the writing process (topic, three details, and conclusion) and use it to write, seek peer feedback, and then add to the outline. |
Using a question framework (e.g., 5 W’s and an H) in graphic organizer software, students can take turns entering information into the organizer, seek another peer partner group’s feedback, and then add to the outline.
New Jersey Student Learning Standard (NJSLS) W.10.6

NJSLS: W.10.6. Use technology, including the Internet, to produce, share, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Modified Learning Objective: W.10.6. Use technology, including the Internet, to produce, share, publish, and update individual or shared writing products.

<table>
<thead>
<tr>
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<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
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<tbody>
<tr>
<td>General Education</td>
<td>• Use technology proficiently for production, publication, and collaboration</td>
<td>• How can I use technology proficiently for production, publication, and collaboration?</td>
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<td>• Choose and evaluate various platforms</td>
<td>• How can I link and cite multiple sources?</td>
<td>• Students can create a digital presentation using a wiki, Power point, or Prezi.</td>
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<tr>
<td></td>
<td>• Link and cite multiple sources</td>
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<td></td>
<td>• Use various technological platforms to create and evaluate shared writing products</td>
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<tr>
<td>Special Education Students</td>
<td>• Use technology for production, publication, and collaboration</td>
<td>• Do you know how to locate information on the internet?</td>
<td>• With teacher support allow students to use a text to speech to listen to first draft and decide what information to add.</td>
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<td>• Understand how to choose and evaluate appropriate platform</td>
<td>• Do you know how to locate appropriate information?</td>
<td>• In groups have students spell check and grammar check to edit, and then export digital draft to class wiki.</td>
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<td></td>
<td>• Understand how to link and cite sources</td>
<td>• How do you cite sources from the internet?</td>
<td>• Students can record daily activities on a blog that is shared with parents instead of a traditional home-school notebook.</td>
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<td></td>
<td>• Create shared writing products</td>
<td>• DO you know how to add a link?</td>
<td>• Have students send an e-mail to a teacher, read their response seeking additional information or clarification.</td>
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<td>• Do you know how to add onto a wiki, blog, or google classroom?</td>
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<td>and write a new e-mail to address the request.</td>
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<td>• As a whole group review and discuss a shared writing product, add words to sentences in the electronic shared writing product.</td>
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</table>
# New Jersey Student Learning Standard (NJSLS) W.10.10

**NJSLS:** W.10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Modified Objective:** W.10.10. Write routinely over time for a range of tasks, purposes, and audiences.

<table>
<thead>
<tr>
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</thead>
</table>
| • General Education | • Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision  
• Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences  
• Synthesize research gathered over shorter time frames into a long-term research project  
• Manage a long-term research project that incorporates research, reflection, and revision | • How do I write for a particular audience?  
• How do I analyze a topic from multiple sources?  
• How do I write an effective argument? | • Students will complete a culminating assessment.  
• Students will complete writing prompts and quick writes.  
• Students will complete the PARCC writing units with a completed piece of writing. |
| • Special Education Students | • Understand how to design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision  
• Write routinely for a range of tasks, purposes, and audiences  
• Synthesize research gathered to complete a research project  
• Understand how to manage a long-term research project that incorporates research, reflection, and revision | • Do you understand how to match the task, purpose and audience?  
• Do you know how to use a graphic organizer to keep ongoing research?  
• Who is your audience?  
• What is the purpose of your writing?  
• Have you reflected on your research project?  
• Do you know how to revise your research project? | • With guidance and support, write labels to go with a display for a group research project.  
• As a whole group, teacher will model how to write for a variety of audiences.  
• As a whole group, teacher will model how to reflect and revise previously completed work.  
• After students complete a project, students will work |
<table>
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<th>with a partner to revise their work based on teacher comments.</th>
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<tr>
<td>• After a shared reading of an informational piece, students will answer a variety of questions posed by the teacher. They will make an anchor chart to show the revisions made.</td>
</tr>
</tbody>
</table>
**District Resources**

**Holt Elements of Literature Reading Skills and Strategies:**
Reading a Short Story: Making Meanings – page 3

**Holt Elements of Literature Language/Grammar Links:**
Subject-Verb Agreement – page 31
Imagery – pages 42, 208
Connotations – pages 68, 181, 467
Diction – page 80
Dialogue – page 109
Dialect – page 131
Vivid Verbs – page 145
Active and Passive Verbs – page 221
Using Comparisons and Analogies to Clarify – page 261
Tone – page 352
Voice – page 375
Parallel Structure – page 915
Commas and Appositives – page 980

**Holt Elements of Literature Elements of literature:**
Plot – page 32
Setting – page 50
Character – page 110
Theme – Page 182
Irony and Satire- page 194
Point of View – page 262
Symbols – pages 306, 515
Figurative language – page 506
Imagery, page 548
Handbook of Literary Terms – pages 995 – 1006

**Anthologies in District:**
Adventures in American Literature
## District Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>URL</th>
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<tbody>
<tr>
<td>African American Literature</td>
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<tr>
<td>American Folklore and Legends</td>
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<tr>
<td>Great American Short Stories</td>
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<tr>
<td>Great American Stories</td>
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<td>Latino Caribbean Literature</td>
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<td>Myths and Folk Tales from Around the World</td>
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<tr>
<td>Pocket Book of O. Henry</td>
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</tbody>
</table>

### For more suggestions go to:

- American Rhetoric ([http://www.americanrhetoric.com/top100speechesall.html](http://www.americanrhetoric.com/top100speechesall.html))
- Authorama ([www.authorama.com](http://www.authorama.com))
- Bartleby ([http://www.bartleby.com/](http://www.bartleby.com/))
- Children’s Classics ([http://www.bygosh.com/childrensclasics.htm](http://www.bygosh.com/childrensclasics.htm))
- Discovery and Discovery Kids ([http://dsc.discovery.com/](http://dsc.discovery.com/))
- (Discover Magazine ([www.discovermagazine.com](http://www.discovermagazine.com))
- Folklore and Mythology Electronic Texts ([http://www.pitt.edu/~dash/folktexts.html](http://www.pitt.edu/~dash/folktexts.html))
- Kids Ahead ([www.kidsahead.com](http://www.kidsahead.com))
- National Park Service ([http://www.nps.gov/index.htm](http://www.nps.gov/index.htm))
- PARCC Online ([http://parcconline.org/](http://parcconline.org/))
- Project Gutenberg ([http://www.gutenberg.org/wiki/Main_Page](http://www.gutenberg.org/wiki/Main_Page))
- Shanahan on Literacy ([http://www.shanahanoliteracy.com/](http://www.shanahanoliteracy.com/))
- Smithsonian Institution ([www.smithsonianeducation.org](http://www.smithsonianeducation.org))
- Text Project ([http://textproject.org/](http://textproject.org/))
- Washington Post ([http://www.washingtonpost.com](http://www.washingtonpost.com))
**Writing**

**Primary Focus: Writing Unit**

**LAT Lessons from PARCC Writing Unit**

In the district generated PARCC Writing Unit, you have read and analyzed a passage from the novel *Frankenstein* by Mary Shelley and a passage from the “The Tempest” by William Shakespeare. As you read, you gathered information and answer questions about story elements and structure so you can write an analytical essay.

Use what you have learned from *Frankenstein* and *The Tempest* to write an analysis that compares and contrasts the relationship between Dr. Frankenstein and his creature and the relationship between Prospero and Caliban. You may want to include in your analysis how Dr. Frankenstein is similar to Prospero, as well as how the creature is similar to Caliban.

To get started you might want to consider these questions:

- How is Dr. Frankenstein similar to Prospero?
- How is the man created by Dr. Frankenstein similar to Caliban?

Support your essay with specific evidence from both passages.

**Secondary Focus**

**Introductory and RST Lessons for PARCC Writing Unit**

*In the district generated PARCC Writing Unit, you have read and analyzed “The Forgotten Man” radio address, the ‘Inaugural Address’, and the “New Deal” video.*

Consider the points made by each text about Roosevelt’s plans for and beliefs regarding the future of the United States.

Write an essay exploring Roosevelt’s view of the most critical challenges facing the United States during the Great Depression and in that way, Roosevelt believe that his proposed solutions differed from those attempted by others. Your essay should consider at least two of the text that you have read. Remember to use textual evidence to support your ideas.

**Routine Writing**

- **Reader/Writer Notebook** in which learners compose quick writes, take notes, make notes, compose observations for writings, respond to questions and tasks, and track their learning;
- **Quick writes** composed by individual learners in response to questions and tasks for any and all of the design features of lessons and units;
- **Charting** of the pair/trio sharing by members of the group to represent the work of the group to the entire class;
- **Gallery walks** for members of the class to read and take notes on the pair/trio work in preparation for a whole class discussion of the task;
- **StepBacks** in which learners metacognitively reflect through quick writes, pair/trio shares, charting, gallery walks, discussions, and writing assignments on the content and pedagogy of their learning to develop and track their understandings and habits of thinking.
<table>
<thead>
<tr>
<th>Project (Suggested)</th>
<th>Project (Suggested)</th>
<th>Project (Suggested)</th>
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<tbody>
<tr>
<td>After reading “Cold Equations”, create a sequel to the story from the point of view of the ship’s captain, Barton. -How does his decision affect his life in the future? -What does he does next? -What thoughts/problems does he experience after making the decision to jettison the stowaway?</td>
<td>The link below provides a number of options for composing various types of poetry. <a href="http://www.southark.edu/images/stories/Poetry_Assignments_Available_on_the_Internet.pdf">http://www.southark.edu/images/stories/Poetry_Assignments_Available_on_the_Internet.pdf</a></td>
<td><strong>Literary Analysis Task:</strong> Refer to Tom Godwin’s “Cold Equations” and Wetherell’s “The Bass, the River, and Sheila Mant” when responding to the following prompt: You have read two short stories where characters have faced difficult and challenging choices. Write an essay analyzing the consequences of each character’s decisions. Your essay should also evaluate the reasoning behind each character’s decisions. Explain whether or not you think each character made the correct choice. Be sure to use evidence from both texts to support your ideas.</td>
</tr>
</tbody>
</table>
# District Resources

<table>
<thead>
<tr>
<th>Novel</th>
<th>CCSS: Exemplars (Appendix B)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Khaled Hosseini</strong> The Kite Runner</td>
<td><a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a></td>
</tr>
<tr>
<td><strong>The Kite Runner</strong> is the first novel by Afghan-American author Khaled Hosseini. Published in 2003 by Riverhead Books, it tells the story of Amir, a young boy from the Wazir Akbar Khan district of Kabul, whose closest friend is Hassan, his father's young Hazara servant. The story is set against a backdrop of tumultuous events, from the fall of Afghanistan's monarchy through the Soviet military intervention, the exodus of refugees to Pakistan and the United States, and the rise of the Taliban regime.</td>
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</table>

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<thead>
<tr>
<th>John Steinbeck Of Mice and Men</th>
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</thead>
<tbody>
<tr>
<td><strong>Of Mice and Men</strong> was published in 1937, it tells the story of George Milton and Lenny Small, two displaced migrant ranch workers, who move from place to place in California in search of new job opportunities during the Great Depression in the United States.</td>
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</table>

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<tr>
<th>Ray Bradbury Fahrenheit 451</th>
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</thead>
<tbody>
<tr>
<td><strong>Fahrenheit 451</strong> is a dystopian novel by Ray Bradbury published in 1953. It is regarded as one of his best works. The novel presents a future American society where books are outlawed and “firemen” burn any that are found. The title refers to the temperature that Bradbury asserted to be the auto ignition of paper.</td>
<td></td>
</tr>
</tbody>
</table>
Tennessee Williams The Glass Menagerie

*The Glass Menagerie* is a four-character memory play by Tennessee Williams that premiered in 1944 and catapulted Williams from obscurity to fame. The play has strong autobiographical elements, featuring characters based on Williams himself, his histrionic mother, and his mentally fragile sister Laura.

Chinua Achebe Things Fall Apart

*Things Fall Apart* is a post-colonial novel written by Nigerian author Chinua Achebe in 1958. It is seen as the archetypal modern African novel in English, one of the first to receive global critical acclaim. It is a staple book in schools throughout Africa and is widely read and studied in English-speaking countries around the world.

Amy Tan The Joy Luck Club

*The Joy Luck Club* (1989) is a best-selling novel written by Amy Tan. It focuses on four Chinese American immigrant families in San Francisco who start a club known as The Joy Luck Club, playing the Chinese game of mahjong for money while feasting on a variety of foods.

William Shakespeare The Tragedy of Othello

*Othello (The Tragedy of Othello, the Moor of Venice)* is a tragedy by William Shakespeare, believed to have been written in 1603. It is based on the story *Un Capitano Moro* ("A Moorish Captain") by Cinthio, a disciple of Boccaccio, first published in 1565.
Resources for Honors

Journal:
Students will keep a daily Dialectical Journal. This journal provides a note-taking format for questioning the text, providing reflections about the text, and interpreting and clarifying the text. The content of this journal will be pulled directly from students’ own reading of the material that they have been assigned. It will also include teacher provided quotes from authors whose works are being read during the year to demonstrate a particular use of language.

Students will use the Dialectical Journal in conjunction with their Close Reading of chunks of text or entire selections with the express purpose of being able to pull words, phrases, sentences, or excerpts and draw conclusions about a character’s motives, author’s purpose, author’s use of diction, or another identified focus.

Students will use the left column of the Dialectical Journal to:
- Cite select words, phrases, sentences or passages directly from the text; document (include page references)
- Paraphrase select passages; document (include page references)
- Summarize as appropriate

Students will use the right column of the Dialectical Journal to write their own emotional reactions, questions, clarifications, and/or reflections.

During the first marking period the teacher will evaluate the journal on a weekly basis. For the remainder of the year, the teacher will evaluate the journals every other week.

Binder: Students will maintain loose-leaf binder notebooks, divided into sections as follows: 1. Class notes. 2. Analysis Strategies (graphic organizers, SOAPSTone, OPTIC, TP-CASTT, Syntax Analysis Charts, etc.). 3. Grammar/Writing Templates (e.g. They Say/I Say, Toulmin Model, Graff, MLA formatted documentation and citations, and a variety of sentence constructions). 4. Literary terms and vocabulary. 5. Supplemental Readings and Handouts. 6. Error Analysis.
Resources For Honors

Chart B:

Syntax Analysis Chart

A Syntax Analysis Chart is a strategy for style analysis as well as an effective revising technique for a student’s own writing. The syntax analysis chart is a five-column table with these headings: Sentence Number, First Four Words, Special Features, Verbs, and Number of Words per Sentence. This tool will help students examine how style adds to meaning and purpose. It helps students identify various writing problems such as: repetitiveness, verb choices, lack of syntactical variety, and lapses in overall organization.
The Graff Template is a template used for composing an argument. It helps students use the elements of an argument—claim, support, examples—to guide their reading and writing processes. It also provides a framework for students to analyze and critique argumentation. This is a useful structure for students to follow until they internalize the process and become fluent in using key signal phrases that are part of academic writing.

Students will analyze and write about an argument by using a template with signal phrases that are used to:

- Introduce quotations
- Explain quotations
- Introduce something that is assumed or implied
- Draw a conclusion about what the author did
- Provide a reasoned personal response
- Draw a conclusion in response to the argument

They Say/I Say Templates

Why Templates?
Academic writing requires presenting your sources and your ideas effectively to readers. According to Graff and Birkenstein, the first element in the process involves “entering a conversation about ideas” between you—the writer—and your sources to reflect your critical thinking (x). The templates allow you, the writer, to organize your ideas in relationship to your thesis, supporting evidence, opposing evidence, and the conclusion of the argument.

The Most Important Templates:
On the one hand, ___________. On the other hand, ___________.

Author X contradicts herself. At the same time that she argues ___________, she also implies ___________. I agree that ___________. She argues ___________ and I agree because ___________. Her argument that ___________ is supported by new research showing that ___________. In recent discussions of ___________, a controversial issue has been whether ___________. On the one hand, some argue that ___________. On the other hand, however, others argue that ___________.

Introducing Standard Views:
Americans today tend to believe that ___________. My whole life I have heard it said that ___________.

Making those Views Something You Say:
I have always believed that ___________. When I was a child, I used to think that ___________.

Writing a Summary:
The demonstration that ___________. In fact, they determine the fact that ___________.

Introducing a Quote:
X states ___________. According to X, ___________. In her book ___________, X maintains that ___________. X complicates matters further when she writes that ___________.

Disagreeing:
I think that ___________. I disagree with ___________. I disagree with X’s view that ___________. Because ___________.

Introducing Your Point of View:
X overlooks what I consider an important point about ___________.

INDEX OF TEMPLATES

INTRODUCING WHAT “THEY SAY”
- A number of sociologists have recently suggested that X’s work has several fundamental problems.
- It has become common today to dismiss X’s contribution to the field of sociology.
- In their recent work, Y and Z have offered harsh critiques of Dr. X for ___________.

INTRODUCING “STANDARD VIEWS”
- Americans today tend to believe that ___________.
- Conventional wisdom has it that ___________.
- Common sense seems to dictate that ___________.
- The standard way of thinking about topic X has it that ___________.
- It is often said that ___________.

My whole life I have heard it said that ___________.
- You would think that ___________.
- Many people assumed that ___________.

MAKING WHAT “THEY SAY” SOMETHING YOU SAY:
- I’ve always believed that ___________.
- When I was a child, I used to think that ___________.
- Although I should know better now, I cannot help thinking that ___________.
- At the same time that I believe ___________, I also believe ___________.

INTRODUCING SOMEONE IMPLIED OR ASSUMED
- Although none of them have ever said so directly, my teachers have often given me the impression that ___________.
- One implication of X’s treatment of ___________ is that ___________.
- Although X does not say so directly, she apparently assumes that ___________.
- While they rarely admit as much, ___________ often take for granted that ___________.

INTRODUCING AN ONGOING DEBATE:
- In discussions of X, one controversial issue has been ___________. On the one hand, ___________ argue ___________. On the other hand, ___________. Others even maintain ___________. My own view is ___________.
- When it comes to the topic of ___________, most of us will readily agree that ___________. Where does this agreement usually end, however, is on the question of ___________. Whose sense are convinced that ___________, others maintain ___________.

OPTIC

This strategy is highlighted in Walter Park’s book *How to Study in College* and presents students with key concepts to think about when approaching any kind of visual text, i.e., graphic and visual images as forms of text and the connection of these images to written texts. The following is a sample of an OPTIC lesson with its concurrent steps:

1. Provide student with a single visual text that shows a position or point of view on an issue. One example is Dorothea Lange’s 1936 photo of a migrant mother and her children (Current Issues and Enduring Questions, 156) which showed the American public the poverty of displaced workers during the Great Depression of the 1930s.

   2. Instruct students on the OPTIC strategy, step by step.
      - **O is for overview** – write down a few thoughts on what the visual appears to document.
      - **P is for parts** – focus on the parts of the visual. Write down any elements or details that appear to be important.
      - **T is for title** – highlight the words of the title of the visual (if one is available).
      - **I is for interrelationships** – use the title as the theory and the parts of the visual as clues to detect and isolate the interrelationships in the graphic.
      - **C is for conclusion** – draw a conclusion regarding the visual in total. What does the visual mean? Summarize the message of the visual in one or two sentences.

3. Assess the effectiveness of this strategy in analyzing visuals. Assessment can be a classroom discussion of the summaries students wrote regarding the message of the visual.

4. Compare and contrast the visual with an expository text dealing with the same subject matter but perhaps from a different position.
Resources For Honors

SOAPSTone

The use of this methodology will enable students to devise a more academic thesis. It is also the teacher’s responsibility to provide instruction and feedback on student writing both before and after students revise their work.

**Speaker:** The individual or collective voice of the text.

**Occasion:** The event or catalyst causing the writing of the text to occur.

**Audience:** The group of readers to whom the piece is directed.

**Purpose:** The reason behind the text.

**Subject:** The general topic and/or main idea.

**Tone:** The attitude of the author.
TP-CASTT

This is a poetry analysis strategy which provides students with a framework of routine questions for analyzing, discussing, critiquing, and writing about poetry.

- **Title**: Think about the title before reading the poem. What do you think the poem will be about?
- **Paraphrase**: Read the poem and translate it into your own words.
- **Connotation**: Think about more than the dictionary meaning of the words. What are the ideas and feelings associated with select words?
- **Attitude**: What is the speaker’s attitude? Is it the same as the poet’s? How do you know?
- **Shifts**: Are there any shifts in speakers? Or, does the attitude of the speaker change anywhere in the poem?
- **Title**: Think about the title again. Do you see a different meaning? Explain.
- **Theme**: What is the poet’s overall message about human nature or about life in general?
Resources For Honors

Toulmin Model

The Toulmin Model is an Argument Analysis Template which helps students analyze and critique argumentation. It provides a clear framework to help students outline and compose a logical thesis as the basis for planning and developing a convincing argument.

This model divides arguments into three parts: the claim, the grounds and the warrant. The claim is the main point of the essay. The claim may be stated directly as the thesis or it can be implied. The grounds, which are used to support the claim, can be appeals to the emotions or values of the audience or objective evidence. The warrant is the inference that connects the claim to the grounds. It can be a belief that is taken for granted or an assumption that underlies the arguments (Kirschner, 566).

Students will employ academic writing to frame the statement identifying the claim, grounds and warrant.
# Writing Rubrics

## GRADES 6-11 (July 2015)

**PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS**

### Narrative Task (NT)

<table>
<thead>
<tr>
<th>Construct Measured</th>
<th>Score Point 4</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writes Expression</strong></td>
<td>The student response is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing; establishes and maintains an effective style.</td>
<td>The student response is mostly effectively developed with narrative elements and is mostly appropriate to the task; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style.</td>
<td>The student response is developed with some narrative elements and is generally appropriate to the task; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective.</td>
<td>The student response is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; has a style that has limited effectiveness.</td>
<td>The student response is undeveloped and/or inappropriate to the task; lacks organization and coherence; has an inappropriate style.</td>
</tr>
<tr>
<td><strong>Knowledge of Language and Conventions</strong></td>
<td>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</td>
<td>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</td>
<td>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</td>
<td>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</td>
<td></td>
</tr>
</tbody>
</table>
## Writing Rubrics

### PARCC Scoring Rubric for Prose Constructed Response Items

#### Research Simulation Task and Literary Analysis Task

<table>
<thead>
<tr>
<th>Construct Measured</th>
<th>Score Point 4</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension and Written Expression</td>
<td>- The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis;</td>
<td>- The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis;</td>
<td>- The student response demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis;</td>
<td>- The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing an inaccurate or no analysis;</td>
<td>- The student response demonstrates no comprehension of ideas by providing an inaccurate or no analysis;</td>
</tr>
<tr>
<td></td>
<td>- addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently and appropriate to task, purpose, and audience;</td>
<td>- addresses the prompt and provides mostly effective development of claim or topic that is mostly appropriate to task, purpose, and audience;</td>
<td>- addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience;</td>
<td>- is undeveloped and/or inappropriate to task, purpose, and audience;</td>
<td>- is undeveloped and/or inappropriate to task, purpose, and audience;</td>
</tr>
<tr>
<td></td>
<td>- uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic;</td>
<td>- uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic;</td>
<td>- uses some reasoning and text-based evidence in the development of the claim or topic;</td>
<td>- lacks organization and coherence;</td>
<td>- lacks organization and coherence;</td>
</tr>
<tr>
<td></td>
<td>- is effectively organized with clear and coherent writing;</td>
<td>- is organized with mostly clear and coherent writing;</td>
<td>- demonstrates some organization with somewhat coherent writing;</td>
<td>- has a style that is minimally effective.</td>
<td>- has an inappropriate style.</td>
</tr>
<tr>
<td></td>
<td>- establishes and maintains an effective style.</td>
<td>- establishes and maintains a mostly effective style.</td>
<td>- has a style that is somewhat effective.</td>
<td>- includes little to no text-based evidence</td>
<td>- includes little to no text-based evidence</td>
</tr>
</tbody>
</table>

#### Knowledge of Language and Conventions

<table>
<thead>
<tr>
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<td>- The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</td>
<td>- The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</td>
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</tbody>
</table>
RUBRIC:

Chart H – College Board AP Language and Composition Scoring Rubric.


## Additional Resources: Suggested in the NJ Curriculum Framework

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and Listening</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close Reading Informational Text. &quot;Up From Slavery&quot; (Chapter 1)</td>
<td>Writing Explanatory Text in Response to President Lincoln's Second Inaugural Address</td>
<td>ELA Grade 9 Speaking &amp; Listening</td>
<td>Blogtopia. Blogging About Your Own Utopia</td>
</tr>
<tr>
<td>9th and 10th Grade Close Reading Units</td>
<td>Writing an Argumentative Essay About the First Chapter of &quot;Up From Slavery&quot;</td>
<td>Conver-Stations. A Discussion Strategy</td>
<td>Teaching Channel Presents. Inquiry-Based Teaching</td>
</tr>
<tr>
<td>Developing Core Proficiencies from Engage New York</td>
<td>Developing Persuasive Arguments Through Ethical Inquiry. Two Pre-Writing Strategies</td>
<td>Using Debate to Develop Thinking and Speaking</td>
<td>Inquiry Graphic Organizer</td>
</tr>
<tr>
<td>Analyzing Famous Speeches as Arguments</td>
<td>Spend a Day in My Shoes. Exploring the Role of Perspective in Narrative</td>
<td>Analyzing Famous Speeches as Arguments</td>
<td>Review Redux. Introducing Literary Criticism Through Reception Moments</td>
</tr>
<tr>
<td>Analyzing Character Development in Three Short Stories About Women</td>
<td>PARCC Scoring Rubric for Prose Constructed Response Items</td>
<td>For Arguments Sake. Playing &quot;Devil's Advocate” with Non Fiction Texts</td>
<td>Assessing Cultural Relevance. Exploring Personal Connections to a Text</td>
</tr>
<tr>
<td>Grade 9 and 10 Common Core Text Exemplars</td>
<td>Purdue Online Writing Lab</td>
<td>The Pros and Cons of Discussion</td>
<td>Developing Core Proficiencies from Engage New York</td>
</tr>
<tr>
<td>EBSCOHOST- High Schools</td>
<td>Vocabulary Paint Chips</td>
<td>Developing Core Proficiencies from Engage New York</td>
<td>Lessons to Use with Popular Stories</td>
</tr>
<tr>
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<td>Vocabulary Graphic Organizer</td>
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<td>Lessons to Use with Anthologies</td>
</tr>
<tr>
<td>Lessons to Use with Anthologies</td>
<td>ELA Grade 9 Language Conventions</td>
<td>Lessons to Use with Anthologies</td>
<td>English Language Arts Methods. Grades 9-12 Model Lessons</td>
</tr>
<tr>
<td>English Language Arts Methods. Grades 9-12 Model Lessons</td>
<td>The Passion of Punctuation</td>
<td>English Language Arts Methods. Grades 9-12 Model Lessons</td>
<td>How to Encourage Higher Order Thinking</td>
</tr>
<tr>
<td>Planning to Assess. How to Align Your Instruction</td>
<td>Developing Core Proficiencies from Engage New York</td>
<td>Literacy TA</td>
<td>Bloom's Taxonomy &amp; Depth of Knowledge</td>
</tr>
<tr>
<td>Close Reading of Literary Texts</td>
<td>Lessons to Use with Popular Stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UDL Resources</td>
<td>Lessons to Use with Anthologies</td>
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</tbody>
</table>
# Suggested Websites

## Reading Rockets
Reading Rockets is a national multimedia project that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better. The reading resources will assist in helping struggling readers build fluency, vocabulary, and comprehension skills. [http://www.readingrockets.org/](http://www.readingrockets.org/)

## Writing Fix
The writing fix offers a wealth of resources aligned to the standards as well as the 6+1 traits of writing. It provides lessons using mentor texts, sample student writing, as well as many other resources to help increase the level of writing in your classroom. [http://www.writingfix.com/](http://www.writingfix.com/)

## Read Write Think
Read Write Think offers a multitude of grade level lesson plans, articles, and resources to support English Language Arts and enhance your lessons. [http://www.readwritethink.org/](http://www.readwritethink.org/)

## Writing a Personal Narrative
- Austin Independent School District: Writing Lessons for Personal Narrative
- Houghton Mifflin: Benchmark Papers
- Houghton Mifflin: Meeting Individual Needs, Grade Four
- LearnZillion: Add dialogue in personal narrative
- LearnZillion: Editing a personal narrative for grammar and spelling mistakes
- North Carolina State: Writing a Personal Narrative
- Oswego C.S.D.: Using Personal Experience to Write a Story

## Brain Pop
Brain Pop offers educational videos and quizzes to support skills in all subject areas. Videos can be shown to introduce material to students, used independently during learning stations, and to help students become more familiar with taking assessments on the computer. [http://www.brainpop.com/](http://www.brainpop.com/)
<table>
<thead>
<tr>
<th>Suggested Websites</th>
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</thead>
<tbody>
<tr>
<td><strong>Tween Tribune</strong></td>
</tr>
<tr>
<td>Tween Tribune is a daily news site for kids, where you will find the most compelling, relevant and interesting news that will interest your students while providing cross curricular connections to enhance students learning. Students have the opportunity to post comments and take a quiz to complete a quick comprehension check. Teachers have the ability to be creative with the questioning and can post assignments aligned to the unit SLO’s for the students to complete through interaction with the text. The site is completely monitored by the teacher and completely safe. <a href="http://tweentribune.com/">http://tweentribune.com/</a></td>
</tr>
<tr>
<td><strong>E Reading Worksheets</strong></td>
</tr>
<tr>
<td>Ereading Worksheets provides teachers with high-quality reading worksheets, activities, and resources aligned with Common Core State Standards. <a href="http://www.ereadingworksheets.com/">http://www.ereadingworksheets.com/</a></td>
</tr>
<tr>
<td><strong>Achieve the Core</strong></td>
</tr>
<tr>
<td>Hundreds of literacy resources for teachers, resources for leaders who are putting college and career readiness standards into action in their own schools, and opportunities to become an advocate for the Common Core. <a href="http://achievethecore.org/">http://achievethecore.org/</a></td>
</tr>
<tr>
<td><strong>Anthology Alignment Project</strong></td>
</tr>
<tr>
<td>A tool to be used in teaching children to meet the Common Core State Standards using the Holt Elements of Literature anthology. The lesson plans section for the stories contain text dependent questions assists teachers in promoting Accountable Talk within their classroom. <a href="http://achievethecore.org/page/794/anthology-alignment-project">http://achievethecore.org/page/794/anthology-alignment-project</a></td>
</tr>
<tr>
<td><strong>The Florida Center for Reading Research</strong></td>
</tr>
<tr>
<td>The Florida Center for Reading Research disseminates information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. The link will take you to a wealth of CCSS resources to guide you in finding activities and ideas for teaching the standards. Click on the grade level link next to the domain to find activities aligned to specific standards. <a href="http://www.fcrr.org/for-educators/sca.asp">http://www.fcrr.org/for-educators/sca.asp</a></td>
</tr>
<tr>
<td><strong>ReadWorks</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Suggested Websites

ReadWorks provides research-based units, lessons, and authentic leveled non-fiction and literary passages that you can search by lexile level, grade and skill. This site also offers novel study units that all can be aligned to the Common Core State Standards for free. [www.readworks.org](http://www.readworks.org)

**Learn Zillion**
This site will provide you with PowerPoint presentations aligned to the Common Core State Standards, and provide an alternate approach to teaching standards. The lessons are scaffolded to provide a clear understanding of the standard being addressed, and enhances the use of technology in your classroom. You must complete the free registration before using learnzillion. [www.learnzillion.com](http://www.learnzillion.com)

**News ELA**
News ELA provides a wealth of informational articles that can be geared to multiple lexile levels. They will give you an opportunity to embed Social Studies and Science into your lessons as well as give you an opportunity to increase text complexity within your instruction. In addition, News ELA offers a variety of topics and current events that will engage your students by providing material that is interesting and relevant. Students also have the ability to access that material at home. [http://www.newsela.com/](http://www.newsela.com/)

**TCOE**
Tulare County Office of Education provides a bookmark version of the Common Core State Standard unpacked – a great resource to have when planning your lessons. Additional resources are available including the continuum of the standards, cross disciplinary learning progressions, and sample performance tasks. [http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm](http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm)
Special Education Resources

- **Animoto**
  Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share.
  
  [https://animoto.com](https://animoto.com)

- **Bookbuilder**
  Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills.
  
  [http://bookbuilder.cast.org/](http://bookbuilder.cast.org/)

- **CAST**
  CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences.
  
  [http://www.cast.org](http://www.cast.org)

- **CoSketch**
  CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images.
  

- **Crayon**
  The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper.
  
  [http://crayon.net/](http://crayon.net/)
Suggested Websites

- **Education Oasis**
  Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more!

- **Edutopia**
  A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration.

- **Glogster**
  Glogster allows you to create “interactive posters” to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends.

- **Interactives – Elements of a Story**
  This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution.
## Suggested Websites

- **National Writing Project (NWP)**
  Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities.
  
  [http://www.nwp.org](http://www.nwp.org)

- **Pacecar**
  Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word.
  

- **Plickers**
  Plickers is a powerfully simple tool that lets teachers collect real-time formative assessment data without the need for student devices. Use Plickers for quick checks for understanding to know whether your students are understanding big concepts and mastering key skills.
  
  [https://plickers.com/](https://plickers.com/)

- **Read Write Think**
  ReadWriteThink provides educators, parents, and afterschool professionals with access to the highest quality practices in reading and language arts instruction by offering the very best in free materials
  
  [http://www.readwritethink.org](http://www.readwritethink.org)

- **RubiStar**
  RubiStar is a free tool to help teachers create quality rubrics.
  
  [http://rubistar.4teachers.org/index.php](http://rubistar.4teachers.org/index.php)
Suggested Websites

- **VisuWords**
  Visuwords is an online graphic dictionary and thesaurus that helps develop word knowledge. Word relationships are illustrated by the color and pattern of the link between words.
  

- **Vocab Ahead**
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- **Voki**
  Voki is a text-to-speech generator that allows the user to create a personal speaking avatar that can be embedded in a website. The site offers a high level of customization ranging from the overall look of the Voki to the sound of its voice.
  

- **Webspiration**
  Webspiration is an online visual thinking tool with features that assist students in capturing ideas, organizing information, diagramming processes, and creating concise written documents.
  

- **Word Generation**
  Word Generation is a middle school academic language program that is strategically designed to create a coherent school-wide effort that gives students the sustained exposure to academic language they need for success in school—even while demanding relatively little (15 minutes, once a week) from any single subject area teacher.
  
Suggested Websites

- **Wordle**
  Wordle is a toy for generating 'word clouds' from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. You can tweak your clouds with different fonts, layouts, and color schemes.
  
### Field Trip Ideas

**ELLIS ISLAND/STATUE OF LIBERTY** - Today the Ellis Island Immigration Museum is part of the Statue of Liberty National Monument and is under the care of the National Parks Service. It is a place where visitors can spend hours learning about Ellis Island's history before, during, and after its use as America's immigration station. The museum also tells the stories of why so many people immigrated to America and what became of them after they arrived.  

**AMERICAN LABOR MUSEUM (BOTTO HOUSE)** - The American Labor Museum advances public understanding of the history of work, workers and the labor movement throughout the world, with special attention to the ethnicity and immigrant experience of American workers.  

**PATERSON MUSEUM** – The Paterson Museum was founded in 1925 and is owned and run by the city of Paterson. Housed in a former mill, its mission is to preserve and display the industrial history of Paterson.  

**LAMBERT CASTLE** – Tour the home of the silk mill owner, Catholina Lambert, on land purchased by his wife Isabella. Explore the grounds and visit the museum's rich variety of historical artifacts, maps, and pictures about the area and the castle.  

**DEY MANSION** - The Dey Mansion, a superb example of Georgian architecture, achieved national recognition as General George Washington’s revolutionary war headquarters in the Preakness Valley and is considered to be the “Jewel of the Passaic County Park’s Department”.  

**OLD BARRACKS MUSEUM** – In 1758, during the French and Indian War, the Old Barracks was constructed by the colony of New Jersey to house British soldiers and was used as such until the war's end in 1766. In December 1776, George Washington crossed the Delaware to escape the British army during the American Revolution. On Christmas night 1776, American troops under General Washington re-crossed the river north into New Jersey, winning a stunning victory over British and Hessian troops in Trenton. This success marked the turning point of the American Revolution.  
Field Trip Ideas

**WASHINGTON CROSSING STATE PARK** - The Center's exhibit galleries explore the many facets of America's revolutionary conflict with an emphasis on the military campaign known as "The Ten Crucial Days." The events of these ten days, December 25, 1776 through January 3, 1777, include the Continental Army's crossing of the Delaware River and the Battles of Trenton and Princeton.

http://www.state.nj.us/dep/parksandforests/parks/washcros.html

**LIBERTY SCIENCE CENTER** - An interactive science museum and learning center located in Liberty State Park. The center, which first opened in 1993 as New Jersey's first major state science museum, has science exhibits, the largest IMAX Dome theater in the United States, numerous educational resources, and the original *Hoberman sphere* [http://lsc.org/plan-your-visit/](http://lsc.org/plan-your-visit/)