English III Honors: Unit 1
Reading Literature & Informational Text
Informative/Explanatory & Narrative Writing
Course Description
(Workshop Model)

English III 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 III 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 III 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 1

**Topic:** Reading Literature and Informational Texts  
**Informational/Explanatory and Narrative Writing**

<table>
<thead>
<tr>
<th>DISTRICT RESOURCES</th>
<th>NJSLS</th>
</tr>
</thead>
</table>
| **IFL Unit: “Narrating Women’s Lives”** | **Instruction:** 8 weeks  
**Assessment:** 1 week |
| “The Yellow Wallpaper” by Charlotte Perkins Gilman | **Reading Standards:**  
**Literature**  
RL.11.1, RL.11.2, RL.11.3, RL.11.4, RL.11.6  
**Informational**  
RI.11.1, RI.11.2, RI.11.3, RI.11.4, RI.11.6  
**Writing Standards**  
**Language Standards:**  
**Speaking and Listening Standards:**  
| “Blond” by Natasha Trethewey | |
| “Incident” by Natasha Trethewey | |
| “Women in the Nineteenth Century” by Margaret Fuller | |
| “In Search of Our Mother’s Gardens” by Alice Walker | |

**One extended text chosen by the teacher**

The Great Gatsby, Their Eyes Were Watching God, A Raisin in the Sun, Brave New World, The Scarlet Letter, As I Lay Dying, The Things They Carried, In Pharaoh’s Army
# 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:** Students may create a PowerPoint analyzing the common themes identified within the text of this unit. Students may also utilize Prezi, a digital storybook, or other forms of multimedia to deliver their presentation.

<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, student 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.

<table>
<thead>
<tr>
<th>Research and Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</td>
</tr>
</tbody>
</table>

**Example:** Over the course of this unit, students will be examining how authors use their writing to reveal their perspectives about women’s lives and roles. Students will have the opportunity to study how women’s rights changed over the course of history. Students will examine information from multiple sources while investigating women’s rights over the course of history.
Career Ready Practices

CRP1, CRP4, CRP12

- **CRP1. Act as a responsible and contributing citizen and employee**
  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.

  **Example:** Within this unit, students will be learning how society treated women over the course of history. Students will be analyzing the challenges women faced, as well as identifying the freedoms they have gained.

- **CRP4. Communicate clearly and effectively and with reason.**
  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.

  **Example:** Utilizing Accountable Talk stems and protocols, students will learn to communicate effectively. Teachers may provide students with Accountable Talk stems and charts prior to engaging in AT discussions. Students will learn how to communicate effectively prior to engaging in AT discussions and pair/group discussions.
Career Ready Practices

- CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

While working in groups, pairs, and during whole group discussion, students will be utilizing Accountable Talk protocols. Teachers will enforce the Accountable talk protocols with students, ensuring all students are contributing to the group’s discussion.

**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>
</tr>
</thead>
</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 of 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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Welcoming and stress-free</td>
<td>• Integrates learning centers and games in a meaningful way</td>
</tr>
<tr>
<td>• Respectful of linguistic and cultural diversity</td>
<td>• Provides opportunities to practice and refine receptive and productive skills in English as a new language</td>
</tr>
<tr>
<td>• Honors students' background knowledge</td>
<td>• Integrates meaning and purposeful tasks/activities that:</td>
</tr>
<tr>
<td>• Sets clear and high expectations</td>
<td>• Are accessible by all students through multiple entry points</td>
</tr>
<tr>
<td>• Includes routines and norms</td>
<td>• Are relevant to students' lives and cultural experiences</td>
</tr>
<tr>
<td>• Is thinking-focused vs. answer-seeking</td>
<td>• Build on prior mathematical learning</td>
</tr>
<tr>
<td>• Offers multiple modalities to engage in content learning and to</td>
<td>• Demonstrate high cognitive demand</td>
</tr>
<tr>
<td>demonstrate understanding</td>
<td>• Offer multiple strategies for solutions</td>
</tr>
<tr>
<td>• Includes explicit instruction of specific language targets</td>
<td>• Allow for a language learning experience in addition to content</td>
</tr>
<tr>
<td>• Provides participation techniques to include all learners</td>
<td></td>
</tr>
</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)</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</td>
<td>• Graphic organizers</td>
<td>• In triads</td>
<td>• Paraphrasing</td>
</tr>
<tr>
<td>models such as diagrams or</td>
<td>• Graphing paper</td>
<td>• Cooperative learning structures such as Think-Pair-Share</td>
<td>• Summarizing</td>
</tr>
<tr>
<td>drawings</td>
<td></td>
<td>• Interactive websites or software</td>
<td>• Guiding questions</td>
</tr>
<tr>
<td>• Videos &amp; films</td>
<td></td>
<td>• With a mentor or coach</td>
<td>• Clarifying questions</td>
</tr>
<tr>
<td>• Newspapers or magazines</td>
<td></td>
<td></td>
<td>• Probing questions</td>
</tr>
<tr>
<td>• Gestures</td>
<td></td>
<td></td>
<td>• Leveled questions such as What? When? Where? How? Why?</td>
</tr>
<tr>
<td>• Physical movements</td>
<td></td>
<td></td>
<td>• Questioning prompts &amp; cues</td>
</tr>
<tr>
<td>• Music &amp; songs</td>
<td></td>
<td></td>
<td>• Word Banks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Sentence starters</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Sentence frames</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Discussion frames</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Talk moves, including Wait Time</td>
</tr>
</tbody>
</table>

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Galina (Halla) Imourko, ESOL Coach, PGPS, 2015, Rvd. 2016
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 help 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 help students question and unpack biases & stereotypes.

This unit / lesson help students examine, research and question information and sources.

The curriculum encourage discussion and understanding about the groups of people being represented.

This unit / lesson challenges dominant perspectives.

**EQUITABLE PEDAGOGY**
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 student 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.

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## 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 students with opportunities 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>- Reading partners</td>
<td></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

**IFL Unit – Narrating Women’s Lives**


- Read the following article from *The Economist* entitled, “Closing the Gap” (http://www.economist.com/node/21539928), which discusses how women have made great strides in the workforce but still earn lower wages and still have less opportunities for top-level jobs.

- Read the following article from *The Economist* entitled “Factory Women: Girl Power” (http://www.economist.com/news/china/21577396-supplyfemale-factory-workers-dwindles-blue-collar-women-gain-clout-girl-power), which discusses how educated women working in factories in China in the late 2000s unionized to fight for better wages and working conditions.

- Develop critical thinking questions based on the content from the articles. For example: (Article, “Closing the Gap”) Discuss the cultural changes in America that led to more women entering the workforce and acquiring more specialized positions. (Article, “Factory Women”) What led the women in China to unionize for better wages and working conditions? (The questions should be answered using the “3-C Method”: 1. State the claim. 2. Cite textual evidence to support the claim. 3. Connect the textual evidence to the claim.)
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.
Honors Advanced Sills

The goal of Honors courses is to require learners to develop advanced evidence-based analytic writing and verbal skills. Students evaluate, synthesize, and cite research to support their ideas, claims, and arguments.

- Students will read and analyze rhetorical elements from various non-fiction texts
- Students will demonstrate their mastery of utilizing research to support their claims and arguments
- Students will read texts that rate as upper high school level on a lexile charts
- Students will employ learning as an interpretive strategy
- Students are provided with the opportunity to immerse themselves in substantive texts - that require several days or weeks to read
- Develop critical literacy while reading advanced texts
- Compose essays that proceed through several stages of drafts, with revisions by teacher and peers
- Learn and master new vocabulary words
- Analyze and interpret samples of writing, identifying and explaining an author’s use of rhetorical strategies
- Analyze digital images for rhetorical features
- Students will participate in Socratic Seminars
- Students will present and defend claims in a debate format
- Converse and write reflectively about personal processes of composition
- Revise a work to make it suitable for a different audience
- Engage in the jigsaw strategy to facilitate student summarization and presentation of information to others
- Engage in the fishbowl strategy to experience the roles of both participant and active listener
## 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
- SGO Baseline 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
<table>
<thead>
<tr>
<th>Grade: 11-12</th>
<th>ELA Standards</th>
<th>Eleventh Grade Standards in each Unit</th>
<th>Twelfth Grade Standards in each Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>L.11-12.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>L.11-12.1A</td>
<td>A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.11-12.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>L.11-12.2A</td>
<td>Observe hyphenation conventions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.11-12.2B</td>
<td>Spell correctly.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>L.11-12.3</td>
<td>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>L.11-12.3A</td>
<td>Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>L.11-12.4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>L.11-12.4A</td>
<td>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</td>
<td>X</td>
</tr>
<tr>
<td>L.11-12.4B</td>
<td>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>L.11-12.4C</td>
<td>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, its etymology, or its standard usage.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>L.11-12.4D</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>
<td>X</td>
</tr>
<tr>
<td>L.11-12.5</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>L.11-12.5A</td>
<td>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>L.11-12.5B</td>
<td>Analyze nuances in the meaning of words with similar denotations.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>L.11-12.6</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>
<td>X</td>
</tr>
</tbody>
</table>

**READING: LITERATURE**

| RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | X | X | X | X | X | X | X |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | X | X | X | X | X | X | X |
| RL.11-12.3 | Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | X | X | X | X | X | X | X |
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) | X | X | X | X | X | X | X |
| RL.11-12.5 | Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. | X | X | X | X | X | X | X |
| RL.11-12.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | X | X | X | X | X | X | X |
| RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) | X | X | X | X | X | X | X |
| RL.11-12.9 | Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural | X | X | X | X | X | X | X |
context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

By the end of grade 11, 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 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

### READING: INFORMATIONAL TEXT

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
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<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.11-12.1</td>
<td>Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</td>
<td>X</td>
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<tr>
<td>RI.11-12.2</td>
<td>Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</td>
<td>X</td>
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</tr>
<tr>
<td>XRI.11-12.3</td>
<td>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</td>
<td>X</td>
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<tr>
<td>RI.11-12.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</td>
<td>X</td>
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<tr>
<td>RI.11-12.5</td>
<td>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</td>
<td>X</td>
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<tr>
<td>RI.11-12.6</td>
<td>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</td>
<td>X</td>
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<tr>
<td>RI.11-12.7</td>
<td>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</td>
<td>X</td>
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<tr>
<td>RI.11-12.8</td>
<td>Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of</td>
<td>X</td>
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</tbody>
</table>
public advocacy (e.g., *The Federalist*, presidential addresses).

| RI.11-12.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history. |  |  | X | X

By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

**WRITING**

| W.11-12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |  |  |  |

| W.11-12.1A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |  |  | X

| W.11-12.1B | Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. |  |  | X

| W.11-12.1C | 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

| W.11-12.1D | 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. |  |  | X

| W.11-12.1E | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). |  |  | X

<p>| W.11-12.2 | 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. |  |  |  |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.11-12.2A</td>
<td>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
<td>X</td>
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<tr>
<td>W.11-12.2B</td>
<td>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
<td></td>
<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>W.11-12.2C</td>
<td>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</td>
<td>X</td>
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<tr>
<td>W.11-12.2D</td>
<td>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>W.11-12.2E</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>
<td>X</td>
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</tr>
<tr>
<td>W.11-12.2F</td>
<td>Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</td>
<td>X</td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>W.11-12.3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
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</tr>
<tr>
<td>W.11-12.3A</td>
<td>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>W.11-12.3B</td>
<td>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</td>
<td>X</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>W.11-12.3C</td>
<td>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>W.11-12.3D</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>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>W.11-12.3E</td>
<td>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>W.11-12.4</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>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
### Writing Standards

| W.11-12.5 | 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. | X | X | X | X | X | X |
| W.11-12.6 | Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | X | X | X | X | X | X |
| W.11-12.7 | 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. | X | X | X | X | X | X |
| W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). | X | X | X | X | X | X |
| W.11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | X | X | X | X | X | X |
| W.11-12.9A | Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”). | X | X | X | X | X | X |
| W.11-12.9B | Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). | X | X | X | X | X | X |
| W.11-12.10 | 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. | X | X | X | X | X | X |

### Speaking and Listening

| SL.11-12.1A | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 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 | X | X | X | X | X | X |
| SL.11-12.1B | Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. | X | X | X | X | X | X |
| SL.11-12.1C | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. | X | X | X | X | X | X |
| SL.11-12.1D | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. | X | X | X | X | X | X |
| SL.11-12.2 | 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 | X |
| SL.11-12.3 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | X | X | X | X | X | X |
| SL.11-12.4 | 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 | X |
| SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | X | X | X | X | X | X |
| SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | X | X | X | X | X | X |
This unit is about analyzing narrative texts for ideas they reveal about women’s lives. Through engagement in the unit, students will:

- comprehend, with assistance and independently, complex short stories, poems, and literary nonfiction essays.
- develop, support, and defend text-based interpretations and arguments.
- analyze short stories and essays for how complex characters and ideas develop over the course of a text, including how they emerge and are shaped and refined by specific details.
- read and take notes from texts.
- study and use models of a genre.
- participate in routines such as maintaining a Reader/Writer Notebook, completing Quick Writes, pair/trio sharing of textual evidence, and whole group discussions on a text’s ideas and interpretations of texts.
- value effort as a way to get smarter about reading, writing, listening, speaking, and researching.
### IFL Required Resources

**Mentor Texts:**

- “The Yellow Wallpaper” by Charlotte Perkins Gilman
- “Blond” by Natasha Trethewey
- “Incident” by Natasha Trethewey
- “Women in the Nineteenth Century” by Margaret Fuller
- “In Search of Our Mother’s Gardens” by Alice Walker
**New Jersey Student Learning Standard (NJSLS) RL.11.1**

**NJSLS:** RL.11.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**Modified Learning Objective:** RL.11.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.

<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, connections to other texts, and/or global/historical connections when relevant  
• Analyze the text and identify explicit and implicit textual evidence  
• Determine the difference between strong and insufficient (unreliable) details  
• Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)  
• Draw inferences using implicit and explicit text evidence  
• 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  
• Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text  
• Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence | • What textual evidence did you identify to support your analysis of the text? Cite several examples explaining why.  
• What inferences can you draw from your analysis of the text?  
• What in the text makes you think that?  
• What evidence (textual or informational) most strongly supports your analysis?  
• Which points led you to infer ____?  
• What uncertainties remain?  
• What additional information is needed to address uncertainties?  
• Do you have a personal connection to this text?  
• Does this text connect to any other texts you have read?  
• How are ____ and ____ connected?  
• Can you paraphrase/summarize the text? | • Conducting a close reading, upon the second reading students utilize a dialectical journal to record possible themes/central arguments with supporting evidence.  
• Quick-write: compare the text to your own life, to another text or to a global/historical event when relevant.  
• Have students work in pairs to share their responses from the quick-write. Students review and determine the validity of their peer’s use of textual evidence.  
• Students will utilize Accountable Talk stems with textual evidence during whole group and small group discussions.  
• Write a summary. |
<table>
<thead>
<tr>
<th>Special Education Students</th>
<th>Understand how to make personal connections, connections to other texts, and/or global/historical connections when relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Analyze the text</td>
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<tr>
<td></td>
<td>Understand explicit and implicit textual evidence</td>
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<tr>
<td></td>
<td>Understand there is a difference between strong and insufficient (unreliable) details</td>
</tr>
<tr>
<td></td>
<td>Cite evidence and use direct quotes</td>
</tr>
<tr>
<td></td>
<td>Understand how to paraphrase, objectively summarize (free of personal bias)</td>
</tr>
<tr>
<td></td>
<td>Draw inferences using text evidence</td>
</tr>
<tr>
<td></td>
<td>Draw conclusions about information within the text</td>
</tr>
<tr>
<td></td>
<td>Understand how to support inference using several examples from the text</td>
</tr>
<tr>
<td></td>
<td>Evaluate the relationship between explicit and implicit</td>
</tr>
<tr>
<td></td>
<td>Identify the moments where the author is inconclusive</td>
</tr>
<tr>
<td></td>
<td>Do you have a personal connection to this text?</td>
</tr>
<tr>
<td></td>
<td>Does this text connect to any other texts you have read?</td>
</tr>
<tr>
<td></td>
<td>How are _____ and _____ connected?</td>
</tr>
<tr>
<td></td>
<td>What is the text about?</td>
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<tr>
<td></td>
<td>What is explicit textual evidence?</td>
</tr>
<tr>
<td></td>
<td>What is implicit textual evidence?</td>
</tr>
<tr>
<td></td>
<td>Can you tell me an example of implicit/explicit evidence from the text?</td>
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<tr>
<td></td>
<td>Can you state a strong detail from the text?</td>
</tr>
<tr>
<td></td>
<td>Can you paraphrase/summarize the text?</td>
</tr>
<tr>
<td></td>
<td>What is the ________ information stating?</td>
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<tr>
<td></td>
<td>When does the author seem inconclusive in the text?</td>
</tr>
</tbody>
</table>

After reading an excerpt from the text, students will discuss with a partner, a personal connection they have with the text.

After reading an excerpt from the 2 texts, students will use a Venn diagram to compare the two. They will support what they wrote by including textual evidence.

Teachers will provide statements about the text and students will provide evidence from the text to support those statements.

After listening/reading a text, students will choose the best summary of the text out of 3 provided by the teacher.
**New Jersey Student Learning Standard (NJSLS) RL.11.2**

NJSLS: RL.11.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.

**Modified Learning Objective:** RL.11.2 Recount the main events of the text which are related to the theme or central idea.

<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 two or more themes or central ideas in a text</td>
<td>• Which themes/central ideas can you identify in the readings?</td>
<td>• Students implement concept mapping strategies to determine and track the development of themes throughout a text by noting how each successive event adds complexity or details. Students use these maps to write literary analysis, essays and for the creation of presentations.</td>
</tr>
<tr>
<td></td>
<td>• Recognize supporting details for themes/central ideas</td>
<td>• How does the author develop the themes/central ideas?</td>
<td>• Students use a multiple theme chart to analyze the complex interactions between multiple themes within a single text (i.e., what are the opposing forces at work in this text?)</td>
</tr>
<tr>
<td></td>
<td>• Analyze themes/central ideas as it develops over the course of the text</td>
<td>• How can you objectively summarize the text?</td>
<td>• Students will engage in a fishbowl activity to discuss the themes of the text. Each group will be provided with 2 themes from the text to analyze and discuss.</td>
</tr>
<tr>
<td></td>
<td>• Make inferences through the use of details, word choice, and literary elements regarding the thematic development</td>
<td>• Which detail or event first presented an indication of the theme/central?</td>
<td>• After listening to a text, students will work together to determine the theme.</td>
</tr>
<tr>
<td></td>
<td>• Use the text to draw conclusions</td>
<td>• What other additional details that shaped each theme or central idea?</td>
<td>• After being provided with the theme of the text, students will find and highlight supporting details.</td>
</tr>
<tr>
<td></td>
<td>• Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension)</td>
<td>• Is one theme/central idea more significant than another? Why?</td>
<td>• Students will engage in a fishbowl activity to discuss the themes of the text. Each group will be provided with 2 themes from the text to analyze and discuss.</td>
</tr>
<tr>
<td></td>
<td>• Construct an objective summary of the text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Special Education Students</td>
<td>• Identify theme or central ideas in a text</td>
<td>• What is the central idea of the text?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recognize supporting details for themes/central ideas</td>
<td>• Is the theme of the text ____ or ____?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understand how to analyze themes over the course of the text</td>
<td>• Does the theme change throughout the text?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Make inferences through the use of details, word choice, and literary elements</td>
<td>• What words in the text support the theme?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use the text to draw conclusions</td>
<td>• What do you know about the meaning of the text? What ideas help you think that?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Examine the interaction of</td>
<td>• Can you summarize what you have read?</td>
<td></td>
</tr>
<tr>
<td>themes/central ideas and how it creates meaning</td>
<td>Summarize the text objectively</td>
<td>Teacher will provide a graphic organizer for students to use during their reading. Students will use that graphic organizer to summarize the text and identify text evidence.</td>
<td></td>
</tr>
</tbody>
</table>
New Jersey Student Learning Standard (NJSLS) RL.11.3

NJSLS: RL.11.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Modified Learning Objective: RL.11.3. Determine how characters, the setting or events change over the course of the story or drama.

<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 and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction  
• Explain how the order in which each is presented in the text impacts the overall text  
• Analyze those choices as they pertain to the overall story | • How does the author develop the setting, plot or character?  
• What impact do the author’s choices regarding story element have?  
• What statement(s) or actions(s) lead to a shift in advancement in the events of the story?  
• What archetype or model is found in the work? | • Students complete a graphic organizer to show how the elements of the setting affect the meaning/theme.  
• During the initial reading, students complete a story arc (Exposition, Rising Action, Climax, Falling Action, and Resolution).  
• To analyze the author’s use of direct and indirect characterization, students complete a STEAL (Speech, thoughts, Effect on Others toward the character, Action, Look) chart.  
• When close reading as a whole group, the teacher uses text-dependent questions:  
  1. What does the text say? (Themes/Key Ideas and general meaning questions)  
  2. How does the text work? (Key Words and Phrases, Text Structure and Author’s Craft questions)  
  3. What does the text mean? (Author’s Purpose questions) |
| **Special Education Students** | • Identify the choice of setting, plot organization and development, characterization and character interaction | • Why did the author choose this setting/plot/character?  
• How do you think that impacts the story?  
• Can you sequence the events of the story? | • After reading/listening to a story, students will draw and write about the setting and character development. |
| • Understand that the order in which each is presented in the text impacts the overall text  
  • Analyze those choices as they pertain to the overall story | • Can you state how the plot/setting/character has changed during the story? | • Students will create a time line of events to show the impact the order has on the text.  
  • Students will work with a partner to determine the role those words play in the text. |
**New Jersey Student Learning Standard (NJSLS) RL.11.4**

**NJSLS:** RL.11.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.).

**Modified Learning Objective:** RL.11.4 Determine how individuals or events change over the course of the text.

<table>
<thead>
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<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>Assess figurative meaning</td>
<td>What is the author asking us to infer?</td>
<td>After establishing the four most powerful words, use a word tracker graphic organizer that explains the context in which the word is used, its connotative meaning and how it predicts/foreshadows adds meaning to the events in the text.</td>
</tr>
<tr>
<td></td>
<td>Assess connotative meaning</td>
<td>What is figurative language? Does this text contain figurative language?</td>
<td>Students use a shared form in google docs to track the development of the most powerful words throughout a text. Students should use proper citation when inputting words.</td>
</tr>
<tr>
<td></td>
<td>Determine and evaluate technical meaning (jargon)</td>
<td>What is connotative meaning? Can you find connotative meaning in this text?</td>
<td>After reading a passage, identify the words/tone associated with characters/setting.</td>
</tr>
<tr>
<td></td>
<td>Identify tone of text</td>
<td>When he/she creates these images?</td>
<td></td>
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<tr>
<td></td>
<td>Explain how word choice creates tone</td>
<td>How do the images created contribute to the meaning?</td>
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<tr>
<td></td>
<td>Explain how the tone supports the overall meaning of the text</td>
<td>How would the meaning change if __________ was replaced with __________?</td>
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</tbody>
</table>

**Sample Activities/Lesson Starters**

- After establishing the four most powerful words, use a word tracker graphic organizer that explains the context in which the word is used, its connotative meaning and how it predicts/foreshadows adds meaning to the events in the text.
- Students use a shared form in google docs to track the development of the most powerful words throughout a text. Students should use proper citation when inputting words.
- After reading a passage, identify the words/tone associated with characters/setting.
<table>
<thead>
<tr>
<th>Special Education Students</th>
<th>Determine figurative meaning</th>
<th>How does the word choice support the overall meaning?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Determine connotative meaning</td>
<td>Which words or phrases set a tone in the text?</td>
</tr>
<tr>
<td></td>
<td>Understand how to determine and evaluate technical meaning (jargon)</td>
<td>What is figurative language? Does this text contain figurative language?</td>
</tr>
<tr>
<td></td>
<td>Identify tone of text</td>
<td>What is connotative meaning? Can you find connotative meaning in this text?</td>
</tr>
<tr>
<td></td>
<td>Identify which words create tone</td>
<td>What key words help us determine the meaning of ________?</td>
</tr>
<tr>
<td></td>
<td>Understand that the tone supports the overall meaning of the text</td>
<td>How does the author create tone through word choice?</td>
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<tr>
<td></td>
<td></td>
<td>Describe technical meaning?</td>
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<td></td>
<td></td>
<td>How do you determine the technical meaning of the word ________?</td>
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<td></td>
<td></td>
<td>Students will be provided a list of key words and will work with a partner to determine the figurative meanings of those words. Provide visual cues as needed.</td>
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<td>Provide students with a section of text and have them determine when they see figurative language/connotative meaning.</td>
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<td></td>
<td>Provide students with technical meaning examples and have them determine and evaluate what is being said.</td>
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<td></td>
<td></td>
<td>Have students act out the meaning of figurative language.</td>
</tr>
</tbody>
</table>
New Jersey Student Learning Standard (NJSLS) RL.11.6

NJSLS: RL.11.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Modified Learning Objective: RL.11.6 Determine the point of view when there is a difference between the author’s actual language and intended meaning.

<table>
<thead>
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<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>• Identify and assess the point of view&lt;br&gt;• Determine what the text literally and figuratively states&lt;br&gt;• Determine what the text actually means, considering satire, sarcasm, irony, and understatement&lt;br&gt;Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose</td>
<td>• Which form of irony is being used in the example __________?&lt;br&gt;• How is this “satire” different from other text you have read?&lt;br&gt;• Why did the author use sarcasm here?&lt;br&gt;• From which point of view is the text written?&lt;br&gt;• Is the text written from multiple points of view?&lt;br&gt;• What situation(s) or example indicates this is satire?&lt;br&gt;• Identify instances of sarcasm in __________?&lt;br&gt;• What is the author’s true point of view?&lt;br&gt;• How was satire/irony used to convey the point of view?&lt;br&gt;• Which direct statements in the text are meant to convey a different meaning?&lt;br&gt;• Does the author give any example of bias and if so, how does it shape others/meaning?</td>
<td>• Identifying POV: The teacher distributes a list of statements that define a character’s ironic voice. The teacher distributes a graphic organizer. The far left column has boxes that identify the following devices: understatement, sarcasm or hyperbole. The student must accurately place each statement in the column What the Character Says. In the next column, What the Character Really Means, the student interprets the figurative statement. In the final column, the student answers the following question: What does this reveal about his/her character?&lt;br&gt;• Subtext: Students will use the completed graphic organizer to write an analysis of how the character really feels.</td>
</tr>
<tr>
<td>Special Education Students</td>
<td>• Identify the point of view&lt;br&gt;• Determine what the text literally and figuratively states&lt;br&gt;• Understand how to determine what the text actually means, considering satire, sarcasm, irony, and understatement</td>
<td>• Does the author mean what he is saying?&lt;br&gt;• How can you determine if the author is genuine in what he/she is stating?&lt;br&gt;• Do you know what author really means?</td>
<td>• Provide students with several phrases and have them determine the meaning behind them.&lt;br&gt;• Have students determine where in the text the author uses sarcasm, irony,</td>
</tr>
<tr>
<td>Identify the difference between the literal and the actual meaning as it pertains to the author’s purpose</td>
<td>What is literal meaning?</td>
<td>What is sarcasm/satire/understatement/irony?</td>
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<tr>
<td></td>
<td>What is the author trying to say ______ or ______?</td>
<td>Have students create a Voki using sarcasm and play the video back for their classmates to determine what the meaning should be.</td>
<td></td>
</tr>
<tr>
<td>Have them highlight those areas and determine what the author is trying to say.</td>
<td>understatement, or satire. Have them highlight those areas and determine what the author is trying to say.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
New Jersey Student Learning Standard (NJSLS) RI.11.1

**NJSLS:** RI.11.1. 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.11.1. Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.

<table>
<thead>
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<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
</table>
| • General Education | • Make personal connections, connections to other texts, and/or global/historical connections when relevant  
• Analyze the text and identify explicit and implicit textual evidence  
• Determine the difference between strong and insufficient (unreliable) details  
• Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)  
• Draw inferences using implicit and explicit text evidence  
• 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  
• Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text  
• Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence | • What textual evidence did you identify to support your analysis of the text? Cite several examples.  
• What inferences can you draw from your analysis of the text?  
• What in the text makes you think that.  
• What evidence (textual or informational) most strongly support your analysis?  
• Which points led you to infer ________?  
• What uncertainties remain?  
• What additional information is needed to address uncertainties?  
• Do you have a personal connection to this text?  
• Does this text connect to any other texts you have read?  
• What elements are connected? Explain the connection.  
• Can you paraphrase/summarize the text? | • 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.  
• Using a two column graphic organizer, students will infer what will happen in one column and cite textual evidence on the other.  
• To assess quick-writes and graphic organizers, conduct self and peer-to-peer feedback using the following questions as a guide:  
1. Am I interpreting the text correctly?  
2. Am I citing specific language from the text? |
<table>
<thead>
<tr>
<th>Special Education Students</th>
<th>Understand how to make personal connections, connections to other texts, and/or global/historical connections when relevant</th>
<th>Do you have a personal connection to this text?</th>
<th>Using a two column graphic organizer, students will infer what will happen in one column and cite textual evidence on the other.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the text</td>
<td>Understand explicit and implicit textual evidence</td>
<td>Does this text connect to any other texts you have read?</td>
<td>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.</td>
</tr>
<tr>
<td>Understand there is a difference between strong and insufficient (unreliable) details</td>
<td>Understand how to paraphrase, objectively summarize (free of personal bias)</td>
<td>How are _____ and _____ connected?</td>
<td>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.</td>
</tr>
<tr>
<td>Cite evidence and use direct quotes</td>
<td>Draw inferences using text evidence</td>
<td>What is the text about?</td>
<td>Using a graphic organizer student will determine which citations match given inferences.</td>
</tr>
<tr>
<td>Understand how to paraphrase, objectively summarize (free of personal bias)</td>
<td>Draw conclusions about information within the text</td>
<td>What is explicit textual evidence?</td>
<td></td>
</tr>
<tr>
<td>Draw inferences using text evidence</td>
<td>Understand how to support inference using several examples from the text</td>
<td>What is implicit textual evidence?</td>
<td></td>
</tr>
<tr>
<td>Evaluate the relationship between explicit and implicit Identify the moments where the author is inconclusive</td>
<td>Can you tell me an example of implicit/explicit evidence from the text?</td>
<td>Can you state a strong detail from the text?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can you paraphrase/summarize the text?</td>
<td>Can you paraphrase/summarize the text?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is the _______ information stating?</td>
<td>What is the ________ information stating?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When does the author seem inconclusive in the text?</td>
<td>When does the author seem inconclusive in the text?</td>
<td></td>
</tr>
</tbody>
</table>
New Jersey Student Learning Standard (NJSLS) RI.11.2

NJSLS: RI.11.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

Modified Learning Objective: RI.11.2 Determine the central idea of a text; recount the text.

<table>
<thead>
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<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
</table>
| • General Education | • Determine two or more themes or central ideas in a text  
• Recognize supporting details for themes/central ideas  
• Analyze themes/central ideas as it develops over the course of the text  
• Make inferences through the use of details, word choice, and literary elements regarding the thematic development  
• Use the text to draw conclusions  
• Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension)  
• Construct an objective summary of the text | • Which themes/central ideas can you identify in the readings?  
• How does the author develop the themes/central ideas?  
• How can you objectively summarize the text?  
• Which detail or event first presented an indication of the theme/central idea?  
• Identify additional details that shaped each theme or central idea?  
• Is one theme/central idea more significant than another? Why?  
• After a thorough analysis of the text, what are the strengths/weaknesses of the argument? | • In groups, each group is assigned a selection from the text. After identifying the key ideas and details, each group writes an objective one sentence summary of the selection. The groups collaborate to generate a class summary of the entire text.  
• During a close reading of a passage, students identify the significant words or phrases that support the central idea. Place these words/phrases on index cards, students work in groups to construct one sentence summaries of the passage. Groups swap index cards to construct new one sentence summaries of the passage. Students must explain their alterations to the previous group. The |
<table>
<thead>
<tr>
<th>Students write an objective summary of the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use a graphic organizer to list important events that occur in the text.</td>
</tr>
<tr>
<td>Students will work with a partner to determine the central ideas in the text provide examples and an explanation of its meaning.</td>
</tr>
<tr>
<td>Students will summarize the events in the text being sure to include key details.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify theme or central ideas in a text</td>
</tr>
<tr>
<td>Recognize supporting details for themes/central ideas</td>
</tr>
<tr>
<td>Understand how to analyze themes over the course of the text</td>
</tr>
<tr>
<td>Make inferences through the use of details, word choice, and literary elements</td>
</tr>
<tr>
<td>Use the text to draw conclusions</td>
</tr>
<tr>
<td>Examine the interaction of themes/central ideas and how it creates meaning</td>
</tr>
</tbody>
</table>

Summarize the text objectively
- Formulate a summary of the text
- Determine what details support the theme

<table>
<thead>
<tr>
<th>What is the central idea of the text?</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the theme of the text ____ or ____?</td>
</tr>
<tr>
<td>Does the theme change throughout the text?</td>
</tr>
<tr>
<td>What words in the text support the theme?</td>
</tr>
<tr>
<td>What do you know about the meaning of the text? What ideas help you think that?</td>
</tr>
<tr>
<td>Can you summarize what you have read?</td>
</tr>
</tbody>
</table>

activity continually repeats and the results can be used to determine a targeted language lesson.
**New Jersey Student Learning Standard (NJSLS) RI.11.3**

**NJSLS:** RI.11.3. 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.11.3 Determine the logical connections between individuals, ideas, or events in a text.

<table>
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<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc) of the text</td>
<td>What is the development of the ideas in the text?</td>
<td>Utilize the following text-dependent questions when close reading:</td>
</tr>
<tr>
<td></td>
<td>Explain why the structure of the text is ordered as it is</td>
<td>Identify the text’s sequence of events.</td>
<td>1. In what order are the points made?</td>
</tr>
<tr>
<td></td>
<td>Explain how the choices of text structure impact the meaning of the text</td>
<td>How does the interaction of individuals/events/ideas develop over the course of the text?</td>
<td>2. How are the points introduced and developed?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What makes the set of ideas/sequence of events complex? How does this add to the text?</td>
<td>3. How does the author skillfully connect the various points?</td>
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<td></td>
<td>How does the sequence develop or strengthen the argument?</td>
<td>4. How does the author summarize his point in the conclusion?</td>
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<td></td>
<td>Should the author consider re-sequencing? Would this improve his/her logic?</td>
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<td>Utilize semantic maps to show how an author introduces, develops and closes out a point.</td>
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<td></td>
<td>Use Venn diagrams to identify similarities and differences between significant points.</td>
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<tr>
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<td></td>
<td>Students complete a graphic organizer to analyze and provide a rationale for text placement. Next, to receive objective feedback, students conduct think-pair shares before writing an</td>
</tr>
<tr>
<td></td>
<td>Special Education Students</td>
<td>Identify and analyze the structure and sequence of the text</td>
<td>What is the structure of the text?</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Explain the structure of the text</td>
<td>What is the order of events that occur in the text?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand how the choices of text structure impact the meaning of the text</td>
<td>Why do you think the events occurred in this order?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Did _____ impact the meaning of the text?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Why do you think that?</td>
</tr>
</tbody>
</table>

- Students will create a timeline to sequence the events. The students will work with a partner to discuss how the events changed over the text.
- Teacher will provide students with an excerpt from a text and the students will determine how the highlighted portion impacts the meaning of the text.
- Teacher will model how to determine the structure of a text. As a whole group the students will create an anchor chart about the structure of the text.
New Jersey Student Learning Standard (NJSL) RI.11.4

NJSLs: RI.11.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Modified Learning Objective: RI.11.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.

<table>
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</thead>
</table>
| • General Education | • Assess figurative meaning  | • What are the figures of speech in the literary text?  | • To analyze the development of key ideas and phrases, students use a 3 column graphic organizer:  
   1. The first column notes the key sentences/claims made by the author.  
   2. The second column notes examples given/evidence from the text.  
   3. The third column notes the non-examples/students understanding of the examples. |
|                    | • Assess connotative meaning | • What are the connotative meanings of words in text?  |                                  |
|                    | • Determine and evaluate technical meaning (jargon) | • What technical meanings are required and used in text? |                                  |
|                    | • Identify tone of text      | • How does the meaning of a particular word change over the course of a text? |                                  |
|                    | • Explain how word choice creates tone | • Which words are used repeatedly and impact the meaning of the text? |                                  |
|                    | • Explain how the tone supports the overall meaning of the text | • What words did the author use to state ideas in a vivid and imaginative way? |                                  |
|                    |                              | • What technical terms did the author use and why were these important? |                                  |
|                    |                              | • Which words or phrases set a tone in the text? |                                  |
|                    |                              | • How does the author create tone through word? |                                  |
2. In the second column, the student writes their own sentence underlining the word(s), clause(s) and or phrase(s), that the student altered.

3. In the third column, the student answers the following question:
   How do your changes alter the
   meaning or tone of the text?

- Students complete a Vocabulary Overview Guide in which they note key words and the context clues that provide explanation and meaning to the words.
- Review two types of informational text and determine how the word choice changes the meaning.
- Have students alter the word choice in a text to change the meaning.
- Have students create a skit based on a writing piece. Have two groups change the tone of the piece to visually see the impact word choice has.

Working with a partner,
<table>
<thead>
<tr>
<th>Special Education Students</th>
<th>Determine figurative meaning</th>
<th>Which words or phrases set a tone in the text?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Determine connotative meaning</td>
<td>What is figurative language? Does this text contain figurative language?</td>
</tr>
<tr>
<td></td>
<td>Understand how to determine and evaluate technical meaning (jargon)</td>
<td>What is connotative meaning? Can you find connotative meaning in this text?</td>
</tr>
<tr>
<td></td>
<td>Identify tone of text</td>
<td>What key words help us determine the meaning of _______?</td>
</tr>
<tr>
<td></td>
<td>Identify which words create tone</td>
<td>How does the author create tone through word choice?</td>
</tr>
<tr>
<td></td>
<td>Understand that the tone supports the overall meaning of the text</td>
<td>Describe technical meaning?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How do you determine the technical meaning of the word _______?</td>
</tr>
</tbody>
</table>

- Review two types of informational text and determine how the word choice changes the meaning.
- Have students alter the word choice in a text to change the meaning.
- Have students create a skit based on a writing piece. Have two groups change the tone of the piece to visually see the impact word choice has.
- Working with a partner, have students determine why an author chooses specific words to set the tone. Chart the responses.
New Jersey Student Learning Standard (NJSLS) RI.11.6

NJSLS: RI.11.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Modified Learning Objective: RI.11.6 Determine the author’s point of view and compare and contrast it with your own point of view.

<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 the author’s overall purpose</td>
<td>• What is the author’s point of view or purpose?</td>
<td>• Teacher models how to analyze a piece of writing to identify rhetorical strategies and their impact.</td>
</tr>
<tr>
<td></td>
<td>• Analyze how an author uses various rhetorical strategies to advance that purpose.</td>
<td>• How does the author skillfully use language (rhetoric) to influence the reader?</td>
<td>• During close reading, the teacher continually emphasizes the placement and how authors use rhetoric and rhetorical devices as tools in any persuasive text. (e.g., parallelism, repetition, aphorism, rhetorical questioning, appeals to the audience, etc.).</td>
</tr>
<tr>
<td></td>
<td>• Focus on both how the text is written and what the text is about</td>
<td>• How would you describe the author’s style?</td>
<td>• During close reading, students complete the following three column graphic organizer:</td>
</tr>
<tr>
<td></td>
<td>• Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text</td>
<td>• Why is the content of the text important?</td>
<td>1. In the first column, the student records the rhetorical device that the author uses (e.g., parallelism, repetition, aphorism, rhetorical questioning, appeals to the audience, etc.).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How does the rhetoric contribute to the aesthetics of the text?</td>
<td></td>
</tr>
<tr>
<td>Special Education Students</td>
<td>Understand various rhetorical strategies</td>
<td>What is the author’s point of view?</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify how the text is written and what the text is about</td>
<td>What is a rhetorical device? Can you identify any in the text?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understand that the author has made rhetorical decisions and how that contributes to the overall text</td>
<td>How does the author develop his / her point of view?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is the author’s purpose in writing this text?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>How does the authors view differ from your view on topic_____?</td>
<td></td>
</tr>
</tbody>
</table>

2. In the second column, the student records the line from the text.

3. In the third column, the student responds to the line (This line is intended to invoke).

- To identify a text’s speaker, occasion, audience, purpose, subject, and tone, students complete SOAPSTone graphic organizer.
- Students use the completed SOAPSTone to write a rhetorical analysis.

- Special Education Students
- Understand various rhetorical strategies
- Identify how the text is written and what the text is about
- Understand that the author has made rhetorical decisions and how that contributes to the overall text
- 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?
- How does the authors view differ from your view on topic_____?

- Students will work with a partner to identify the author’s point of view by using visuals, graphic organizers, and marking the text.
- In a small group, students will determine the author’s point of view and be able to talk about what the text is saying.
- 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 the author’s purpose behind writing a particular text. Students will chart the answers and
compare them with their own findings. A fishbowl activity can follow.
<table>
<thead>
<tr>
<th>General Education</th>
<th>Effectively select, organize, and analyze content</th>
<th>How can you clearly introduce your topic?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Determine how many facts, definitions, details, quotations and other information are needed</td>
<td>What information will you provide in the preview following the topic/thesis statement?</td>
</tr>
<tr>
<td></td>
<td>Use sources that are appropriate to task, audience, and purpose. Supply evidence in order to inform the audience.</td>
<td>What organizational structure will best enable you to convey your information?</td>
</tr>
<tr>
<td></td>
<td>Use relevant and sufficient facts, definitions, details, and quotes.</td>
<td>What facts/details/examples/quotations help to develop your topic?</td>
</tr>
<tr>
<td></td>
<td>Examine and communicate complex ideas, concepts, or information clearly and accurately.</td>
<td>When and how can you use figurative language to express ideas?</td>
</tr>
<tr>
<td></td>
<td>Develop a topic.</td>
<td>Do your transitions create cohesion among ideas and concepts?</td>
</tr>
<tr>
<td></td>
<td>Introduce a topic by arranging ideas, concepts, and information to show interrelationships.</td>
<td>What makes your piece formal in style?</td>
</tr>
<tr>
<td></td>
<td>Decide what organization is most effective for purpose, audience, and task. Focus on syntax as it creates effective writing.</td>
<td>Is your tone objective?</td>
</tr>
<tr>
<td></td>
<td>Choose a formal style and objective tone.</td>
<td>Does your concluding statement support the information presented? Does it articulate the significance of the topic?</td>
</tr>
<tr>
<td></td>
<td>Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incorporate analysis of textual evidence to further content.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Format effectively.</td>
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</tr>
<tr>
<td></td>
<td>Organize graphics.</td>
<td></td>
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<tr>
<td></td>
<td>Provide multimedia when useful.</td>
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<tr>
<td></td>
<td>Use transitions and syntax to link together the major sections of the text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write a concluding paragraph or section that supports the information presented.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have students complete a graphic organizer about their topic prior to writing. They should write a list of quotes they plan to use in the writing and where they located the information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher will provide a topic to students and working with a partner, students will determine the topic sentence and what graphics and multimedia will be incorporated into their writing. They will complete an outline detailing the information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
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<tr>
<td></td>
<td>As a whole group teacher will model how to write a thesis statement about a topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Working independently, students will write a conclusion to an article. Teacher can provide students with a list of examples and provide them with a rubric.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>After students have selected a topic allow them to draw or locate the graphics first and then add words or phrases to go with the drawings.</td>
<td></td>
</tr>
</tbody>
</table>
**Special Education Students**

- Understand how to examine and communicate complex ideas, concepts, or information
- Develop a topic
- Introduce a topic
- Understand how to determine what organization is most effective for purpose, audience, and task
- Choose a formal style and objective tone
- Understand how to use precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies
- Analyze textual evidence
- Format
- Use graphics
- Provide multimedia
- Use transitions and syntax
- Write a concluding paragraph

**How can you include facts in your writing?**

- What facts did you include?
- Did you use quotes? Do you know how to cite correctly?
- Where can you look to locate sources for your topic?
- What is your topic?
- How are you going to introduce your topic?
- Do you have a thesis statement?
- What details support the topic?
- Who is your audience?
- Did you provide multimedia sources in your writing?
- Where did you incorporate transitions in your writing?
- How can you organize your thoughts prior to writing?
- What graphics can you include?
- What multimedia sources did you use?
- Did you share your writing through a multimedia source?

**Have students complete a graphic organizer about their topic prior to writing.** They should write a list of quotes they plan to use in the writing and where they located the information.

**Teacher will provide a topic to students and working with a partner, students will determine the topic sentence and what graphics and multimedia will be incorporated into their writing. They will complete an outline detailing 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 independently, students will write a conclusion to an article. Teacher can provide students with a list of examples and provide them with a rubric.**

**After students have selected a topic allow them to draw or locate the graphics first and then add words or phrases to go with the drawings.**
New Jersey Student Learning Standard (NJSLS) W.11.4

NJSLS: W.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Modified Learning Objective: W.11.4. 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>
</table>
| • General Education | • Determine writing task type and its appropriate organizational structure  
• Identify and understand the writing purpose  
• Determine and address the audience (intended reader) appropriately  
• Understand and utilize appropriate style  
• Understand how structure, style and rhetorical devices convey the purpose of writing | • What form of writing does the prompt call for?  
• What organizational structure will you use?  
• What is the purpose for writing?  
• Who is the audience?  
• How will you organize and develop your thoughts before writing?  
• Did you use vocabulary that is appropriate to your audience?  
• Are you using a formal or informal style of writing? Which would be most appropriate for your audience? | • After selecting a topic, students will determine what message they are conveying and review different writing styles to determine the structure of the writing.  
• The students will create an outline on the topic they are completing including the task, purpose and audience.  
• Using a teacher provided rubric, students will rate themselves and a partner on how organized and aligned their topic and thoughts are. |
| • Special Education Students | • Identify writing task type  
• Understand writing structure  
• Understand the writing purpose  
• Determine the audience  
• Understand appropriate style for the audience  
• Understand how structure, style and rhetorical devices convey the purpose of writing | • What type of writing task are you completing?  
• Who is your audience?  
• What will you use to organize your thoughts?  
• What is your purpose for this writing?  
• Who is your audience?  
• How will you structure your writing piece?  
• How do you know that style is appropriate for your audience?  
• How do you want your audience to feel? | • After selecting a topic, students will determine what message they are conveying and review different writing styles to determine the structure of the writing.  
• The students will create an outline on the topic they are completing including the task, purpose and audience.  
• Using a teacher provided rubric, students will rate themselves and a partner on how organized and aligned their topic and thoughts are. |
**New Jersey Student Learning Standard (NJSLS) W.11.5**

NJSLS: W.11.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or 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.

**Modified Learning Objective:** W.11.5 Develop and strengthen writing by planning, revising, editing, and rewriting using a style manual such as MLA or APA.

<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   | • Create and use appropriate planning templates  
• Understand and utilize revision techniques  
• Understand writing as a process  
• Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience  
• Determine what details and/or information is most appropriate for a specific purpose | • What is the purpose or focus of the piece?  
• What aspects are most significant?  
• How will you plan your writing piece?  
• How does your planning template compare with your writing piece? Was something added/omitted? Why?  
• What is the best title for this piece?  
• Is the structure you selected the most effective format for conveying your ideas?  
• Is additional evidence, description, or clarification needed anywhere in the piece?  
• Does one section of your writing piece problematic? How can you revise that portion to better fit the overall piece?  
• Do all sentences belong? Do some sentences need to be reworded or deleted?  
• Is your writing free of writing conventions errors?  
• Where should you go if you need helping editing?  
• Does your writing meet the needs of your audience?  
• Does your writing achieve your purpose? | • Teacher will provide a topic choice and students will use a graphic organizer to generate ideas. They will then reread what is written and add one more detail.  
• Students will develop an outline before beginning the writing process (topic, five details, and conclusion) and use it to write, seek peer feedback, and then add to the outline based on feedback provided.  
• Students will begin the writing process on a topic. They will then share their writing with two peers for review using the teacher provided rubric. Based on peer feedback students will revise their work before seeking teacher approval.  
• Create a system for peer review and teacher conferencing.  
• Use student exemplars.  
• Have students search out exemplars using research tools. |
<table>
<thead>
<tr>
<th>Special Education Students</th>
<th>Use appropriate planning template</th>
<th>Do you know how to use the writing templates?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understand revision techniques</td>
<td>Do you know how to revise your paper?</td>
</tr>
<tr>
<td></td>
<td>Understand writing as a process</td>
<td>Did you revise your paper?</td>
</tr>
<tr>
<td></td>
<td>Plan, revise, edit, rewrite, or</td>
<td>Did you use a graphic organizer to collect</td>
</tr>
<tr>
<td></td>
<td>try a new approach in writing.</td>
<td>your thoughts?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you know how to use the rubric to assist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with the revisions?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have you used the writing rubric to monitor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>your writing?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you need to include more details? Why or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>why not?</td>
</tr>
<tr>
<td>Teacher will provide a</td>
<td></td>
<td>Students will develop an outline before</td>
</tr>
<tr>
<td>topic choice and students</td>
<td></td>
<td>beginning the writing process (topic, five</td>
</tr>
<tr>
<td>will use a graphic</td>
<td></td>
<td>details, and conclusion) and use it to write,</td>
</tr>
<tr>
<td>organizer to generate</td>
<td></td>
<td>seek peer feedback, and then add to the</td>
</tr>
<tr>
<td>ideas. They will then</td>
<td></td>
<td>outline based on feedback provided.</td>
</tr>
<tr>
<td>reread what is written</td>
<td></td>
<td>Students will begin the writing process on a</td>
</tr>
<tr>
<td>and add one more detail.</td>
<td></td>
<td>topic. They will then share their writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with two peers for review using the teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>provided rubric. Based on peer feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>students will revise their work before seeking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>teacher approval.</td>
</tr>
</tbody>
</table>
New Jersey Student Learning Standard (NJSLS) W.11.7

NJSLS: W.11.7. (Choice) 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.

Modified Learning Objective: W.11.7. Conduct short research projects to answer questions posed by self and others using multiple sources of information.

<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  | • Conduct short and more sustained research projects  
                      • Conduct research drawing on multiple sources  
                      • Understand steps of an investigation  
                      • Develop an inquiry question  
                      • Refocus inquiry/generate additional questions when appropriate  
                      • Know how to broaden or narrow an inquiry  
                      • Synthesize and summarize information from a variety of sources achieving new insights  
                      • Evaluate multiple sources and understand their content  | • What subject are you investigating?  
                      • What is your inquiry question?  
                      • How will you locate sources?  
                      • What is the origin of the sources you are using?  
                      • How do correctly cite your sources?  
                      • How does the information drawn from various sources provide an answer to your question?  
                      • Is the information from the various sources consistent / complimentary?  
                      • Does your inquiry question need to be altered as a result of your findings? Are additional questions to be researched generated?  
                      • How can you best summarize your findings?  
                      • What did you learn from this inquiry?  | • Students will conduct research on the internet to answer a research question posed by the teacher. Students should then come up with several questions about the topic that they would like to research further.  
                      • As a whole group, students will complete the K and W column of a KWL chart on a topic. They can work with a partner to research the answer to their questions and complete the W and L columns.  
                      • Students can work with a partner to conduct an investigation of a topic. They will create a PowerPoint to share the information with the group.  
                      • Students can read a text which has portions highlighted by the teacher. The student will then review the text to answer questions posed by the teacher.
<table>
<thead>
<tr>
<th>Special Education Students</th>
<th>Can you tell me the steps involved in a research project?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What types of research can you do?</td>
</tr>
<tr>
<td></td>
<td>What types of questions do you need to answer?</td>
</tr>
<tr>
<td></td>
<td>Tell me about an investigation.</td>
</tr>
<tr>
<td></td>
<td>What are the sources of information you are using?</td>
</tr>
<tr>
<td></td>
<td>Can you use ____ or _____ for research?</td>
</tr>
<tr>
<td></td>
<td>What is an inquiry question?</td>
</tr>
<tr>
<td></td>
<td>Where would you find additional questions about an inquiry?</td>
</tr>
<tr>
<td></td>
<td>How would you broaden an inquiry?</td>
</tr>
<tr>
<td></td>
<td>How would you narrow an inquiry?</td>
</tr>
<tr>
<td></td>
<td>Can you summarize your information?</td>
</tr>
<tr>
<td></td>
<td>Did you evaluate your sources?</td>
</tr>
<tr>
<td></td>
<td>How do you feel about the sources you used?</td>
</tr>
<tr>
<td></td>
<td>Would you change any sources? Why or why not?</td>
</tr>
</tbody>
</table>

- Students will conduct research on the internet to answer a research questions posed by the teacher. Students should then come up with several questions about the topic that they would like to research further.

- As a whole group, students will complete the K and W column of a KWL chart on a topic. They can work with a partner to research the answer to their questions and complete the W and L columns.

- Students can work with a partner to conduct an investigation of a topic. They will create a PowerPoint to share the information with the group.

- Students can read a text which has portions highlighted by the teacher. The student will then review the text to answer questions posed by the teacher.
New Jersey Student Learning Standard (NJSLS) W.11.9

NJSLS: W.11.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11.9.A. Apply grades 11 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").

W.11.9.B. Apply grades 11 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Modified Learning Objective: W.11.9 Cite evidence from literary or informational texts.

a. Apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”)

b. Apply Grades 11-12 Essential Elements for Reading Standards to informational texts (e.g., “Compare and contrast reasoning and arguments used in one's work with those used in seminal U.S. texts.”)

<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| • Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.  
• Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme  
• Utilize evidence to support analysis, reflection, and research| • What evidence can you draw from the passage to support your analysis or position?  
• How does the author present the information?  
• What similarities in the various texts do you notice?  
• What conclusions can you make based on the text(s)?| • After reading about two topics form the same theme, students will use a Venn diagram to compare citing evidence from the text.  
• Students will keep an interactive notebook to keep detailed notes and answer questions about informational texts. Teacher will pose a question of the day to be answered during the reading.  
• Students will compare two texts with similar themes and answer teacher provided questions. The students will then conduct additional research on the theme to see if they can locate more information.  
• Students can analyze illustrations about a text to determine the similarities and differences between the two pieces.  
• Students will read a teacher provided excerpt from a book. They will then...|
<table>
<thead>
<tr>
<th>Special Education Students</th>
<th>Understand how to assess textual evidence</th>
<th>How do you know that you chose the best evidence for your writing?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understand how to utilize evidence to support analysis, reflection, and research</td>
<td>What evidence do you have to support the author’s argument?</td>
</tr>
<tr>
<td></td>
<td>Identify in writing how multiple texts examine similar themes</td>
<td>What theme do these texts discuss?</td>
</tr>
<tr>
<td></td>
<td>Utilize evidence to support analysis, reflection, and research</td>
<td>How do the authors discuss the similar themes?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have your done additional research on this theme? Did you find similar information?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What evidence is based on fact?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>After reading about two topics form the same theme, students will use a Venn diagram to compare citing evidence from the text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students will keep an interactive notebook to keep detailed notes and answer questions about informational texts. Teacher will pose a question of the day to be answered during the reading.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students will compare two texts with similar themes and answer teacher provided questions. The students will then conduct additional research on the theme to see if they can locate more information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students can analyze illustrations about a text to determine the similarities and differences between the two pieces.</td>
</tr>
</tbody>
</table>
Students will read a teacher provided excerpt from a book. They will then determine the author’s point of view (from a choice bank), and engage in a fishbowl conversation to discuss the point of view. Students should keep notes about the conversations.
New Jersey Student Learning Standard (NJSLS) W.11.10

NJSLS: W.11.10. 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 Learning Objective: W.11.10 Write routinely over time for a range of tasks, purposes, and audiences.

<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>• Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision&lt;br&gt;• Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences&lt;br&gt;• Synthesize research gathered over shorter time frames into a long-term research project&lt;br&gt;• Manage a long-term research project that incorporates research, reflection, and revision</td>
<td>• How can you create an outline (with time frames) to facilitate/organize your writing?&lt;br&gt;• What is the purpose of this writing?&lt;br&gt;• What is the specific task?&lt;br&gt;• Who is the intended audience?&lt;br&gt;• How will you address the audience’s knowledge/perspective?&lt;br&gt;• What textual evidence should be included?&lt;br&gt;• How can you use the textual evidence to further your argument?</td>
<td>• Students will keep a daily log answering a question about their day. They will review it every few months to see how their writing has changed over the course of the year.&lt;br&gt;• As a whole group, teacher will model how to write for a variety of audiences. Students will then be given a writing task to complete for a specific audience.&lt;br&gt;• After students complete a project, students will work with a partner to revise their work based on teacher comments.&lt;br&gt;• Students will keep daily logs during the course of a research project. They will review the information with the teacher weekly to ensure they are on track to finish the project on time.&lt;br&gt;• Teacher will provide students with a variety of research websites for the students to use while they gather information for a research project.</td>
</tr>
<tr>
<td>Special Education Students</td>
<td>Understand how to design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</td>
<td>How do you match the task, purpose and audience?</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td>Write routinely for a range of tasks, purposes, and audiences</td>
<td>How do you use a graphic organizer to keep ongoing research?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Synthesize research gathered to complete a research project</td>
<td>Who is your audience?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understand how to manage a long-term research project that incorporates research, reflection, and revision</td>
<td>What is the purpose of your writing?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Have you reflected on your research project?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Do you know how to revise your research project?</td>
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<tr>
<td></td>
<td></td>
<td>How will you keep track of your work for the long term project?</td>
<td></td>
</tr>
</tbody>
</table>

- Students will keep a daily log answering a question about their day. They will review it every few months to see how their writing has changed over the course of the year.
- As a whole group, the teacher will model how to write for a variety of audiences. Students will then be given a writing task to complete for a specific audience.
- After students complete a project, students will work with a partner to revise their work based on teacher comments.
- Students will keep daily logs during the course of a research project. They will review the information with the teacher weekly to ensure they are on track to finish the project on time.
- The teacher will provide students with a variety of research websites for the students to use while they gather information for a research project.
This unit includes works from several women authors who have different stories to tell from different times and different points of view. They are writing from a range of points in history, from the 1840s to the 1970s, and the backgrounds of the narrators in their stories and the speakers in their essays range from an affluent young white woman with servants tending to her and her child to an African-American woman from a humble, but hardworking family. Considering the different perspectives offered by these texts, it’s interesting to imagine what the authors would have to say to each other if they could.

For your written essay, choose three of the four authors to examine. What would each author say about the other women’s ideas? Where would they agree and where would they disagree? What would each like about the other authors’ written work? Consider the meaning, diction, structure, and figurative language of each text in analyzing each author’s work. You may use your notes from prior class work and discussions to compose your response.

A successful essay will:

- incorporate information from three of the four authors studied in this unit: Charlotte Perkins Gilman, Natasha Trethewey, Margaret Fuller, and Alice Walker.
- provide specific and relevant evidence from the texts to support the author’s assertions.

| Writing |
| --- | --- | --- |
| **Primary Focus: Informative & Explanatory** | **Secondary Focus** | **Routine Writing** |
| This unit includes works from several women authors who have different stories to tell from different times and different points of view. They are writing from a range of points in history, from the 1840s to the 1970s, and the backgrounds of the narrators in their stories and the speakers in their essays range from an affluent young white woman with servants tending to her and her child to an African-American woman from a humble, but hardworking family. Considering the different perspectives offered by these texts, it’s interesting to imagine what the authors would have to say to each other if they could. | Write an essay which addresses the following: What do you learn about what each genre allows and limits? What do these two genres, as exemplified by these texts, allows us to understand about the situations of women? **Or** Write an essay that explains what you have learned about the affordances and limitations of narrating women’s lives. Be sure to give specific evidence from the texts to present your assertions and understandings. | • **Reader/Writer Notebook** (double entry 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 based on text dependent questions/HOTS; • **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,
## Writing

### Primary Focus: Informative & Explanatory

- present points of possible agreement and disagreement between and among the authors, giving clear examples and explanation for each.
- incorporate details about meaning, diction, structure, and figurative language of the texts being considered.
- use imagination and creativity to go beyond what is literally stated about the text, putting the authors into conversation with each other.
- use information from prior class work and discussions to make well-reasoned, specific claims with reasons about the texts.
- be about 800 to 1,000 words.
- demonstrate command of the conventions of standard English.

### Secondary Focus

### Routine Writing

gallery walks, discussions, and writing assignments on the content and pedagogy of their learning to develop and track their understandings and habits of thinking.
**Honors Project (Choose 1)**

<table>
<thead>
<tr>
<th>Project (Suggested)</th>
<th>Project (Suggested)</th>
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</thead>
<tbody>
<tr>
<td><strong>Oral presentation</strong></td>
<td><strong>The two pieces of literary nonfiction we have read and discussed are “Woman in</strong></td>
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<tr>
<td></td>
<td><strong>the Nineteenth Century” by Margaret Fuller and “In Search of Our Mothers’</strong></td>
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<td></td>
<td><strong>Gardens” by Alice Walker. With each text, we discussed the author’s purpose,</strong></td>
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<tr>
<td></td>
<td><strong>the structure of the essays, and the language each author used to develop her</strong></td>
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<tr>
<td></td>
<td><strong>ideas. As we consider these essays, it becomes apparent that there are certain</strong></td>
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<tr>
<td></td>
<td><strong>ideas that these authors develop well, discussing them in depth and with great</strong></td>
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<tr>
<td></td>
<td><strong>skill. However, there are also limitations placed on these authors as they</strong></td>
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<tr>
<td></td>
<td><strong>attempt to narrate women’s lives: issues they can’t discuss, topics that</strong></td>
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<tr>
<td></td>
<td><strong>remain in the margins of their writing, or ideas that they present with</strong></td>
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<td></td>
<td><strong>hesitancy or difficulty. The act of narrating women’s lives, even in two very</strong></td>
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<td></td>
<td><strong>different situations and time periods, is not easy or clear-cut.</strong></td>
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<tr>
<td></td>
<td><strong>Use the two essays we’ve read to analyze the limitations and affordances in</strong></td>
</tr>
<tr>
<td></td>
<td><strong>narrating women’s lives.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Write an essay that explains what you have learned about the affordances and</strong></td>
</tr>
<tr>
<td></td>
<td><strong>limitations of narrating women’s lives. Be sure to give specific evidence</strong></td>
</tr>
<tr>
<td></td>
<td><strong>from the texts to present your assertions and understandings.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>A successful essay will:</strong></td>
</tr>
<tr>
<td></td>
<td>• incorporate relevant information about “Woman in the Nineteenth Century” by**</td>
</tr>
<tr>
<td></td>
<td><strong>Margaret Fuller and “In Search of Our Mothers’ Gardens” by Alice Walker.</strong></td>
</tr>
<tr>
<td></td>
<td>• integrate and organize information coherently about aspects of women’s lives**</td>
</tr>
<tr>
<td></td>
<td><strong>that the authors are able to discuss, as well as aspects that are</strong></td>
</tr>
<tr>
<td></td>
<td><strong>excluded, that exist only in the margins of the work, or that the authors</strong></td>
</tr>
<tr>
<td></td>
<td><strong>struggle to convey.</strong></td>
</tr>
</tbody>
</table>

Persuasive/Argumentative: Give an oral presentation on the rights and privileges of women. Women have been systematically kept out of many so-called men dominated activities from the social to the political arenas. You have been invited to deliver a speech in which you present evidence of this disparity citing “Professions for Women” by Virginia Wolf and “Ain’t I a Woman” by Sojourner Truth.

Links to the selections:

“Ain’t I a Woman” by Sojourner Truth
http://legacy.fordham.edu/halsall/mod/sojtruth-woman.asp

“Professions for Women” by Virginia Wolf
http://s.spachman.tripod.com/Woolf/professions.htm
| include, as appropriate, textual information about the authors/speaker/narrator, their situations, or their time period, and an analysis of the information in terms of how it affected their ability to narrate women’s lives. |
| use relevant information from prior class work and discussions to make well-reasoned, specific claims about the texts. |
| include relevant textual evidence and valid reasons to support your essay’s ideas. |
| be about 500 to 750 words. |
| use appropriate and varied transitions and syntax to link the major sections of the essay and to develop the essay’s ideas. |
| demonstrate command of the conventions of standard English. |
# 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>Written Expression</strong></td>
<td>The student response&lt;br&gt;- is effectively developed with narrative elements and is consistently appropriate to the task;&lt;br&gt;- is effectively organized with clear and coherent writing;&lt;br&gt;- establishes and maintains an effective style.</td>
<td>The student response&lt;br&gt;- is mostly effectively developed with narrative elements and is mostly appropriate to the task;&lt;br&gt;- is organized with mostly clear and coherent writing;&lt;br&gt;- establishes and maintains a mostly effective style.</td>
<td>The student response&lt;br&gt;- is developed with some narrative elements and is generally appropriate to the task;&lt;br&gt;- demonstrates some organization with somewhat coherent writing;&lt;br&gt;- has a style that is somewhat effective.</td>
<td>The student response&lt;br&gt;- is minimally developed with few narrative elements and is limited in its appropriateness to the task;&lt;br&gt;- demonstrates limited organization and coherence;&lt;br&gt;- has a style that has limited effectiveness.</td>
<td>The student response&lt;br&gt;- is undeveloped and/or inappropriate to the task;&lt;br&gt;- lacks organization and coherence;&lt;br&gt;- 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 impact 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></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 inferentially by providing a mostly accurate analysis;</td>
<td>The student response demonstrates basic comprehension of ideas stated explicitly and inferentially by providing a generally accurate analysis;</td>
<td>The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis;</td>
<td>The student response demonstrates no comprehension of ideas by providing an inaccurate or no analysis;</td>
</tr>
<tr>
<td>Reading Comprehension and Written Expression</td>
<td>addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task purpose, and audience;</td>
<td>addresses the prompt and provides mostly effective development of claim or topic that is somewhat appropriate to task purpose, and audience;</td>
<td>addresses the prompt and provides some development of claim or topic that is minimally effective.</td>
<td>addresses the prompt and provides minimal development of claim or topic that is limited in its appropriateness 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>uses limited reasoning and text-based evidence;</td>
<td>includes little to no text-based evidence</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>demonstrates limited organization and coherence;</td>
<td>lacks organization and coherence;</td>
</tr>
<tr>
<td>Knowledge of Language and Conventions</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>has a style that is minimally effective.</td>
<td>has an inappropriate style.</td>
</tr>
</tbody>
</table>

For the prompt, the response 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.

The student response to the prompt demonstrates limited command of the conventions of standard English at the appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.

The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. There may be frequent and varied errors in mechanics, grammar, and usage that impede understanding.
RUBRIC:

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


### District Resources

**Holt Elements of Literature Communications Handbook:**
- Active Reading Strategies – pages 1204-1205
- Study Skills – pages 1205-1207
- Research Strategies – pages 1207-1209
- Evaluating and Citing Sources – pages 1209-1215
- Writing For Life – pages 125-1219
- Answering Essay Questions – pages 1219-

**Holt Elements of Literature Language Handbook:**
- Parts of Speech – pages 1220-1221
- Agreement – pages 1221-1223
- Using Verbs – pages 1223-1225
- Using Pronouns – pages 1225-1227
- Using Modifiers – pages 1227-1231
- Clauses – pages 1231-1232
- Sentence Structure – pages 1232-1235
- Sentence Style – pages 1235-1237
- Sentence Combining – page 1238
- Capitalization – pages 1238-1242
- Punctuation – pages 1242-1249
- Spelling – pages 1249-1252
- Glossary of Usage – pages 1252-1257

**Holt Elements of Literature Elements of literature:**
- Plot – page 1197
- Setting – pages 153, 539, 715, 1093, 1200
- Character – pages 313, 981, 1191
- Theme – pages 634, 1202
- Irony – pages 422, 485, 683, 1195
- Point of View – pages 232, 467, 1198
- Symbols – pages 280, 298, 1202
Figurative language – pages 78, 224, 228, 622, 1002, 1193
Imagery - pages 218, 355, 701, 949, 1089, 1194
Handbook of Literary Terms – pages 1189–1006

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

**Scholastic New York Times Upfront Magazine**
The Upfront publication is delivered on a monthly basis. Teachers may utilize this publication to integrate current events into the curriculum. Using this resource, students will be provided with articles/videos on current news events in order to make connections to historical events, people, places, etc.

http://upfront.scholastic.com/
http://upfront.scholastic.com/Videos (UpFront Video Resources)
## District Resources

- African American Literature
- American Folklore and Legends
- Great American Short Stories
- Great American Stories
- Latino Caribbean Literature
- Myths and Folk Tales from Around the World
- Pocket Book of O. Henry

**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/))
- Bibliomania ([http://www.bibliomania.com/bibliomania-static/index.html](http://www.bibliomania.com))
- 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.shanahanonliteracy.com/](http://www.shanahanonliteracy.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))
# District Resources

<table>
<thead>
<tr>
<th>Novel</th>
<th>CCSS: Exemplars (Appendix B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Faulkner “As I Lay Dying”</td>
<td><a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a></td>
</tr>
</tbody>
</table>

**As I Lay Dying** is a 1930 novel by American author William Faulkner. Faulkner said that he wrote the novel from midnight to 4:00 AM over the course of six weeks and that he did not change a word of it. Faulkner wrote it while working at a power plant, published it in 1930, and described it as a "tour de force." Faulkner's fifth novel, it is consistently ranked among the best novels of 20th-century literature. The title derives from Book XI of Homer's *The Odyssey*, wherein Agamemnon speaks to Odysseus: "As I lay dying, the woman with the dog's eyes would not close my eyes as I descended into Hades."

https://en.wikipedia.org/wiki/As_I_Lay_Dying

F. Scott Fitzgerald “The Great Gatsby”

**The Great Gatsby** is a 1925 novel written by American author F. Scott Fitzgerald that follows a cast of characters living in the fictional town of West Egg on prosperous Long Island in the summer of 1922. The story primarily concerns the young and mysterious millionaire Jay Gatsby and his quixotic passion and obsession for the beautiful former debutante Daisy Buchanan. Considered to be Fitzgerald's magnum opus, *The Great Gatsby* explores themes of decadence, idealism, resistance to change, social upheaval, and excess, creating a portrait of the Jazz Age or the Roaring Twenties that has been described as a
cautionary tale regarding the American Dream.


Lorraine Hansberry “A Raisin in the Sun”

*A Raisin in the Sun* is a play by Lorraine Hansberry that debuted on Broadway in 1959.\(^1\) The title comes from the poem "Harlem" (also known as "A Dream Deferred" by Langston Hughes. The story tells a black family's experiences in the Washington Park Subdivision of Chicago's Woodlawn neighborhood as they attempt to "better" themselves with an insurance payout following the death of the father. The New York Drama Critics' Circle named it the best play of 1959.

https://en.wikipedia.org/wiki/A_Raisin_in_the_Sun

Nathaniel Hawthorne “The Scarlet Letter: A Romance”

*The Scarlet Letter: A Romance* is an 1850 work of fiction in a historical setting, written by Nathaniel Hawthorne, and is considered to be his "masterwork". Set in 17th-century Puritan Boston, Massachusetts, during the years 1642 to 1649, it tells the story of Hester Prynne, who conceives a daughter through an affair and struggles to create a new life of repentance and dignity. Throughout the book, Hawthorne explores themes of legalism, sin, and guilt.

https://en.wikipedia.org/wiki/The_Scarlet_Letter

Zora Neale Hurston “Their Eyes Were Watching God”

*Their Eyes Were Watching God* is a 1937 novel and the best known work by African-American writer Zora Neale Hurston. The novel narrates main character
Janie Crawford's "ripening from a vibrant, but voiceless, teenage girl into a woman with her finger on the trigger of her own destiny." Set in central and southern Florida in the early 20th century, the novel was initially poorly received for its rejection of racial uplift literary prescriptions. Today, it has come to be regarded as a seminal work in both African-American literature and women's literature. *TIME* included the novel in its 2005 list of the 100 best English-language novels published since 1923.

https://en.wikipedia.org/wiki/Their_Eyes_Were_Watching_God

**Aldous Huxley “Brave New World”**


**Tim O’Brien “The Things They Carried”**

*The Things They Carried* is a novel by Tim O’Brien, about a platoon of American soldiers in the Vietnam War. His third book about the war; it is based upon his experiences as a soldier in the 23rd Infantry Division. O’Brien prefers to refrain from political debate and discourse regarding the Vietnam War, but has become jaded regarding the ignorance he perceives from the denizens of his home town toward the world. It is in part this ignorance that drove O’Brien to
author *The Things They Carried*. It was initially published by Houghton Mifflin in 1990. Many of the characters are semi-autobiographical, sharing similarities with characters from his memoir *If I Die in a Combat Zone, Box Me Up and Ship Me Home*. The book works heavily with meta-fiction, employing a writing tactic called verisimilitude. The use of real names and inclusion of himself as the protagonist within the book creates a style that meshes and blurs the fiction and non-fiction. *The Things They Carried* is dedicated to the men of the Alpha Company with whom he fought during the war.

https://en.wikipedia.org/wiki/The_Things_They_Carried

**Tobias Wolff “In Pharaoh’s Army”**

*In Pharaoh's Army: Memories of the Lost War* is a memoir by Tobias Wolff. The book was originally published on October 4, 1994.

The book chronicles the author's experiences as a US Army officer in the Vietnam War. Before beginning his tour of duty proper, Wolff spent a year in Washington, D.C. learning the Vietnamese language; prior to that he had been trained as a paratrooper. Wolff was stationed with South Vietnamese Army soldiers near Mỹ Tho and he was present during the Communists' Tet Offensive. The memoir includes a recollection of that battle as well as vignettes of various personal experiences, both in and out of Vietnam.

The book picks up more or less where Wolff's first memoir, *This Boy's Life*, leaves off. It was a National Book Award finalist for non-fiction

https://en.wikipedia.org/wiki/In_Pharaoh%27s_Army
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.
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.
Resources For Honors

Graff Templates

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 “restless a conversation about ideas” between you, the writer—and your sources to reflect your critical thinking (ix). The templates allow you, the writer, to organize your ideas in relationship to your sources, supporting evidence, opposing evidence, and the conclusion of the argument.

The Most Important Templates:

On the one hand, On the other hand,

Author X contends that. At the same time that she argues that, she also implies that.
I agree that________ 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:

American today tend to believe that________.
Conventional wisdom holds 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 argument that________ is supported by new research showing that________.
In fact, they celebrate the fact that________.

Introducing a Quote:

X states, “________.”
As the prominent philosopher X puts it, “________.”

According to X, ________.

In her book, ________ states that________. X complicates matters further when she writes that________.

Disagreeing:

I think that________ because she overlooks________.
I disagree with X’s view that________ because, as recent research has shown,________.

Introducing Your Point of View:

X overlooks what I consider an important point about________.
I wholeheartedly endorse what X says________. My discussion of X is in fact addressing the larger matter of________.
These conclusions will have significant applications in________ as well as in________.

INDEX OF TEMPLATES

INTRODUCING WHAT “THEY SAY”

- A number of sociologists have recently suggested that________.
- It has become common today to dismiss________.
- In their recent work, Y and Z have offered harsh critiques of________.

INTRODUCING “STANDARD VIEWS”

- Americans today tend to believe that________.
- Conventional wisdom holds 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 assume that________.

INTRODUCING AN ONGOING DEBATE

In discussions of X, one controversial issue has been________.
On the one hand, ________ are arguing________. On the other hand, ________ are arguing________. Others even maintain________. My own view is________.

When it comes to the topic of________, most of us will readily agree that________. Where this agreement usually ends, however, is in the question of________. Whereas some 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 Lang’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.
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?
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 (Kirszner, 566).

Students will employ academic writing to frame the statement identifying the claim, grounds and warrant.
### Additional Resources: Suggested in the NJ Curriculum Framework

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**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.
Suggested Websites

**Tween Tribune**
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.
http://tweentribune.com/

**E Reading Worksheets**
Ereading Worksheets provides teachers with high-quality reading worksheets, activities, and resources aligned with Common Core State Standards. http://www.ereadingworksheets.com/

**Achieve the Core**
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. http://achievethecore.org/

**Anthology Alignment Project**
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 on text dependent questions assists teachers in promoting Accountable Talk within their classroom.
http://achievethecore.org/page/794/anthology-alignment-project

**The Florida Center for Reading Research**
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. http://www.fcrr.org/for-educators/sca.asp
Suggested Websites

**ReadWorks**
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/)
Special Education Resources

- **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!
  http://www.educationoasis.com/printables/graphic-organizers/

- **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.
  http://www.edutopia.org/

- **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.
  http://edu.glogster.com/?ref=personal

- **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.
  http://www.learner.org/interactives/story/index.html
Special Education Resources

- **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**
Special Education Resources

**RubiStar** is a free tool to help teachers create quality rubrics.

[http://rubistar.4teachers.org/index.php](http://rubistar.4teachers.org/index.php)

- **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**
  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.

- **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.


- **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

**THE DODGE POETRY FESTIVAL** - is widely acknowledged as the largest poetry event in North America, representing the most eminent poets from the late 20th and early 21st centuries. These four-day celebrations of poetry have been called "poetry heaven" by former U.S. Poet Laureate Robert Hass, "a new Woodstock" by the Christian Science Monitor, and simply "Wordstock" by The New York Times.

**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.

**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.
http://www.statueoflibertytickets.com/Ellis-Island/

**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.
http://www.labormuseum.net/

**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.
http://patersonmuseum.com/
Field Trip Ideas

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.  
http://www.lambertcastle.com/

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”.  
http://passaiccountynj.org/facilities/facility/details/25

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.  
http://barracks.org/h