English III Honors: Unit 2
Reading Literature & Informational Text
Argument 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 2

**Topic:** Reading Literature and Informational Texts  
**Argumentative and Argument Analysis**

<table>
<thead>
<tr>
<th>DISTRICT RESOURCES</th>
<th>NJSLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>IFL Three-text Unit: “Abolition of Slavery: Analyzing Rhetorical Features of Argument”</td>
<td>Reading Standards:</td>
</tr>
<tr>
<td>“The Emancipation Proclamation” by Abraham Lincoln</td>
<td>Literature</td>
</tr>
<tr>
<td>“Slavery a Positive Good” by John C. Calhoun</td>
<td>RL.11-12.1, RL.11-12.2, RL.11-12.3,</td>
</tr>
<tr>
<td>“The Meaning of July Fourth for the Negro” by Frederick Douglas</td>
<td>RL.11-12.4, RL.11-12.6</td>
</tr>
</tbody>
</table>

**Additional Texts in HOLT EOL**

- From “The Narrative of the Life of Fredrick Douglas” page 425
- From the “Interesting Narrative of the Life of Olaudah Equiano” page 56

**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

**Instruction:** 8 weeks  
**Assessment:** 1 week
### 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


Technology Operations and Concepts
□ Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Example: Students may create a PowerPoint analyzing the issues surrounding slavery as identified by the authors in the unit. Students may also utilize Prezi, a digital storybook, or other forms of multimedia to deliver their presentation.

□ Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Example: Students may create a fictitious Facebook page supporting each author’s perspective on slavery.

Digital Citizenship
□ Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

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

Research and Information Literacy
□ 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.

Example: Over the course of this unit, students will be examining how authors use their writing to reveal their perspectives about slavery. Students will be accessing and examining digital sources to obtain information about the issue of slavery.
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 studying how slavery has impacted our society. Students will also study the moral and ethical issues surrounding slavery and equality.

- **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:** Within this unit, students will be utilizing their communication skills to effectively articulate how each author utilizes methods and rhetoric to advance their argument.
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.

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

## Sensory Supports*

- Real-life objects (reallia) or concrete objects
- Physical models
- Manipulatives
- Pictures & photographs
- Visual representations or models such as diagrams or drawings
- Videos & films
- Newspapers or magazines
- Gestures
- Physical movements
- Music & songs

## Graphic Supports*

- Graphs
- Charts
- Timelines
- Number lines
- Graphic organizers
- Graphing paper

## Interactive Supports*

- In a whole group
- In a small group
- With a partner such as *Turn-and-Talk*
- In pairs as a group (first, two pairs work independently, then they form a group of four)
- In triads
- Cooperative learning structures such as *Think-Pair-Share*
- Interactive websites or software
- With a mentor or coach

## Verbal and Textual Supports

- Labeling
- Students’ native language
- Modeling
- Repetitions
- Paraphrasing
- Summarizing
- Guiding questions
- Clarifying questions
- Probing questions
- Leveled questions such as *What? When? Where? How? Why?*
- Questioning prompts & cues
- Word Banks
- Sentence starters
- Sentence frames
- Discussion frames
- Talk moves, including *Wait Time*

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*(Based on Understanding the WIDA English Language Proficiency Standards. A Resource Guide. 2007 Edition. Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium—www.wida.us.)*

*Galina (Halla) Jmourko, ESOL Coach, PGCPS, 2015, Rvrd. 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 helps students to develop research and critical thinking skills.

This curriculum creates windows and mirrors* for students.

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

This unit/lesson helps students question and unpack biases & stereotypes.

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

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

This unit/lesson challenges dominant perspectives.

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

The instruction has been modified to meet the needs of each student.

Students feel respected and their cultural identities are valued.

Additional supports have been provided for students to become successful and independent learners.

Opportunities are provided for 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 student with opportunity to engage with text that highlights authors, speakers, characters or content that reflect students lived experiences (mirror) or provide a window into the lived experience of people whose identities differ from students.
  - Bring in guest speakers.
  - Use learning stations that utilize a range of materials.
  - Use Media that positively depicts a range of cultures.

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

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

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

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

- **Time/General**: Extra time for assigned tasks, Adjust length of assignment, Timeline with due dates for reports and projects, Communication system between home and school, Provide lecture notes/outline.
- **Processing**: Extra Response time, Have students verbalize steps, Repeat, clarify or reword directions, Mini-breaks between tasks, Provide a warning for transitions, Reading partners.
- **Recall**: Teacher-made checklist, Use visual graphic organizers, Reference resources to promote independence, Visual and verbal reminders, Graphic organizers.
- **Assistive Technology**: Computer/whiteboard, Tape recorder, Spell-checker, Audio-taped books.
- **Tests/Quizzes/Grading**: Extended time, Study guides, Focused/chunked tests, Read directions aloud.
- **Behavior/Attention**: Consistent daily structured routine, Simple and clear classroom rules, Frequent feedback.
- **Organization**: Individual daily planner, Display a written agenda, Note-taking assistance, Color code materials.
### 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

“The Emancipation Proclamation” Abraham Lincoln

Social Studies Connection: 6.1.8.A.5.a
- Explain the evolution from the Emancipation Proclamation to the 13th amendment.

“The Meaning of July Fourth for the Negro” Frederick Douglass

“The Declaration of Independence” Thomas Jefferson

Social Studies Connection: 6.1.12.A.2.a
- Define equality as used in the text by Douglass and compare it to the definition Thomas Jefferson used in the Declaration of Independence. Then develop a rationale for Jefferson’s usage of the phrase based on his life and historical context compared to that of Douglass.
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 Skills

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><strong>LANGUAGE</strong></td>
<td></td>
<td></td>
<td></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>
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</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>
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</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></td>
<td></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., <em>conceive, conception, conceivable</em>).</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>
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<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

<p>| 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 | 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 | 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 | 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 | 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 | 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 | 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 | X |
| RL.11-12.9 | Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural | X | X | X | X | X | X | X | X |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.11-12.10</td>
<td>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.</td>
</tr>
</tbody>
</table>

**READING: INFORMATIONAL TEXT**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</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>
</tr>
<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>
</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>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
</tbody>
</table>
| RI.11-12.8 | 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
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 | X |
| RI.11-12.10 | 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. |  | X | X |

**WRITING**

<p>| 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 | 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 | 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 | 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 | 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 | X |
| 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>Code</th>
<th>Description</th>
<th>Class</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</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></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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<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></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>
<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></td>
<td>X</td>
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<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></td>
<td>X</td>
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<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>
<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></td>
<td>X</td>
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<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></td>
<td>X</td>
<td>X</td>
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<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></td>
<td>X</td>
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</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></td>
<td>X</td>
<td>X</td>
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<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></td>
<td>X</td>
<td>X</td>
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</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></td>
<td>X</td>
<td>X</td>
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</table>

23 | P a g e
| 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 | 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 | 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 | 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 | X |
| W.11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |  |
| 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 | 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 | 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 | 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 | 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
IFL Writing Unit  

The Abolition of Slavery: Analyzing Rhetorical Features of Arguments  

This unit is about analyzing arguments and features three texts focused on the issues surrounding the abolition of slavery in the United States. Through engaging in the unit, students will:

- deepen their understanding of the issues surrounding the abolition of slavery;
- learn to analyze an author’s purpose;
- develop skills in discussing how rhetorical features enrich a text and help make an author’s purpose apparent;
- learn how to write essays about their analyses of authors’ purposes; and
- examine all three works to determine the authors’ perspectives on the issues and how they use various rhetorical features to make their purposes apparent.

IFL Required Resources  

“The Emancipation Proclamation” by Abraham Lincoln  

“Slavery a Positive Good” by John C. Calhoun  

“The Meaning of July Fourth for the Negro” by Frederick Douglass
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>
<tbody>
<tr>
<td>General Education</td>
<td>• Make personal connections, connections to other texts, and/or global/historical connections when relevant</td>
<td>• What textual evidence did you identify to support your analysis of the text? Cite several examples indicating why.</td>
<td>• Conducting a close reading, upon the second reading students utilize a dialectical journal to record possible themes/central arguments with supporting evidence.</td>
</tr>
<tr>
<td></td>
<td>• Analyze the text and identify explicit and implicit textual evidence</td>
<td>• What inferences can you draw from your analysis of the text?</td>
<td>• Quick-write: compare the text to your own life, to another text or to a global/historical event when relevant.</td>
</tr>
<tr>
<td></td>
<td>• Determine the difference between strong and insufficient (unreliable) details</td>
<td>• What evidence (textual or informational) most strongly supports your analysis?</td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)</td>
<td>• Which points led you to infer ________?</td>
<td>• Students will utilize Accountable Talk stems with textual evidence during whole group and small group discussions.</td>
</tr>
<tr>
<td></td>
<td>• Draw inferences using implicit and explicit text evidence</td>
<td>• What uncertainties remain?</td>
<td>• Write a summary.</td>
</tr>
<tr>
<td></td>
<td>• Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</td>
<td>• What additional information is needed to address uncertainties?</td>
<td></td>
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<tr>
<td></td>
<td>• Support inference using several examples from the text</td>
<td>• Do you have a personal connection to this text?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text</td>
<td>• Does this text connect to any other texts you have read?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</td>
<td>• How are _____ and _____ connected?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</td>
<td>• Can you paraphrase/summarize the text?</td>
<td></td>
</tr>
</tbody>
</table>
### Special Education Students

- Understand how to make personal connections, connections to other texts, and/or global/historical connections when relevant
- Analyze the text
- Understand explicit and implicit textual evidence
- Understand there is a difference between strong and insufficient (unreliable) details
- Cite evidence and use direct quotes
- Understand how to paraphrase, objectively summarize (free of personal bias)
- Draw inferences using text evidence
- Draw conclusions about information within the text
- Understand how to support inference using several examples from the text
- Evaluate the relationship between explicit and implicit
- Identify the moments where the author is inconclusive

### Other Students

- Do you have a personal connection to this text?
- Does this text connect to any other texts you have read?
- How are _____ and _____ connected?
- What is the text about?
- What is explicit textual evidence?
- What is implicit textual evidence?
- Can you tell me an example of implicit/explicit evidence from the text?
- Can you state a strong detail from the text?
- Can you paraphrase/summarize the text?
- What is the ________ information stating?
- When does the author seem inconclusive in the text?

### Additional Activities

- 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>
</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?  
• What other details that shaped each theme or central idea?  
• Is one theme/central idea more significant than another? Why? | • 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 create a literary analysis essay and for presentations.  
• 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?)  
• 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. |

| *Special Education Students* | • Identify the theme or central idea in a text  
• Recognize supporting details for themes/central ideas  
• Understand how to analyze themes over the course of the text  
• Make inferences through the use of details, word choice, and literary elements  
• Use the text to draw conclusions  
• Examine the interaction of | • What is the central idea of the text?  
• Is the theme of the text ____ or ____?  
• Does the theme change throughout the text?  
• What words in the text support the theme?  
• What do you know about the meaning of the text? What ideas help you think that?  
• Can you summarize what you have read? | • After listening to a text, students will work together to determine the theme.  
• After being provided with the theme of the text, students will find and highlight supporting details.  
• 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. |
| themes/central ideas and how it creates meaning | Teacher will provide a graphic organizer for students to use during their reading. Students will use that graphic organizer to summarize the text. | Summarize the text objectively |
### 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>
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<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 question) |
| • Special Education | • Identify the choice of setting, plot organization and development, | • Why did the author choose this setting/plot/character? | • After reading/listening to a story, students will draw and write about the |
| Students | characterization and character interaction  
- 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 | How do you think that impacts the story?  
- Can you sequence the events of the story?  
- Can you state how the plot/setting/character has changed during the story?  
What do the words _____ and ____ mean in the text? | setting and character development.  
- Students will create a time line of events to show the impact the order has on the text.  
- Students will match words from the text to their meanings.  
- 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>
<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>• Assess figurative meaning</td>
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<td></td>
<td>• Assess connotative meaning</td>
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<tr>
<td></td>
<td>• Determine and evaluate technical meaning (jargon)</td>
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<tr>
<td></td>
<td>• Identify tone of text</td>
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<td></td>
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<tr>
<td></td>
<td>• Explain how word choice creates tone</td>
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</tbody>
</table>
|                    | Explain how the tone supports the overall meaning of the text | • What is figurative language? Does this text contain figurative language?
|                    | • What is connotative meaning? Can you find connotative meaning in this text?
|                    | • How would the meaning change if ___________ was replaced with ___________?
|                    | • How do the images created contribute to the meaning?
|                    | • What is the author asking us to infer when he/she creates these images?
|                    | • What figurative words could be added to change the tone?
|                    | • Select three words or phrases and analyze how they represent ___________? (fresh, engaging, beauty)
|                    | • What impact does _______ have upon the meaning?
|                    | • Which words or phrases set a tone in the text? How do they do this? Why would the author choose these?
|                    | • How does the tone support the overall meaning of the text?
<p>|                    | • How does word choice support overall |
|                    | 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. |
|                    | Locate words/tone associated with characters, setting. |</p>
<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 key words help us determine the meaning of ________?</td>
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<tr>
<td></td>
<td>Understand how to determine and evaluate technical meaning (jargon)</td>
<td>How does the author create tone through word choice?</td>
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<tr>
<td></td>
<td>Identify tone of text</td>
<td>Describe technical meaning?</td>
</tr>
<tr>
<td></td>
<td>Identify which words create tone</td>
<td>How do you determine the technical meaning of the word ________?</td>
</tr>
<tr>
<td></td>
<td>Understand that the tone supports the overall meaning of the text</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>
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</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>
<tr>
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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**                | • Identify and assess the point of view  
• Determine what the text literally and figuratively states  
• Determine what the text actually means, considering satire, sarcasm, irony, and understatement  
Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose | • Can you locate a form of irony and describe it?  
• How is this “satire” different from other text you have read?  
• Why did the author use sarcasm here?  
• From which point of view is the text written?  
• Is the text written from multiple points of view?  
• What situation(s) or example indicates this is satire?  
• Identify instances of sarcasm in ______?  
• What is the author’s true point of view?  
• How was satire/irony used to convey the point of view?  
• Which direct statements in the text are meant to convey a different meaning?  
• Where do you see an example of bias? How does it shape the meaning or point of view? | • 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 character?*  
• Subtext: Students will use the completed graphic organizer to write an analysis of how the character really feels. |
| **Special Education Students**       | • Identify the point of view  
• Determine what the text literally and figuratively states  
• Understand how to determine what the text actually means, considering satire, sarcasm, irony, and understatement | • Does the author mean what he is saying?  
• How can you determine if the author is genuine in what he/she is stating?  
• Do you know what author really means? | • Provide students with several phrases and have them determine the meaning behind them.  
• Have students determine where in the text the author uses sarcasm, irony, |
| Identify the difference between the literal and the actual meaning as it pertains to the author’s purpose | What is literal meaning?  
What is sarcasm/satire/understatement/irony?  
Is the author trying to say _______ or _______? | understatement, or satire. Have them highlight those areas and determine what the author is trying to say.  
- Have students create a Voki using sarcasm and play the video back for their classmates to determine what the meaning should be. |
**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>
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</thead>
<tbody>
<tr>
<td>• General Education</td>
<td>• Make personal connections, connections to other texts, and/or global/historical connections when relevant&lt;br&gt;• Analyze the text and identify explicit and implicit textual evidence&lt;br&gt;• Determine the difference between strong and insufficient (unreliable) details&lt;br&gt;• Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)&lt;br&gt;• Draw inferences using implicit and explicit text evidence&lt;br&gt;• Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience&lt;br&gt;• Support inference using several examples from the text&lt;br&gt;• Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text&lt;br&gt;• Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</td>
<td>• What textual evidence did you identify to support your analysis of the text? Cite several examples.&lt;br&gt;• What inferences can you draw from your analysis of the text?&lt;br&gt;• What in the text makes you think that?&lt;br&gt;• What evidence (textual or informational) most strongly support your analysis?&lt;br&gt;• Which points led you to infer ________?&lt;br&gt;• What uncertainties remain?&lt;br&gt;• What additional information is needed to address uncertainties?&lt;br&gt;• Do you have a personal connection to this text?&lt;br&gt;• Does this text connect to any other texts you have read?&lt;br&gt;• What elements are connected? Explain the connection.&lt;br&gt;• Can you paraphrase/summarize the text?</td>
<td>• Students will read through a text, stopping at the end of each section to note the main points.&lt;br&gt;• When composing quick writes, the teacher will require students to cite evidence from the text to support their inferences.&lt;br&gt;• Using a two column graphic organizer, students will infer what will happen in one column and cite textual evidence on the other.&lt;br&gt;• To assess quick-writes and graphic organizers, conduct self and peer-to-peer feedback using the following questions as a guide:&lt;br&gt;1. Am I interpreting the text correctly?&lt;br&gt;2. Am I citing specific language from the text?</td>
</tr>
<tr>
<td>Special Education Students</td>
<td>Understand how to make personal connections, connections to other texts, and/or global/historical connections when relevant</td>
<td>Do you have a personal connection to this text?</td>
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<td></td>
<td>Analyze the text</td>
<td>Does this text connect to any other texts you have read?</td>
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<td></td>
<td>Understand explicit and implicit textual evidence</td>
<td>How are _____ and _____ connected?</td>
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<td></td>
<td>Understand there is a difference between strong and insufficient (unreliable) details</td>
<td>What is the text about?</td>
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<td></td>
<td>Cite evidence and use direct quotes</td>
<td>What is explicit textual evidence?</td>
<td></td>
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<tr>
<td></td>
<td>Understand how to paraphrase, objectively summarize (free of personal bias)</td>
<td>What is implicit textual evidence?</td>
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<td></td>
<td>Draw inferences using text evidence</td>
<td>Can you tell me an example of implicit/explicit evidence from the text?</td>
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<td></td>
<td>Draw conclusions about information within the text</td>
<td>Can you state a strong detail from the text?</td>
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<td>Understand how to support inference using several examples from the text</td>
<td>Can you paraphrase/summarize the text?</td>
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<td></td>
<td>Evaluate the relationship between explicit and implicit</td>
<td>What is the ________ information stating?</td>
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<td></td>
<td>Identify the moments where the author is inconclusive</td>
<td>When does the author seem inconclusive in the text?</td>
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<td>Using a two column graphic organizer, students will infer what will happen in one column and cite textual evidence on the other.</td>
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<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>
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<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>
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<td>Using a graphic organizer student will determine which citations match given inferences.</td>
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</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>
<tr>
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<th>Sample Activities/Lesson Starters</th>
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</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 text, what are the strengths and weaknesses of the argument(s)? | • 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>Special Education Students</th>
<th>Identify theme or central ideas in a text</th>
<th>What is the central idea of the text?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recognize supporting details for themes/central ideas</td>
<td>If the theme of the text ____ or ____?</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>
</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>
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<tr>
<td></td>
<td>Use the text to draw conclusions</td>
<td>What do you know about the meaning of the text?</td>
</tr>
<tr>
<td></td>
<td>Examine the interaction of themes/central ideas and how it creates meaning</td>
<td>What ideas help you think that?</td>
</tr>
<tr>
<td>Summarize the text objectively</td>
<td>Can you summarize what you have read?the story?</td>
<td>What is the setting?</td>
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<tr>
<td></td>
<td>Formulate a summary of the text</td>
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<tr>
<td></td>
<td>Determine what details support the theme</td>
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</table>

- Students write an objective summary of the text.

- Students will use a graphic organizer to list important events that occur in the text.

- Students will work with a partner to determine the central ideas in the text provide examples and an explanation of its meaning.

- Students will summarize the events in the text being sure to include key details.
**New Jersey Student Learning Standard (NJSLN) RI.11.3**

*NJSLN:* 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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</thead>
</table>
| • General Education | • Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc) of the text | • What is the development of the ideas in the text?  
• Identify the text’s sequence of events.  
• How does the interaction of individuals/events/ideas develop over the course of the text?  
• How does the sequence develop or strengthen the argument?  
• Should the author consider re-sequencing? Would this improve his/her logic? | • Utilize the following text-dependent questions when close reading:  
1. In what order are the points made?  
2. How are the points introduced and developed?  
3. How does the author skillfully connect the various points?  
4. How does the author summarize his point in the conclusion?  
• Use semantic maps to show how an author introduces, develops and closes out a point.  
• Use Venn diagrams to identify similarities and differences between significant points.  
• 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 |
<table>
<thead>
<tr>
<th>Special Education Students</th>
<th>Identify and analyze the structure and sequence of the text</th>
<th>What is the structure of the text?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Explain the structure of the text</td>
<td>What is the order of events that occur in the text?</td>
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<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>
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<td>Did _____ impact the meaning of the text?</td>
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<td></td>
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<td>Why do you think that?</td>
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</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 (NJSLS) 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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<td>General Education</td>
<td>• Assess figurative meaning</td>
<td>• What are the figures of speech in the literary text?</td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• Assess connotative meaning</td>
<td>• What are the connotative meanings of words in text?</td>
<td>• To demonstrate an understanding of the impact that word choice has on meaning or tone, students complete a 3 column Meaning and Tone Table: 1. The first column identifies a specific sentence from the text.</td>
</tr>
<tr>
<td></td>
<td>• Determine and evaluate technical meaning (jargon)</td>
<td>• What technical meanings are required and used in text?</td>
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<td></td>
<td>• Identify tone of text</td>
<td>• How does the meaning of a particular word change over the course of a text?</td>
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<td></td>
<td>• Explain how word choice creates tone</td>
<td>• Which words are used repeatedly and impact the meaning of the text?</td>
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<td></td>
<td>• Explain how the tone supports the overall meaning of the text</td>
<td>• What words did the author use to state ideas in a vivid and imaginative way?</td>
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<td></td>
<td>• What technical terms did the author use and why were these important?</td>
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<td></td>
<td>• Which words or phrases set a tone in the text?</td>
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<td></td>
<td>• How does the author create tone through word?</td>
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</table>

Student Population: General Education

Critical Knowledge and Skills:
- Assess figurative meaning
- Assess connotative meaning
- Determine and evaluate technical meaning (jargon)
- Identify tone of text
- Explain how word choice creates tone
- Explain how the tone supports the overall meaning of the text

Essential Questions:
- What are the figures of speech in the literary text?
- What are the connotative meanings of words in text?
- What technical meanings are required and used in text?
- How does the meaning of a particular word change over the course of a text?
- Which words are used repeatedly and impact the 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?

Sample Activities/Lesson Starters:
- 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.
- To demonstrate an understanding of the impact that word choice has on meaning or tone, students complete a 3 column Meaning and Tone Table:
  1. The first column identifies a specific sentence from the text.
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<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</td>
</tr>
<tr>
<td></td>
<td>Understand how to determine</td>
<td>contain figurative language?</td>
</tr>
<tr>
<td></td>
<td>and evaluate technical</td>
<td>What is connotative meaning? Can you find</td>
</tr>
<tr>
<td></td>
<td>meaning (jargon)</td>
<td>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</td>
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<td>Identify which words create</td>
<td>of ______?</td>
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<td></td>
<td>tone</td>
<td>How does the author create tone through word</td>
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<td>Understand that the tone</td>
<td>choice?</td>
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<td></td>
<td>supports the overall meaning</td>
<td>Describe technical meaning?</td>
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<td></td>
<td>of the text</td>
<td>How do you determine the technical meaning</td>
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<td>of the word _____?</td>
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</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

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.

- Which words or phrases set a tone in the text?
- What is figurative language? Does this text contain figurative language?
- What is connotative meaning? Can you find connotative meaning in this text?
- What key words help us determine the meaning of ______?
- How does the author create tone through word choice?
- Describe technical meaning?
- How do you determine the technical meaning of the word _____?
- 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
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<th>visually see the impact word choice has.</th>
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<td>• Working with a partner,</td>
<td>have students determine</td>
<td>working with a partner,</td>
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<td>why an author chooses</td>
<td>have students determine</td>
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<td></td>
<td>specific words to set the</td>
<td>why an author chooses</td>
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<td></td>
<td>tone. Chart the responses.</td>
<td>specific words to set the</td>
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<td>tone. Chart the responses.</td>
</tr>
</tbody>
</table>
**New Jersey Student Learning Standard (NJSLS) RI.11.5**

**NJSLS:** RI.11.5. 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.

<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  | • Investigate how an author structures the text and develops ideas  
|                    | • Analyze how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by the larger text  
|                    | • Evaluate how the form effectively follows the function of the text | • What text structure is used in the exposition or argument?  
|                    |                               | • Is the organization of the exposition or argument effective? Why or why not?  
|                    |                               | • What points does the author emphasize?  
|                    |                               | • Identify techniques that the author uses to convince and/or engage the reader.  
|                    |                               | • How do the text features assist the reader? | • To investigate how an author structures the texts and develops ideas, students use an Argumentative essay visual organizer.  
|                    |                               |                               | • After students analyze the text to develop their own perspective as to how the author’s form effectively follows the function of the text, students discuss their perspectives in small groups. Students will report their conclusions in a whole group discussion. |
**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>
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</tr>
</thead>
</table>
| • General Education | • Determine the author’s overall purpose  
• Analyze how an author uses various rhetorical strategies to advance that purpose.  
• Focus on both how the text is written and what the text is about  
• Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text  
• x | • What is the author’s point of view or purpose?  
• How does the author skillfully use language (rhetoric) to influence the reader?  
• How would you describe the author’s style?  
• Why is the content of the text important?  
• How does the rhetoric contribute to the aesthetics of the text? | • Teacher models how to analyze a piece of writing to identify rhetorical strategies and their impact.  
• During close reading, the teacher continually emphasizes the placement of 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.)  
• During close reading, students complete the following three column graphic organizer:  
  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.).

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.
**New Jersey Student Learning Standard (NJSLS) RI.11.7**

**NJSLS:** RI.11.7 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.

**Modified Learning Objective:** RI.11.7 Analyze information presented in different media on related topics to answer questions or solve problems.

<table>
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<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
</table>
| **General Education** | • Compare and contrast how various accounts of a subject are told in multiple mediums  
• Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message  
• Use references to the different media to answer a question or to solve a problem  
• Consider point of view in multiple sources and the difference in meaning it can create | • What mediums are used to present the subject?  
• How is the information formatted in each medium?  
• Which details are emphasized in the different mediums?  
• What information can be gleaned from each of the mediums?  
• Do the various sources of information share complimentary or congruent ideas?  
• Did you find connections between the mediums?  
• How does the use of a certain medium affect the account?  
• What medium is most successful? Why?  
• What medium is least successful? Why? | • After conducting a close reading, students write a brief summary of the major points of the text. Next, students analyze a painting that represents the text’s subject matter. In small groups, students discuss the different associations and implications of each media. Afterwards, students conduct research to find a summarized version of the text (i.e., Spark Notes). Students then analyze which details are emphasized and which details are absent from each source (point of view, bias).  
• Teachers use writing workshop model to facilitate student’s self-assessment and peer to peer assessment of analysis. |
| **Special Education Students** | • Understand how to compare and contrast how various accounts of a subject are told in multiple mediums  
• Understand how the details in each account of a subject told in different mediums affect the overall message | • What is the subject being discussed?  
• Do both mediums present the information in the same?  
• Did you read _____ in both texts? | • Given two types of mediums about a subject, have the students compare and contrast the subject in the mediums, using a Venn diagram. Create a classroom anchor chart of the
<p>| | | |</p>
<table>
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<tbody>
<tr>
<td>• Understand how to use references to the different media to answer a question or to solve a problem</td>
<td>• Do both mediums state the claim in the same way?</td>
<td>Discussion.</td>
</tr>
<tr>
<td>• Do both mediums state the claim in the same way?</td>
<td>• What details from _____ and _____ state the same message?</td>
<td>Working with a partner, students will highlight key details in specific type of medium. They will then switch the mediums with a partner and complete the same activity. The students will then compare their findings.</td>
</tr>
<tr>
<td>• What details from _____ and _____ state the same message?</td>
<td>• What information supports your answer to question ____________?</td>
<td>Teacher will provide students with a focus question on a topic. The students will then reference several media sources in their answer.</td>
</tr>
</tbody>
</table>
**New Jersey Student Learning Standard (NJSLS) RI. 11.8**

**NJSLS:** RI.11.8 Describe and evaluate the reason 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 public advocacy (e.g. The Federalist, presidential addresses)

**Modified Learning Objective:** RI.11.8 Determine whether the claims and reasoning in U.S. and global texts enhance the author’s argument in an informational text.

<table>
<thead>
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</tr>
</thead>
</table>
| • General Education | • Evaluate the rationale used in a text  
  • Understand and explain how text connects to the principles determined by the Constitution  
  • Understand and explain how it connects to established laws and practices  
  • Determine and explain the idea, reason, and logic behind public advocacy texts (like a presidential address) | • What type of text is this? What is the context of its use?  
  • What is the purpose of the text?  
  • What argument or proposition is presented?  
  • For whom does the author advocate?  
  • What claims support the argument?  
  • What evidence is presented?  
  • Is the reasoning presented logical?  
  • Where is legal reasoning used in the text?  
  • Is the argument/proposition consistent with U.S constitutional principles?  
  • How are the constitutional principles used? Is there a misunderstanding or exploitation of principle? | • Students compare claims in a text to determine whether they support the laws and practices. The analysis should have an emphasis on tone, purpose and how each text presents the author’s ideas regarding their place in America and America’s place in history.  
  • Students annotate the text by highlighting the claims made by the author. After the predetermined time expires, students work in small groups to compare the claims that they have identified. Students focus on the validity of the reasoning behind each claim. |
| • Special Education Students | • Understand and evaluate the rationale used in a text  
  • Understand and explain how text connects to the principles determined by the Constitution  
  • Understand and explain how it connects to established laws and practices | • What is the rationale used in the text?  
  • What are the principals of the Constitution?  
  • How does the text connect those claims?  
  • What statements in the text support that? | • With a partner, compare the claims in a text to determine whether they support the laws and practices. Complete a graphic organizer with your findings. |
| Determine and explain the idea, reason, and logic behind public advocacy texts (like a presidential address) | How does the text support the laws and practices?  
What is the purpose of the public advocacy text?  
What information do you gain from this text? | Students can work in small groups to act out laws and practices while the remainder of the class compares the skit to the text.  
Students can participate in a fishbowl activity to evaluate the text and compare how it connects to the principles of the Constitution. |
**New Jersey Student Learning Standard (NJSLS) RI.11.9**

**NJSLS:** RI.11.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights and Lincoln’s Second Inaugural Address) for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. or global history.

**Modified Learning Objective:** RI.11.9 Compare and contrast arguments made by two different texts on the same topic, including primary source documents relevant to U.S. or global history.

<table>
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</tr>
</thead>
</table>
| General Education   | Study and evaluate influential U.S. documents  
Identify and explain the themes and purposes  
Identify and explain their rhetorical features such as diction, imagery, details, figurative language, and syntax | What is the historical significance of the document?  
What is the literary significance of the document?  
How does this text shape the future?  
What is the purpose of each document?  
What theme is presented in each of the documents?  
How does the author skillfully use rhetoric to convey meaning?  
How does this text reflect/portray the past?  
Do these themes connect to other pieces read in the unit? | For each reading, students complete dialectical journals focusing on the text’s themes, purposes and rhetorical features.  
In an essay that synthesizes and uses for support at least three of the readings and includes a visual media piece from this unit, discuss how language use/tone has an impact on each author’s argument. This essay must be correctly cited using MLA Style citations. |
| Special Education Students | Study and understand how to evaluate influential U.S. documents  
Identify the themes and purposes  
Explain the purpose of the documents  
Identify their rhetorical features such as diction, imagery, details, figurative language, and syntax | What can you tell me about these documents?  
Why is this document influential?  
What is the theme(s) of the document?  
What purpose did it serve?  
How can you determine rhetorical features?  
Can you compare documents ______ and | After reading two historical documents, students will determine the significance they had on history. They will complete an anchor chart to list significant facts.  
Students can act out or make a Voki to retell a significant document and explain its meaning. |
- Students will use a KWL chart to list the important facts of a significant document.
- Compare two documents on different historical events and determine if there are any similarities or differences. Students can use a Venn diagram to assist.
**New Jersey Student Learning Standard (NJSLS) W.11.1**

**NJSLS:** W.11.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11.1.A. Introduce a 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.

W.11.1.B. Develop claim(s) and counterclaims fairly 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.

W.11.1.C. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.

W.11.1.D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11.1.E Provide a concluding statement or section that follows from and supports the argument presented.

**Modified Learning Objective:** W.11.1 Write arguments to support claims.

W.11.1.A. Write an argument to support a claim that results from studying a topic or reading a text.

W.11.1.B. Support claims with reasons and evidence drawn from a text.

W.11.1.C. Not applicable

W.11.1.D. Not applicable

W.11.1.E. Not applicable

<table>
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</table>
| General Education  | • Effectively select, organize, and analyze content  
• Use the most relevant and sufficient facts, definitions, details, and quotes  
Examine and communicate complex ideas, concepts, or information clearly and accurately  
• Determine how many facts, definitions, details, quotations and other information are needed to effectively craft an argument  
• Use sources that are appropriate to task, audience, and purpose | • How can you clearly introduce your claim?  
• What reasons/evidence best supports your claim?  
• Is the evidence relevant? Are your sources credible?  
• What counterclaims can be made? Have you addressed them fairly?  
• How can you support your assertion by appealing to logic (reasoning)?  
• Can you support your assertion by appealing to emotion? How? | • As a whole class a topic will be selected. The teacher will then model how to locate appropriate information for that specific topic. The teacher will then model how to structure the argument and how to include details accurately.  
• Allow students to select and research a topic. Provide them with a graphic organizer to gather their initial information |
<table>
<thead>
<tr>
<th>Special Education Students</th>
<th>Select, organize, and analyze content</th>
<th>What content do you discussing?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use the most relevant and sufficient</td>
<td>Have you collected your</td>
</tr>
<tr>
<td></td>
<td>facts, definitions, details, and quotes</td>
<td>facts/definitions/details/quotes?</td>
</tr>
<tr>
<td></td>
<td>Examine complex ideas, concepts, or information</td>
<td>Do you know where they need to be inserted in your writing?</td>
</tr>
<tr>
<td></td>
<td>Communicate ideas, concepts or information clearly</td>
<td>Have you examined the information you have gathered?</td>
</tr>
<tr>
<td></td>
<td>Determine how many facts, definitions,</td>
<td>Is the information relevant to the content?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understand how much evidence is needed to satisfactorily support a point</th>
<th>What considerations should be addressed regarding the audience’s knowledge/values/biases of the topic or text?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a topic</td>
<td>What words will assist the reader in clarifying the relationship between the claim and reasons?</td>
</tr>
<tr>
<td>Learn how to introduce argument(s) clearly and accurately with regard to counterclaims</td>
<td>What makes your piece formal in style?</td>
</tr>
<tr>
<td>Understand and establish why the claim is important</td>
<td>Is your tone objective?</td>
</tr>
<tr>
<td>Structure arguments so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence</td>
<td>Does your concluding statement support the argument presented?</td>
</tr>
<tr>
<td>Treat claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have</td>
<td></td>
</tr>
<tr>
<td>Develop unity and consistency in writing with words and structure, paying attention to the relationships created between the claims, counterclaims, evidence, and reason</td>
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</tr>
<tr>
<td>Maintain an appropriate style and tone for the task, omitting personal bias</td>
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<tr>
<td>Consider and anticipate the audience’s education, beliefs, and feelings about the subject</td>
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</tr>
<tr>
<td>Choose precise words and domain-specific vocabulary</td>
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<tr>
<td>Introduce a topic arranging ideas, concepts, and information to show</td>
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</table>

| As a whole class a topic will be selected. The teacher will then model how to locate appropriate information for that specific topic. The teacher will then model how to structure the argument and how to include details accurately. |

| Students will read a rough draft to a partner. The partner will complete a facts and support chart of the information they learned. The students can then discuss if there was enough information provided in the draft or if more information will be needed. |
| Students will review the audience they will be addressing through their argument. They will list the possible concerns and bias the audience may have and how those issues may be addressed prior to writing. |

| What considerations should be addressed regarding the audience’s knowledge/values/biases of the topic or text? |
| What words will assist the reader in clarifying the relationship between the claim and reasons? |
| What makes your piece formal in style? |
| Is your tone objective? |
| Does your concluding statement support the argument presented? |

| Students will read a rough draft to a partner. The partner will complete a facts and support chart of the information they learned. The students can then discuss if there was enough information provided in the draft or if more information will be needed. |
| Students will review the audience they will be addressing through their argument. They will list the possible concerns and bias the audience may have and how those issues may be addressed prior to writing. |

| Students will read a rough draft to a partner. The partner will complete a facts and support chart of the information they learned. The students can then discuss if there was enough information provided in the draft or if more information will be needed. |
| Students will review the audience they will be addressing through their argument. They will list the possible concerns and bias the audience may have and how those issues may be addressed prior to writing. |

| What considerations should be addressed regarding the audience’s knowledge/values/biases of the topic or text? |
| What words will assist the reader in clarifying the relationship between the claim and reasons? |
| What makes your piece formal in style? |
| Is your tone objective? |
| Does your concluding statement support the argument presented? |

| What considerations should be addressed regarding the audience’s knowledge/values/biases of the topic or text? |
| What words will assist the reader in clarifying the relationship between the claim and reasons? |
| What makes your piece formal in style? |
| Is your tone objective? |
| Does your concluding statement support the argument presented? |

| What considerations should be addressed regarding the audience’s knowledge/values/biases of the topic or text? |
| What words will assist the reader in clarifying the relationship between the claim and reasons? |
| What makes your piece formal in style? |
| Is your tone objective? |
| Does your concluding statement support the argument presented? |

| What considerations should be addressed regarding the audience’s knowledge/values/biases of the topic or text? |
| What words will assist the reader in clarifying the relationship between the claim and reasons? |
| What makes your piece formal in style? |
| Is your tone objective? |
| Does your concluding statement support the argument presented? |

| What considerations should be addressed regarding the audience’s knowledge/values/biases of the topic or text? |
| What words will assist the reader in clarifying the relationship between the claim and reasons? |
| What makes your piece formal in style? |
| Is your tone objective? |
| Does your concluding statement support the argument presented? |

| What considerations should be addressed regarding the audience’s knowledge/values/biases of the topic or text? |
| What words will assist the reader in clarifying the relationship between the claim and reasons? |
| What makes your piece formal in style? |
| Is your tone objective? |
| Does your concluding statement support the argument presented? |

| Students will review the audience they will be addressing through their argument. They will list the possible concerns and bias the audience may have and how those issues may be addressed prior to writing. |

| Students will review the audience they will be addressing through their argument. They will list the possible concerns and bias the audience may have and how those issues may be addressed prior to writing. |

| Students will review the audience they will be addressing through their argument. They will list the possible concerns and bias the audience may have and how those issues may be addressed prior to writing. |

| Students will review the audience they will be addressing through their argument. They will list the possible concerns and bias the audience may have and how those issues may be addressed prior to writing. |
| New Jersey Student Learning Standard (NJSLS) W.11.4 | Modified Learning Objective: W.11.4. Produce writing that is appropriate for the task, purpose, or audience.

| • Understand how much evidence is needed to satisfactorily support a point | • Is your introduction clear? |
| • Develop a topic | • Have you included claims and counterclaims into your argument? |
| • Learn how to introduce argument(s) clearly and accurately with regard to counterclaims | • What concerns might the audience have with your argument? |
| • Understand why the claim is important | • How will address those concerns? |
| • Understand how to structure arguments so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence | • Did you omit all bias from your argument? |
| • Treat claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have | • How will the audience feel about your subject? |
| • Develop unity and consistency in writing with words and structure | • How will you address the audience concerns/feelings? |
| • Understand how to maintain an appropriate style and tone for the task, omitting personal bias | • Have you included graphics to support your claim? |
| • Consider the audience’s education, beliefs, and feelings about the subject | • Have you located any multimedia that can assist with your claim? |
| • Understand how to choose precise words and domain-specific vocabulary | • Did you format correctly? |
| • Introduce a topic arranging ideas, concepts, and information to show interrelationships | |
| • Format | |
| • Organize graphics and provide multimedia when useful | |

Modified Learning Objective: W.11.4. Produce writing that is appropriate for the task, purpose, or audience.

Students will read a rough draft to a partner. The partner will complete a facts and support chart of the information they learned. The students can then discuss if there was enough information provided in the draft or if more information will be needed.

Students can be provided with the option of voice typing to ensure the work gets completed. They can then draw or use a computer graphics program to further enhance their message.

Students will review the audience they will be addressing through their argument. They will list the possible concerns and bias the audience may have and how those issues may be addressed prior to writing.
<table>
<thead>
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</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 their thesis 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 their thesis 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.

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</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 resource tools. |
| **Special Education Students** | - Use appropriate planning template  
- Understand revision techniques  
- Understand writing as a process | - Do you know how to use the writing templates?  
- Do you know how to revise your paper?  
- Did you revise your paper? | - 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
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan, revise, edit, rewrite, or try a new approach in writing.</td>
<td>Did you use a graphic organizer to collect your thoughts?</td>
</tr>
<tr>
<td></td>
<td>Do you know how to use the rubric to assist with the revisions?</td>
</tr>
<tr>
<td></td>
<td>Have you used the writing rubric to monitor your writing?</td>
</tr>
<tr>
<td></td>
<td>Do you need to include more details? Why or why not?</td>
</tr>
</tbody>
</table>

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.
**New Jersey Student Learning Standard (NJSLS) W. 11.6**

**NJSLS: W.11.6. 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.**

**Modified Learning Objective:** W.11.6 Use technology, including the Internet, to produce, share, publish, and update individual or shared writing products.

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
</table>
| • General Education | • Use technology proficiently for production, publication, and collaboration  
• Link and cite sources  
• Create shared writing products  
• Adapt writing according to feedback  
• Respond to ongoing feedback utilizing digital software  
• Assess feedback from peers | • What software will you use to create this document?  
• How can the Internet serve as a tool for production, publication, and collaboration?  
• What Internet links will you provide in your document?  
• How do you correctly cite Internet links?  
• What medium will you use to publish your writing so that others can access it?  
• How will you use technology to collaborate and interact with others about your writing?  
• What tools will you utilize in order to display your information in a flexible and dynamic manner? How will your information be easily updated?  
• How will you collect and respond to feedback and new information?  
• Have you efficiently presented the relationships between information and ideas?  
• How do you recognize a credible internet source? | • Students upload drafts onto class website: i.e. google classroom, edmodo, etc.. Each student is assigned a partner and is required to use the class website and the prompt’s rubric to provide objective feedback.  
• Provide students with the use of text to speech or a recording of their writing in order to review and add information.  
• With a partner students will use a rubric to edit, and then export digital draft to class wiki.  
• Students can record daily activities on a blog that is shared with parents instead of a traditional home-school notebook.  
• Students can research their topic/article and post to class forum so that their peers can respond and discuss online.  
• Have students send an e-mail to a friend and cc the teacher, read |
<table>
<thead>
<tr>
<th>Special Education Students</th>
<th>Understand how to use technology for production, publication, and collaboration</th>
<th>How do you locate information on the internet?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Link and cite sources</td>
<td>How do you locate appropriate information?</td>
</tr>
<tr>
<td></td>
<td>Create shared writing products</td>
<td>How can you tell if the source is not appropriate?</td>
</tr>
<tr>
<td></td>
<td>Adapt writing</td>
<td>How do you cite sources from the internet?</td>
</tr>
<tr>
<td></td>
<td>Respond to feedback utilizing digital software</td>
<td>What format would you use?</td>
</tr>
<tr>
<td></td>
<td>Assess feedback from peers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How do you add a link?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do you know how to add onto a wiki, blog, or Google classroom?</td>
<td></td>
</tr>
</tbody>
</table>

- Students will use google docs to create a shared writing project on a topic.
- Students upload drafts onto class website: i.e., google classroom, edmodo, etc.. Each student is assigned a partner and is required to use the class website and the prompt’s rubric to provide objective feedback.
- Provide students with the use of text to speech or a recording of their writing in order to review and add information.
- With a partner students will use a rubric to edit, and then export digital draft to class wiki.
- Students can record daily activities on a blog that is shared with parents instead of a traditional home-school notebook.
- Students can research their topic/article and post to class forum so that their peers can respond and discuss online.
- Have students send an e-mail to a friend and cc the teacher, read their response seeking additional information or clarification, and write a new e-mail to address the request.
| | | **Students will use google docs to create a shared writing project on a topic.** |
### 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 you 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 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. |
| Special Education Students | • Understand how to complete a research projects  
• Conduct research  
• Understand an investigation | • Can you tell me the steps involved in a research project?  
• What types of research can you do?  
• What types of questions do you need to answer? | • 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 |
| Understand an inquiry question | Tell me about an investigation. |
| Understand how to generate additional questions about the inquiry | What are the sources of information you are using? |
| Understand how to broaden or narrow an inquiry | Can you use ____ or _____ for research? |
| Summarize information | What is an inquiry question? |
| | Where would you find additional questions about an inquiry? |
| | How would you broaden an inquiry? |
| | How would you narrow an inquiry? |
| | Can you summarize your information? |
| | Did you evaluate your sources? |
| | How do you feel about the sources you used? |
| | Would you change any sources? Why or why not? |

- Students can work with a partner to research the answer to their questions and complete the W and L columns.
- Students can 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>
<tbody>
<tr>
<td>• General Education</td>
<td>• Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.</td>
<td>• What evidence can you draw from the passage to support your analysis or position?</td>
<td>• After reading about two topics from the same theme, students will use a Venn diagram to compare citing evidence from the text.</td>
</tr>
<tr>
<td></td>
<td>• Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme</td>
<td>• How does the author present the information?</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>• Utilize evidence to support analysis, reflection, and research</td>
<td>• What similarities in the various texts do you notice?</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>• What conclusions can you make based on the text(s)?</td>
<td>• Students can analyze illustrations</td>
</tr>
<tr>
<td>Special Education Students</td>
<td>Understand how to assess textual evidence</td>
<td>How do you know that you chose the best evidence for your writing?</td>
<td></td>
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<tr>
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<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify in writing how multiple texts examine similar themes</td>
<td>What theme do these texts discuss?</td>
<td></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>
<td></td>
</tr>
<tr>
<td></td>
<td>How do you know that you chose the best evidence for your writing?</td>
<td>Have your done additional research on this theme? Did you find similar information?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What evidence do you have to support the author’s argument?</td>
<td>What evidence is based on fact?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What theme do these texts discuss?</td>
<td>After reading about two topics from the same theme, students will use a Venn diagram to compare citing evidence from the text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How do the authors discuss the similar themes?</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>
<td></td>
</tr>
<tr>
<td></td>
<td>Have your done additional research on this theme? Did you find similar information?</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>
<td></td>
</tr>
<tr>
<td></td>
<td>What evidence is based on fact?</td>
<td>Students can analyze illustrations about a text to determine the similarities and differences between the two pieces.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Students will read a teacher provided excerpt from a book. They will then determine the author’s point of view and engage in a fishbowl conversation to discuss the point of view. Students should keep notes about the conversations.</td>
<td></td>
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</tbody>
</table>
(from a choice bank), and engage in a fishbowl conversation to discuss the point of view. Students should
**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>
</table>
| **General Education**       | • Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision  
• Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences  
• Synthesize research gathered over shorter time frames into a long-term research project  
• Manage a long-term research project that incorporates research, reflection, and revision | • How can you create an outline (with time frames) to facilitate/organize your writing?  
• What is the purpose of this writing?  
• What is the specific task?  
• Who is the intended audience?  
• How will you address the audience’s knowledge/perspective?  
• What textual evidence should be included?  
• How can you use that textual evidence to further your argument? | • 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, 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.  
• Teacher will provide students with a variety of research websites for the students to use while they gather information for a research project. |
| **Special Education Students** | • Understand how to design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision  
• Write routinely for a range of tasks, purposes, and audiences  
• Synthesize research gathered to complete a research project  
• Understand how to manage a long-term research project that incorporates research, reflection, and revision | • How do you match the task, purpose and audience?  
• How do you use a graphic organizer to keep ongoing research?  
• Who is your audience?  
• What is the purpose of your writing?  
• Have you reflected on your research project?  
• Do you know how to revise your research project? |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• How will you keep track of your work for the long term project?</td>
</tr>
</tbody>
</table>
**Writing**

<table>
<thead>
<tr>
<th>Primary Focus: Informative &amp; Explanatory</th>
<th>Secondary Focus Research Writing</th>
<th>Routine Writing</th>
</tr>
</thead>
</table>

Throughout this unit, we have been working on identifying the messages in historical texts dealing with the abolition of slavery in the 1800s. We have studied these three texts for their perspective about issues surrounding the abolition of slavery and have examined the purposes those authors had for writing. We discussed what rhetorical features authors use to make those purposes apparent, looking at the use of elements such as evidence and structure, point of view, diction, and tone. You will be building on that work for the culminating assessment of this unit.

**Task:** Write an essay of about 1000-1500 words in which you explain each author’s position on the abolition of slavery and the issues that each addresses to make his case. In your essay, you should write about each author’s views on slavery and the rhetorical features of each essay that makes these views apparent. Cite textual evidence to support your beliefs.

*In the district generated PARCC Writing Unit, you have read and analyzed “Origins” by Peter Tyson “Moon Formation May Have Been the Result of Larger, Faster Planet Collision” from RedOrbit and “What is the Origin of the Moon?” by Sarah J. Carmichael

Perhaps one of the most-significant events to impact the study of the moon’s origins occurred when astronauts were actually able to visit the moon, beginning with the Apollo missions. Write an essay that uses references to all three articles to explain the significance of the lunar missions to the study of the moon’s origins. Your essay should

- describe knowledge researchers had about the moon before humans were able to visit it;
- discuss the kinds of evidence scientists can now draw upon thanks to the lunar missions;
- explain how analysis of data and

- 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,
<table>
<thead>
<tr>
<th>Writing</th>
<th>Secondary Focus Research Writing</th>
<th>Routine Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Focus: Informative &amp; Explanatory</td>
<td>samples from the lunar missions has changed over time; and • suggest what role evidence from the lunar missions will likely play in future studies of the moon’s origins.</td>
<td>gallery walks, discussions, and writing assignments on the content and pedagogy of their learning to develop and track their understandings and habits of thinking.</td>
</tr>
</tbody>
</table>

*Prompt derived from “2015 Released Items: Grade 11 Performance-Based Assessment Research Simulation Task” https://prc.parcconline.org/system/files/grade11_RST_itemset_01.16.pdf*
**Honors Project (Choose 1)**

<table>
<thead>
<tr>
<th>Project (Suggested)</th>
<th>Project (Suggested)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Debate Over Slavery</td>
<td>Freedom Fighters: Panel Discussion (2-3 students per group)</td>
</tr>
</tbody>
</table>

Here is a selection of documents from both sides of the slavery debate. Students are required to read the documents, and then come to class prepared to argue one of the two sides—either for or against slavery. It is easy to argue against slavery—no modern American would have any trouble arguing against slavery. It is harder to recapture how Americans defended slavery. It is also surprising how abolitionists argued against slavery. Students read the arguments on both sides, and come to class prepared to debate both positions.

Follow the link to access the materials and explicit instructions:

# 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 is effectively developed with narrative elements and is consistently appropriate to the task; the student response is effectively organized with clear and coherent writing; the student establishes and maintains an effective style.</td>
<td>The student response is mostly effectively developed with narrative elements and is generally appropriate to the task; the student response is organized with mostly clear and coherent writing; the student establishes and maintains a mostly effective style.</td>
<td>The student response is developed with some narrative elements and is limited in its appropriateness to the task; the student demonstrates limited organization and coherence; the student has a style that has limited effectiveness.</td>
<td>The student response is minimally developed with few narrative elements and is limited to the task; the student lacks organization and coherence; the student has an inappropriate style.</td>
<td>The student response is undeveloped and/or inappropriate to the task; the student lacks organization and coherence; the student has an inappropriate style.</td>
</tr>
</tbody>
</table>

| Knowledge of Language and Conventions | 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. | 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. | The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding. | 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. |
# Writing Rubrics

**GRADES 6-11 (July 2015)**

**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><strong>Reading</strong></td>
<td>The student response must demonstrate full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis;</td>
<td>The student response must demonstrate comprehension of ideas stated explicitly and inferentially by providing a mostly accurate analysis;</td>
<td>The student response must demonstrate basic comprehension of ideas stated explicitly and inferentially by providing a generally accurate analysis;</td>
<td>The student response must demonstrate limited comprehension of ideas stated explicitly and inferentially by providing a minimally accurate analysis;</td>
<td>The student response must demonstrate no comprehension of ideas by providing an inaccurate or no analysis;</td>
</tr>
<tr>
<td>Comprehension and</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 mostly appropriate to task, purpose, and audience;</td>
<td>addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience;</td>
<td>addresses the prompt and provides minimal development of claim or topic that is limited in its appropriateness to task, purpose, and audience;</td>
<td>addresses the prompt and provides no development of claim or topic that is inappropriate to task, purpose, and audience;</td>
</tr>
<tr>
<td>Written Expression</td>
<td>uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic; establishes and maintains an effective style.</td>
<td>uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style.</td>
<td>uses some reasoning and text-based evidence in the development of the claim or topic; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective.</td>
<td>uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; has a style that is minimally effective.</td>
<td>includes little to no text-based evidence; lacks organization and coherence; has an inappropriate style.</td>
</tr>
<tr>
<td>Knowledge of language and</td>
<td>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</td>
<td>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</td>
<td>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</td>
<td>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. There may be frequent and varied errors in mechanics, grammar, and usage that impede understanding.</td>
<td>The student response to the prompt does not demonstrate any 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.</td>
</tr>
</tbody>
</table>
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
# 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/bibliomania-static/index.html)).
- 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))
Honors Advanced Skills

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 lexiile 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
- Students will be involved in
- 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
Resources for Honors

Journal:

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

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

Students will use the left column of the *Dialectical Journal* to:

- Cite select words, phrases, sentences or passages directly from the text; document (include page references)
- Paraphrase select passages; document (include page references)
- Summarize as appropriate

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

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

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

INDEX OF TEMPLATES

INTRODUCING WHAT "THEY SAY"

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

INTRODUCING "STANDARD VIEWS"

- Americans today tend to believe that___________
- Conventional wisdom has it that___________
- Common sense seems to dictate that___________
- The standard way of thinking about topic X has it that___________
- It is often said that___________
- My whole life I have heard it said that___________
- You would think that___________
- Many people assumed that___________

MAKING WHAT "THEY SAY" SOMETHING YOU SAY

- You always believed that___________
- When I was a child, I used to think that___________
- Although I should know better by now, I cannot help thinking that___________
- At the same time that I believe___________, I also believe___________

INTRODUCING SOMETHING IMPLIED OR ASSUMED

- Although none of them have ever said so directly, my teachers have often given me the impression that___________
- One implication of X's treatment of___________ is that___________
- Although X does not say so directly, she apparently assumes that___________
- While they rarely admit as much,___________ often take for granted that___________

INTRODUCING AN ONGOING DEBATE

- In discussions of X, one controversial issue has been___________
- On the one hand,___________
- On the other hand,___________
- Others even maintain___________ My own view is___________
- When it comes to the topic of___________ most of us will readily agree that___________ Where this agreement usually ends, however, is on the question of___________ Whereas some are certain that___________ others maintain___________

They Say/I Say Templates

Why Templates?

Academic writing requires presenting your sources in a way that effectively communicates the ideas you are using in your writing. In order to do this, you need to organize your ideas in relationship to your thesis, to support your thesis with evidence, and to present the evidence in a logical order. The templates allow you to do this by organizing your ideas and presenting them in a logical order.

The Most Important Templates:

- On the one hand,___________ On the other hand,___________

Author X contrasts herself. At the same time that she argues___________, she also implies___________. I agree that___________ and I agree because___________

Her argument___________ is supported by new research showing that___________

In recent discussions of___________, a controversial issue has been whether___________ On the one hand, some argue that___________ On the other hand, however, others argue that___________

Introducing Standard Views:

Americans today tend to believe that___________

Common wisdom has it 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:

In fact, they celebrate the fact that___________

Introducing a Quote:

X wrote___________

As the prominent philosopher X put it___________

According to X___________

In her book___________ X maintains that___________

X complicates matters further when she writes that___________

Disagreeing:

I think that X is mistaken because she overlooks___________

I disagree with X's view that___________ because___________

I disagree with X's view that___________ because___________

Introducing Your Point of View:

X overlooks what I consider an important point about___________

I wholeheartedly endorse what X calls___________

My discussion of X is as important as___________

These conclusions will have significant applications in___________ as well as in___________

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.
PARCC Writing Unit

ADDITIONAL RESOURCES

PARCC Released Items

- The link to the PARCC Released Items “include scoring rubrics and guides to the scoring, as well as released item sets, answer keys, standards alignment, and sample student responses – scored and annotated.” Staff may access all PARCC Released Items by visiting https://prc.parcconline.org/assessments/parcc-released-items?title=&field_subject_tid=&field_grade_level_unlimited_tid=All&page=7

- **2015 Released Items: Grade 11 Performance-Based Assessment Research Simulation Task**: The following link provides the full PBA RST which includes 9 Evidence-Based Selected Response/Technology Enhanced Constructed Response(s) and one Prose Constructed Response Item. Teachers can use this resource to provide students with strategies that can be utilized when responding to the EBSR/TECR and PCRs. https://prc.parcconline.org/system/files/grade11_RST_itemset_01.16.pdf

- **Grade 11 Research Simulation Task - Sample Student Responses (no annotations included)** The sample student responses can be used as anchor papers during peer to peer and self-review sessions: https://prc.parcconline.org/system/files/E11_Conv_Released%20Set_Jan%202016.pdf
# District Resources

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<td><a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a></td>
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**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. 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*.\(^1\) 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.\(^2\) *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
### Additional Resources: Suggested in the NJ Curriculum Framework

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<td>Purdue Online Writing Lab</td>
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<td>How to Mark a Book</td>
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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. [http://www.brainpop.com/](http://www.brainpop.com/)

Tween Tribune
**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/](http://tweentribune.com/)

**E Reading Worksheets**
Ereading Worksheets provides teachers with high-quality reading worksheets, activities, and resources aligned with Common Core State Standards.


**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/](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](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.


**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)
## Suggested Websites

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<td><strong>Learn Zillion</strong></td>
<td>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. <a href="http://www.learnzillion.com">www.learnzillion.com</a></td>
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<td><strong>News ELA</strong></td>
<td>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. <a href="http://www.newsela.com/">http://www.newsela.com/</a></td>
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<tr>
<td><strong>TCOE</strong></td>
<td>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. <a href="http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm">http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm</a></td>
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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

- **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/

- **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

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

- **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/
Suggested Websites

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

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

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

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

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

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

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

- **Vocab Ahead**
  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. [http://www.mywebspiration.com/](http://www.mywebspiration.com/)

- **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. [http://wordgen.serpmedia.org/](http://wordgen.serpmedia.org/)
Suggested Websites

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

Field Trip Ideas

**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/