ENGLISH LANGUAGE ARTS

English II: Unit 1
Reading Literature and Informational Text
Informative/Explanatory Writing
“You’ve Got to Be Kidding”: Understanding Satire
Course Description

(Workshop Model)

English II consists of reading, writing, speaking, listening and media literacy skills. During the block of literacy instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The English II curriculum is designed around universal themes and essential questions to promote literary analysis of reading, incorporation of textual evidence when writing and to encourage students to engage in deep meaningful discussions to socialize intelligence. The students are exposed to multiple genres of reading and writing such as fiction, non-fiction, short stories, essays, novels, drama and poetry. Students will compose narrative, informational, expository, persuasive, argumentative, and other pieces of writing required by the teacher. The workshop model is employed so that all students can improve their skills and voice as writers. Teachers will instruct students using the workshop model philosophy with the use of the “I DO, WE DO, YOU DO” method of instruction. Other skills such as grammar, vocabulary, listening and speaking are infused in the exploration of effective reading and writing. The English II 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.
Rationale

In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard. Given the diverse population of learners in the classrooms, the essential elements related to the standards from the Dynamic Learning Maps have been included for the special education students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.
# Pacing Chart – Unit 1

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

<table>
<thead>
<tr>
<th>DISTRICT RESOURCES</th>
<th>NJSLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IFL Three-text Unit: “You’ve Got to Be Kidding”: Understanding Satire</strong></td>
<td><strong>Reading Standards:</strong></td>
</tr>
<tr>
<td>“To ensure every child wins Ontario athletic association removes ball from soccer” by Pat Kelly and Peter Oldring</td>
<td><strong>Literature</strong></td>
</tr>
<tr>
<td>“A Modest Proposal” by Jonathan Swift</td>
<td>RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.6</td>
</tr>
<tr>
<td>“News Parodies Lost: Why satire must be banned from the Internet” by Steve Borgira</td>
<td><strong>Informational</strong></td>
</tr>
<tr>
<td>HOLT EOL “The Lowest Animal” by Mark Twain page 456-462</td>
<td>RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.6</td>
</tr>
<tr>
<td>HOLT EOL “The Man in the Water” by Roger Rosenblatt page 471-475</td>
<td><strong>Writing Standards</strong></td>
</tr>
<tr>
<td>One extended text chosen by the teacher</td>
<td>W.9-10.2A,B,C,D,E,F, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7</td>
</tr>
</tbody>
</table>

**Instruction:** 7 weeks  
**Assessment:** 1 week  
**Remediation/Enrichment:** 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 in learning</td>
<td>Coaching</td>
</tr>
<tr>
<td>Quick writes</td>
<td>Reading partners</td>
</tr>
<tr>
<td>Pair/trio Sharing</td>
<td>Visuals</td>
</tr>
<tr>
<td>Turn and Talk</td>
<td>Reading Aloud</td>
</tr>
<tr>
<td>Charting</td>
<td>Model (I Do), Prompt (We Do), Check (You Do)</td>
</tr>
<tr>
<td>Gallery Walks</td>
<td>Mind Mapping</td>
</tr>
<tr>
<td>Whole class discussions</td>
<td>Trackers</td>
</tr>
<tr>
<td>Modeling</td>
<td>Multiple Response Strategies</td>
</tr>
<tr>
<td></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**  
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

  **Example:** Students will be working in pairs to create a chart entitled, “Interpretation of Modest Proposal” in their reader write notebook. The students’ chart will be divided into three sections: “Issue” “Evidence/Text Support” and “Targets”. Students may create this chart digitally, utilizing software such as Inspiration, PowerPoint, etc. Students will then use their digital chart to present their work to the class.

- **Creativity and Innovation**  
  - Illustrate and communicate original ideas and stories using multiple digital tools and resources.

  **Example:** Students will listen to podcast in lesson 1.1, comprehension. Students have the option of creating their own podcast to explain the “gist” of the podcast. Students may post their podcast on a digital platform for other students to review.

  When completing the culminating assessment for this unit, students may utilize various digital platforms to create their 5-10 minute presentation.

- **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, student may follow MLA guidelines when quoting and citing textual evidence to support their ideas and claims. When utilizing images in presentations, students will properly cite the source of the image if copyright laws apply.
Career Ready Practices

CRP1, CRP4, CRP6, CRP11

- **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:** Students are saturated in satire through their immersion in popular culture. It is part of the television and movies they watch, the music they listen to, websites they visit, and games they play. Understanding satire helps students understand ways in which people can be critical of our society. By gaining this awareness, students are better equipped to make decisions benefitting our society.

- **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:** During this unit, students will be studying satire and what can happen when satire is misunderstood. In order to analyze satirical pieces, the students must work in groups to critically analyze pieces of satire and effectively explain how each author utilizes satire to create humor. The culminating assessment of the unit also requires students to use their writing skills to analyze a piece of satire.
Career Ready Practices

- **CRP6. Demonstrate creativity and innovation.**
  Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

  **Example:** This unit provides students with the opportunity to investigate present day problems facing our society. Students will have the opportunity to critically examine topics such as, fairness in adolescent sports. Students will be challenged with providing their own solutions to this problem.

- **CRP11. Use technology to enhance productivity.**
  Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

  **Example:** Students will be working in pairs to create a chart entitled, “Interpretation of Modest Proposal” in their reader write notebook. The students’ chart will be divided into three sections: “Issue” “Evidence/Text Support” and “Targets”. Students may create this chart digitally, utilizing software such as Inspiration, PowerPoint, etc. Students will then use their digital chart to present their work to the class.

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

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

<table>
<thead>
<tr>
<th>Environment</th>
<th>Sensory Supports*</th>
<th>Graphic Supports*</th>
<th>Interactive Supports*</th>
<th>Verbal and Textual Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcoming and stress-free</td>
<td>Real-life objects (realia) or concrete objects</td>
<td>Graphs</td>
<td>In a whole group</td>
<td>Labeling</td>
</tr>
<tr>
<td>Respectful of linguistic and cultural diversity</td>
<td>Physical models</td>
<td>Charts</td>
<td>In a small group</td>
<td>Students’ native language</td>
</tr>
<tr>
<td>Honors students’ background knowledge</td>
<td>Manipulatives</td>
<td>Timelines</td>
<td>With a partner such as Turn-and-Talk</td>
<td>Modeling</td>
</tr>
<tr>
<td>Sets clear and high expectations</td>
<td>Pictures &amp; photographs</td>
<td>Number lines</td>
<td>In pairs as a group (first, two pairs work independently, then they form a group of four)</td>
<td>Repetitions</td>
</tr>
<tr>
<td>Includes routines and norms</td>
<td>Visual representations or models such as diagrams or drawings</td>
<td>Graphic organizers</td>
<td>In triads</td>
<td>Paraphrasing</td>
</tr>
<tr>
<td>Is thinking-focused vs. answer-seeking</td>
<td>Videos &amp; films</td>
<td>Graphing paper</td>
<td>Cooperative learning structures such as Think-Pair-Share</td>
<td>Summarizing</td>
</tr>
<tr>
<td>Offers multiple modalities to engage in content learning and to</td>
<td>Newspapers or magazines</td>
<td></td>
<td>Interactive websites or software</td>
<td>Guiding questions</td>
</tr>
<tr>
<td>demonstrate understanding</td>
<td>Gestures</td>
<td></td>
<td>With a mentor or coach</td>
<td>Clarifying questions</td>
</tr>
<tr>
<td>Includes explicit instruction of specific language targets</td>
<td>Physical movements</td>
<td></td>
<td></td>
<td>Probing questions</td>
</tr>
<tr>
<td>Provides participation techniques to include all learners</td>
<td>Music &amp; songs</td>
<td></td>
<td></td>
<td>Leveled questions such as What? Where? How? Why?</td>
</tr>
</tbody>
</table>


BUILDING EQUITY IN YOUR TEACHING PRACTICE

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

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

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

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

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

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

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

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

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

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

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

Culturally Relevant Pedagogy Examples

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

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

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

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

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

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

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

- Leveled Text
- Chunking text
- Choice Board
- Socratic Seminar
- Tiered Instruction
- Small group instruction
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures (i.e., to facilitate vocabulary acquisition)
- Tiered learning stations
- Tiered questioning
- Data-driven student partnerships
Physical Education 2.2.12.C.1

“To ensure every child wins Ontario athletic association removes ball from soccer” by Pat Kelly and Peter Oldring

Online article highlighting a coaches’ viewpoint on youth sports and playing time. The topic of this article relates to the current issue of fairness and accommodations within youth sports. Students will have the opportunity to examine and analyze a point of view contradicting the author’s point of view presented in, “To ensure every child wins Ontario athletic association removes ball from soccer.”
http://www.competitiveyouthsports.com/its-not-fair/

Social Studies 6.1.12.A.14.f

“A Modest Proposal” by Jonathan Swift
This web resource, published and hosted by History.com, contains a detailed analysis and summary of genocide throughout the course of history. Additional photographs, videos, and speeches are directly available from this website pertaining to Genocide. Mathematical concepts will be discussed, such as statistics, as it relates to the number of fatalities resulting from genocide. Students will graph statistics using Microsoft Excel and produce color charts to analyze data.
http://www.history.com/topics/what-is-genocide

The study of satire and social criticism is also examined in numerous Social Studies courses. For example, students analyze Political Cartoons pertaining to War and other social issues. These cartoons and comics are available on the following website:
https://www.cartoonstock.com/directory/s/satire.asp
Enrichment

Accommodate Based on Students Individual Needs: Strategies

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

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

### Required District/State Assessments
- For required District/State Assessments, refer to the district assessment calendar for the appropriate testing window and mandatory assessments required by the district.
- End of Unit Assessment
- 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: 9/10</th>
<th>ELA Standards</th>
<th>Ninth Grade Standards in each Unit</th>
<th>Tenth Grade Standards in each Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.9-10.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>X X X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>L.9-10.1A</td>
<td>Use parallel structure.</td>
<td>X X X X</td>
<td>X X X X X</td>
</tr>
<tr>
<td>L.9-10.1B</td>
<td>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add</td>
<td>X X X X</td>
<td>X X X X X</td>
</tr>
<tr>
<td>19</td>
<td>Page</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Marked</th>
<th>Unknown</th>
<th>Partially Marked</th>
<th>Marked</th>
<th>Unknown</th>
<th>Partially Marked</th>
<th>Marked</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.9-10.2</strong></td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td><strong>L.9-10.2A</strong></td>
<td>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>L.9-10.2B</strong></td>
<td>Use a colon to introduce a list or quotation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>L.9-10.2C</strong></td>
<td>Spell correctly.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>L.9-10.3</strong></td>
<td>Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</td>
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<tr>
<td><strong>L.9-10.3A</strong></td>
<td>Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>L.9-10.4</strong></td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</td>
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<tr>
<td><strong>L.9-10.4A</strong></td>
<td>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td><strong>L.9-10.4B</strong></td>
<td>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <em>analyze</em>, <em>analysis</em>, <em>analytical</em>; <em>advocate</em>, <em>advocacy</em>).</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td><strong>L.9-10.4C</strong></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, or its etymology.</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td><strong>L.9-10.4D</strong></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>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>L.9-10.5</strong></td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
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<tr>
<td><strong>L.9-10.5A</strong></td>
<td>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>L.9-10.5B</strong></td>
<td>Analyze nuances in the meaning of words with similar denotations.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>L.9-10.6</strong></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>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>RL.9-10.1</td>
<td>Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>RL.9-10.2</td>
<td>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>RL.9-10.3</td>
<td>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>RL.9-10.4</td>
<td>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>RL.9-10.5</td>
<td>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>RL.9-10.6</td>
<td>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>RL.9-10.7</td>
<td>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <em>Landscape with the Fall of Icarus</em>).</td>
<td>X</td>
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<tr>
<td>RL.9-10.9</td>
<td>Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</td>
<td>X</td>
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<tr>
<td>RL.9-10.10</td>
<td>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems,</td>
<td>X</td>
<td>X</td>
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<tr>
<td>RI.9-10.1</td>
<td>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.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>RI.9-10.2</td>
<td>Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>RI.9-10.3</td>
<td>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.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>RI.9-10.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>RI.9-10.5</td>
<td>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>RI.9-10.6</td>
<td>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>RI.9-10.7</td>
<td>Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</td>
<td>X</td>
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<tr>
<td>RI.9-10.8</td>
<td>Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</td>
<td>X</td>
<td>X</td>
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<tr>
<td>RI.9-10.9</td>
<td>Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>RI.9-10.10</td>
<td>By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity</td>
<td>X</td>
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</tbody>
</table>
above with scaffolding as needed.
By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

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

<table>
<thead>
<tr>
<th></th>
<th>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</th>
<th>x x x x</th>
<th>x x x x</th>
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</thead>
<tbody>
<tr>
<td>SL.9-10.1A</td>
<td>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
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<tr>
<td>SL.9-10.1B</td>
<td>Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</td>
<td>x x x x</td>
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<tr>
<td>SL.9-10.1C</td>
<td>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
<td>x x x x</td>
<td>x x x x</td>
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<tr>
<td>SL.9-</td>
<td>Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and x x x x</td>
<td>x x x x</td>
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</tr>
<tr>
<td>SL.9-10.2</td>
<td>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.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SL.9-10.3</td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SL.9-10.4</td>
<td>Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SL.9-10.5</td>
<td>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</td>
<td>X</td>
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</table>

**Grade: 10**

**Unit: 1**

**Topic: Reading Literature and Informational Texts**

**Informative and Explanatory Writing**

**Standards: NJSLS:**

**Reading Literature:** RL.10.1, RL.10.2, RL.10.3, RL.10.4, RL.10.5, RL.10.6, RL.10.10

**Reading Informational Text:** RI.10.1, RI.10.2 RI.10.3 RI.10.4 RI.10.6

**Writing:** W.10.2A,B,C,D,E,F, W.10.4, W.10.5, W.10.7, W.10.9, W.10.10

**Speaking and Listening:** SL.10.1, SL.10.2, SL.10.3, SL.10.4

**Language:** L.10.1, L.10.2, L.10.3, L.10.4, L.10.5, L.10.6

**IFL Unit CCSS:**

**Reading Literature:** RL.10.1, RL.10.2, RL.10.3, RL.10.4, RL.10.5, RL.10.6, RL.10.7, RL.10.10

**Language:** L.10.1, L.10.2, L.10.3, L.10.4, L.10.5, L.10.6

**Speaking and Listening:** SL.10.1, SL.10.2, SL.10.3, SL.10.4

**Writing:** W.10.2, W.10.4, W.10.5, W.10.7, W.10.9, W.10.10

**SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. | X | X | X | X | X | X | X | X |
In this unit, students will read, write about, and discuss satire by studying three unit texts and their own collected examples of satire. Students will:

• Expand their understanding of satire as a source of humor and social criticism.
• Understand satire as a source of humor and social criticism
• Analyze satirical text as conceptualized and universal
• Understand the intended and untended impact of satire
• Identify characteristics and varieties of satire
• Collaborate with a team to create a short presentation and then work individually to produce an “on-demand” essay in which they analyze a piece of satire collected during fieldwork

**Required Resources for IFL**

**Mentor Texts:**  “To ensure every child wins Ontario athletic association removes ball from soccer” by Pat Kelly and Peter Oldring
“A Modest Proposal” by Jonathan Swift
“News Parodies Lost: Why satire must be banned from the Internet” by Steve Borgira
**New Jersey Student Learning Standard (NJSLS) RL.9-10.1**

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

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

<table>
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<th>Sample Activities/Lesson Starters</th>
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</thead>
</table>
| • General Education| • Make personal connections, make connection to other texts, and/or make global connections where relevant  
• Evaluate the relationship between explicit and implicit details and how they contribute to the meaning  
• Identify explicit and implicit textual evidence  
• Distinguish the difference between strong and insufficient (unreliable) details  
• Distinguish text that provides strong support from unsupported, uncertain or insufficient text  
• Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience  
• Support inference using several examples from the text | • What textual evidence did you identify to support your analysis of the text?  
• What inferences can you draw from your analysis of the text?  
• What evidence most strongly supports your analysis?  
• How can I justify and support my inferences? | • Have students complete a quick write while listening to the podcast, answering the following questions: “What is the Podcast About” and “What is your reaction to this podcast?”  
• Have students work in pairs to share their responses from the quick write.  
• Students will utilize accountable talk stems with textual evidence during whole group and small group discussions. |
| • Special Education Students | • Understand inferences  
• Identify inferences in the text  
• Identify textual evidence | • What is an inference?  
• How can I find strong textual evidence?  
• Why are certain details insufficient? | • Highlight the details in the text that supports an inference drawn from the text.  
• After a discussion of an
<table>
<thead>
<tr>
<th>Determine the strong details in the text</th>
<th>Why are certain quotes better to use while paraphrasing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand which details are insufficient</td>
<td>How do I use information from the text to make a conclusion?</td>
</tr>
<tr>
<td>Use direct quotes to paraphrase</td>
<td>How can I provide strong textual evidence?</td>
</tr>
<tr>
<td>Draw conclusions about the information within the text</td>
<td>How do determine the difference between implicit and explicit textual evidence?</td>
</tr>
<tr>
<td>Use details from the text to support inference</td>
<td>inference drawn from the text, work with a partner to determine which quote best supports the inference.</td>
</tr>
<tr>
<td>Determine the difference between implicit and explicit text evidence</td>
<td>Given two or three quotes from the text, use one or two quotes to paraphrase the text.</td>
</tr>
<tr>
<td>Make personal connections to text</td>
<td>Working with a partner, given statements from the text, students will determine if the information is implicit or explicit text evidence.</td>
</tr>
</tbody>
</table>

| Uses “yes” or “no” to indicate if a quote is from a text or not. |
## New Jersey Student Learning Standard (NJSLS) RL.9-10.2

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

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

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</thead>
<tbody>
<tr>
<td>• General Education</td>
<td>• Provide an objective summary of the text</td>
<td>• What is the central idea of the text?</td>
<td>• Post the following question and have students discuss their thinking about the question in pairs for two minutes: “Explain why your ability to “get” Swift’s satire was the same or different to your ability to “get” the podcast or other satire you’ve run into during your fieldwork.</td>
</tr>
<tr>
<td></td>
<td>• Evaluate a theme and central idea</td>
<td>• Which detail, or event, first presented an indication of the theme?</td>
<td>• Have students work in pairs to create a chart entitled, “Interpretation of Modest Proposal” in their reader write notebook.</td>
</tr>
<tr>
<td></td>
<td>• Analyze how details develop the theme/central idea</td>
<td>• How can you objectively summarize the text?</td>
<td>• The students’ chart will be divided into three sections: “Issue” “Evidence/Text Support” and “Targets”</td>
</tr>
<tr>
<td></td>
<td>• Make inferences using implicit and explicit textual evidence</td>
<td>• How does the author develop the central idea throughout the course of the text?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use the text to draw conclusions about the theme/central idea</td>
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<tr>
<td></td>
<td>• Formulate an objective (free of personal bias) summary of the text</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Determine how the theme/central idea emerges and is refined or strengthened through key details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Special Education Students</td>
<td>• Identify the theme and central idea</td>
<td>• How do I determine the theme?</td>
<td>• Use a graphic organizer to chart details and how they details change over the course of the text.</td>
</tr>
<tr>
<td></td>
<td>• Determine details</td>
<td>• How do I determine the central idea?</td>
<td>• Teacher will provide two summarized texts and students will determine which best summarizes the text.</td>
</tr>
<tr>
<td></td>
<td>• Development of characters</td>
<td>• How do I identify the details that help me determine the theme?</td>
<td>• Working with a partner, students will underline details that support the theme of the text.</td>
</tr>
<tr>
<td></td>
<td>• Describe setting</td>
<td>• How can I use facts to identify the theme?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Make inferences using textual evidence</td>
<td>• How do the details help support the theme?</td>
<td>• Using teacher provided details, work in with a partner to summarize the text.</td>
</tr>
<tr>
<td></td>
<td>• Draw conclusions about the theme</td>
<td>• Who are the characters?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How do the characters develop over the course of the story?</td>
<td></td>
</tr>
<tr>
<td>Formulate a summary of the text</td>
<td>Determine what details support the theme</td>
<td>What is the setting?</td>
<td>Students will use a character web to show character development.</td>
</tr>
</tbody>
</table>
**New Jersey Student Learning Standard (NJSLS) RL.9-10.3**

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

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

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

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

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

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</thead>
</table>
| • General Education | • Identify key words and evaluate figurative meaning  
• Identify key words and evaluate connotative meaning  
• Critically examine how word choice impacts meaning  
• Critically examine how word choice impacts tone  
• Evaluate cumulative impact of word choice  
• Critically examine formal vs. informal tone | • What is the meaning of the text?  
• What is the tone?  
• How can I differentiate between a phrase’s literal and figurative meanings?  
• How can I understand and deduce technical meanings? | • Create a list or chart of unfamiliar vocabulary words and references.  
• Students utilize pre-fixes and suffixes to define unknown words. |
| • Special Education Students | • Understand figurative language  
• Understand connotative meaning  
• Understand how word choice affects the text  
• Identify key words and determine connotative meaning  
• Identify key words that impacts meaning  
• Understand formal and informal tone | • Which words or phrases set a tone in the text?  
• What is figurative language? Does this text contain figurative language?  
• What is connotative meaning? Can you find connotative meaning in this text?  
• What key words help us determine the meaning of _________?  
• How does the author create tone through word choice? | • From a bank of key words and figurative meanings, students will match the word to the meaning.  
• Provide students with a section of text and work with a partner to determine when they see figurative language.  
• Provide students with figurative language examples and have them provide the meaning through words, phrases or drawings. |
**New Jersey Student Learning Standard (NJSLS) RL.9-10.6**

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

**Modified Learning Objective:** RL.10.6. Determine the difference in the points of view of a character and the audience or reader in a text from outside the United States.

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

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

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

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| • General Education | • Make personal connections, make connection to other texts, and or/make global connections where relevant  
• Evaluate the relationship between explicit and implicit details and how they contribute to the meaning  
• Identify explicit and implicit textual evidence  
• Distinguish the difference between strong and insufficient (unreliable) details  
• Distinguish text that provides strong support from unsupported, uncertain or insufficient text  
• Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience  
• Support inference using several examples from the text | • What textual evidence did you identify to support your analysis of the text?  
• What inferences can you draw from your analysis of the text?  
• What evidence most strongly supports your analysis?  
• How can I justify and support my inferences? | • Students will read through a text, stopping at the end of each section to note the main points.  
• When composing quick writes, the teacher will require students to cite evidence from the text to support their inferences.  
• Students will chart inferences from the text supported with textual evidence |
| • Special Education Students | • Understand inferences  
• Identify inferences in the text  
• Identify textual evidence | • What is an inference?  
• How can I find strong textual evidence? | • Using a two column graphic organizer, students will infer what will happen in one column and cite textual evidence on the
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<td>Draw conclusions about the information within the text</td>
<td>How can I provide strong textual evidence?</td>
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<td>Use details from the text to support inference</td>
<td>How do I determine the difference between implicit and explicit textual evidence?</td>
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<tr>
<td>Determine the difference between implicit and explicit text evidence</td>
<td>Why are certain details insufficient?</td>
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<tr>
<td>Make personal connections to text</td>
<td>Why are certain quotes better to use while paraphrasing?</td>
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- Determine which citations demonstrate what the text says explicitly; Teacher will provide students with information and the students’ will need to support that information with facts from the text.
- Provide students with highlighters and allow them to highlight text that tells how a task should be completed; Teacher will provide a statement of what the text says explicitly, and students will then find the citation in a selected portion of the text.
- Using a graphic organizer student will determine which citations match given inferences.
## New Jersey Student Learning Standard (NJSLS) RI.10.2

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

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

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| • General Education          | • Provide an objective summary of the text  
• Evaluate a theme and central idea  
• Analyze how details develop the theme/central idea  
• Make inferences using implicit and explicit textual evidence  
• Use the text to draw conclusions about the theme/central idea  
• Formulate an objective (free of personal bias) summary of the text  
• Determine how the theme/central idea emerges and is refined or strengthened through key details | • What is the central idea of the text?  
• Which detail, or event, first presented an indication of the theme?  
• How can you objectively summarize the text?  
• How does the author develop the central idea throughout the course of the text? | • Have students individually compose a short summary of a text they have just read.  
• Students will work in trios to share their summaries and identify similarities/differences.                                                                                                                                                                                                 |
| • Special Education Students | • Identify the theme and central idea  
• Determine details  
• Development of characters  
• Describe setting  
• Make inferences using textual evidence  
• Draw conclusions about the theme  
• Formulate a summary of the text  
• Determine what details support the theme | • How do I determine the theme?  
• How do I determine the central idea?  
• How do I identify the details that help me determine the theme?  
• How can I use facts to identify the theme?  
• How do the details help support the theme?  
• Who are the characters?  
• How do the characters develop over the course of the story?  
• What is the setting? | • Provide students with a graphic organizer and have students’ list important events.  
• Have students utilize a previously completed graphic organizer about major events in order to write a summary.  
• Given an informational pamphlet, students will tell what it is about based on the title and highlight at least two details about the topic from the contents of |
Students will work with a partner and each will take a section of text and summarize it including key details.

Students will complete a fill in the blank about the characters and their development over the course of the text.
**New Jersey Student Learning Standard (NJSLS) RI.10.3**

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

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

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

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

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

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</thead>
<tbody>
<tr>
<td>General Education</td>
<td>• Identify key words and evaluate figurative meaning</td>
<td>• What is the meaning of the text?</td>
<td>• Create a list or chart of unfamiliar vocabulary words and references.</td>
</tr>
<tr>
<td></td>
<td>• Identify key words and evaluate connotative meaning</td>
<td>• What is the tone?</td>
<td>• Students utilize pre-fixes and suffixes to define unknown words.</td>
</tr>
<tr>
<td></td>
<td>• Critically examine how word choice impacts meaning</td>
<td>• How can I differentiate between a phrase’s literal and figurative meanings?</td>
<td>• Utilize the Vocabulary Word concept map as provided in the Unit Guide.</td>
</tr>
<tr>
<td></td>
<td>• Critically examine how word choice impacts tone</td>
<td>• How can I understand and deduce technical meanings?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evaluate cumulative impact of word choice</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Critically examine formal vs. informal tone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Students</td>
<td>• Understand figurative language</td>
<td>• Which words or phrases set a tone in the text?</td>
<td>• Review two types of informational texts and determine how the word choice changes the meaning.</td>
</tr>
<tr>
<td></td>
<td>• Understand connotative meaning</td>
<td>• What is figurative language? Does this text contain figurative language?</td>
<td>• Have students alter the word choice in a text to change the meaning.</td>
</tr>
<tr>
<td></td>
<td>• Understand how word choice affects the text</td>
<td>• What is connotative meaning? Can you find connotative meaning in this text?</td>
<td>• Have students create a skit based on a writing piece. Have two groups change the tone of the piece to visually see the impact</td>
</tr>
<tr>
<td></td>
<td>• Identify key words and determine connotative meaning</td>
<td>• What key words help us determine the meaning of _________?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify key words that impacts meaning</td>
<td>• How does the author create tone through word choice?</td>
<td></td>
</tr>
<tr>
<td>Understand formal and informal tone</td>
<td>word choice has.</td>
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<tr>
<td>Working with a partner, have students determine why an author chooses specific words to set the tone. Chart the responses.</td>
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</tbody>
</table>
**New Jersey Student Learning Standard (NJSLS) RI.10.6**

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

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

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</thead>
<tbody>
<tr>
<td>General Education Students</td>
<td>• Critically examine the author’s overall purpose</td>
<td>• How does the author use rhetorical strategies to advance his/her purpose?</td>
<td>• Students work individually or in pairs to identify repetition.</td>
</tr>
<tr>
<td></td>
<td>• Evaluate how an author uses various rhetorical strategies to advance that purpose</td>
<td></td>
<td>• Teacher models how to analyze a piece of writing to identify rhetorical strategies.</td>
</tr>
<tr>
<td>Special Education Students</td>
<td>• Identify point of view</td>
<td>• What is the author’s point of view?</td>
<td>• Model for students how to identify the author’s point of view by using visuals, graphic organizers, and marking the text.</td>
</tr>
<tr>
<td></td>
<td>• Understand rhetorical devices</td>
<td>• What is a rhetorical device? Can you identify any in the text?</td>
<td>• In a small group, students will discuss the author’s point of view.</td>
</tr>
<tr>
<td></td>
<td>• Determine the author’s purpose</td>
<td>• How does the author develop his / her point of view?</td>
<td>• Provide students with a list of rhetorical devices and have them determine which device fits with the text.</td>
</tr>
<tr>
<td></td>
<td>• Determine how an author uses point of view to identify the purpose</td>
<td>• What is the author’s purpose in writing this text?</td>
<td>• In a whip-around activity, students will share what they think is the author’s purpose behind writing a particular text. Teacher will chart and discuss as a whole group.</td>
</tr>
</tbody>
</table>
New Jersey Student Learning Standard (NJSLS) W.10.2

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

W.10.2.A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.10.2.C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

W.10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Modified Learning Objectives:

EE W10.2.a Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.

EE W10.2.b Develop a topic with facts or details

EE W10.2.c Use complete, simple sentences as appropriate

EE W10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.

EE W10.2.f Provide a closing

<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  | • Develop a strong formal style appropriate for the task  
|                     | • Maintain a tone that is free of bias  
|                     | • Integrate multimedia when appropriate and effective  
|                     | • Use relevant and sufficient facts, definitions, details, and quotes  
|                     | • Use sources that are appropriate to task, audience, and purpose  | • How can I create an effective introduction?  
|                     |                                                             | • How can I organize my ideas?  
|                     |                                                             | • How can I develop and support my inferences with facts, quotes, etc.?  
|                     |                                                             | • How can I create an effective concluding paragraph?  
|                     |                                                             | • How do I choose the best supporting details to advance my main ideas and themes?  
|                     |                                                             | • How can I ensure the facts I choose to  | • While completing task 3.3, students will work in small groups and use the fieldwork instructions to plan and begin construction of their presentation.  
|                     |                                                             |                     | • Students will complete part 2 of the culminating assignment.  
|                     |                                                             |                     | • Students will use their Reader/Writer Notebook as a resource and review the  

43 | P a g e
<table>
<thead>
<tr>
<th>Choose precise words and domain-specific vocabulary</th>
<th>support my claims are relevant, sufficient, and true?</th>
<th>analysis work done in class. Students will use this to guide their independent work with the new piece of satire.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce a topic arranging ideas, concepts, and information to show interrelationships</td>
<td>How can I use quotations to augment the claims I am making in my writing?</td>
<td>Process of revise and edit with feedback from the teacher.</td>
</tr>
<tr>
<td>Format effectively</td>
<td>How can I use concrete details across my writing to engage the reader and keep my writing vibrant and engaging?</td>
<td>Students must verify each essay including, source information, brief overview of the sample’s effectiveness, context for the sample, background information, analysis of targets/issues, analysis of technique/devices, an inferences about the intended message.</td>
</tr>
<tr>
<td>Develop a topic</td>
<td>How can I justify the information being presented to the audience is appropriate in regard to their base of prior knowledge?</td>
<td></td>
</tr>
<tr>
<td>Organize graphics</td>
<td>What are the best ways for me to create logical cohesion in my writing?</td>
<td></td>
</tr>
<tr>
<td>Provide multimedia when useful</td>
<td>How can I vary transitions to avoid staleness and redundancy?</td>
<td></td>
</tr>
<tr>
<td>Use transitions to link together the major sections of the text</td>
<td>How can I establish cohesion across the major ideas and themes presented in my writing?</td>
<td></td>
</tr>
<tr>
<td>Write a concluding paragraph or section that supports the information presented</td>
<td>What vocabulary words can I use to manage complexity of the topic and engage readers through a clear understanding of the subject?</td>
<td></td>
</tr>
<tr>
<td>Choose a formal style and objective tone</td>
<td>How can I ensure precision and economy of language without falling into traps of banality and cliché?</td>
<td></td>
</tr>
<tr>
<td>Decide what organization is most effective for purpose, audience, and task</td>
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</table>

### Special Education Students

- Understand how to use facts such as quotes
- Understand citations
- Find appropriate sources
- Introduce a topic
- Understand how to arrange ideas
- Understand format
- Develop a topic
- Organize graphics
- Provide multimedia when useful
- How can you include facts in your writing?
- Did you use quotes? Do you know how to cite correctly?
- Where can you look to locate sources for your topic?
- What is the topic?
- Do you have a thesis statement?
- What details support the topic?
- Who is your audience?
- Did you provide multimedia sources in your writing?
- How do you know when to incorporate transitions in your writing?
- How can you organize your thoughts prior to writing?
- Have students complete a facts chart about their topic prior to writing. They should write a list of relevant facts and where they located the information.
- Working with a partner, students can work together to correctly cite from a text. Then as a whole group the class can make an anchor chart of correct citations.
- Students should complete a prewriting graphic organizer which will include the topic sentence. Teacher will provide a list of sources students can use to research and locate citations on their
| Use transition words | Write a conclusion | Understand when to use informative/explanatory writing | Organize thought and ideas prior to writing | As a whole group teacher will model how to write a thesis statement about a topic. | Working in groups students will complete a conclusion to a partially completed article. | Provide students with the option of voice typing and allow student to include their own graphics to support a topic. |
**New Jersey Student Learning Standard (NJSLS) W.10.4**

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

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

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
</table>
| **General Education** | • Identify writing task type and its organizational structure  
  • Identify and understand the writing purpose  
  • Determine and address the audience appropriately  
  • Understand and utilize appropriate style | • How can I effectively respond to a particular writing prompt?  
  • How can I organize my writing to effectively address a particular writing prompt? | • Students will complete all tasks prior to the culminating assessment. These tasks will allow students to build knowledge and skills to complete the culminating task.  
  • Students will complete a series of quick writes throughout the unit. |
| **Special Education Students** | • Identify writing task type  
  • Understand writing structure  
  • Understand the writing purpose  
  • Determine the audience  
  • Understand appropriate style for the audience | • 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?  
  • How do you want your audience to feel? | • After selecting a topic, students will work with a partner to determine what message they are conveying.  
  • The students will create an outline from model on the topic they are completing.  
  • After completing the outline students will read to a partner to determine the tone of the writing.  
  • 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.10.5**

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

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

<table>
<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       | • Develop and use appropriate planning templates  
• Understand and utilize revision techniques  
• Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience | • How can I effectively respond to a particular writing prompt?  
• How can I organize my writing to effectively address a particular writing prompt? | • Students will complete activities prior to culminating assessment.  
• Teacher provided feedback on writing samples.  
• Students are provided with a rubric to assess their writing.  
• Students work with a peer to evaluate and provide feedback on writing. |
| • Special Education Students | • Use appropriate planning template  
• Understand revision techniques  
• Understand writing as a process  
• Plan, revise, edit, rewrite, or try a new approach in writing. | • Do you know how to use the writing templates?  
• Do you know how to revise your paper?  
• Do you know how to use the rubric to assist with the revisions?  
• Have you used the writing rubric to monitor your writing? | • Teacher will provide a topic and a sample brainstorming bubble, and students will generate ideas and write them down, then reread what is written and add one more detail.  
• Students will work with a partner to develop an outline before beginning the writing process (topic, three details, and conclusion) and use it to write, seek peer feedback, and then add to the outline based on feedback provided.  
• Using a question framework (e.g., 5 W’s and an H) in graphic organizer software, students can take turns entering information into the organizer, seek another peer partner group’s feedback, and then add to the outline. |
**New Jersey Student Learning Standard (NJSLS) W.10.7**

NJSLS: W.10.7. (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.10.7. 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>
<tbody>
<tr>
<td><strong>General Education</strong></td>
<td>• Conduct short and more sustained research projects</td>
<td>• How are multiple works on one topic related?</td>
<td>• Students will analyze techniques used to create satire using 3 sources.</td>
</tr>
<tr>
<td></td>
<td>• Conduct research drawing on multiple sources</td>
<td>• How can I organize information from multiple sources?</td>
<td>• Students will create a chart highlighting techniques used from each source.</td>
</tr>
<tr>
<td></td>
<td>• Understand steps of an investigation</td>
<td>• How can I use multiple sources to answer questions or solve a problem?</td>
<td>• Students will complete the culminating assessment at the conclusion of the unit.</td>
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<tr>
<td></td>
<td>• Develop an inquiry question</td>
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<td></td>
<td>• Refocus inquiry/generate additional questions when appropriate</td>
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<tr>
<td></td>
<td>• Know how to broaden or narrow an inquiry</td>
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<tr>
<td></td>
<td>• Synthesize and summarize information</td>
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<tr>
<td><strong>Special Education</strong></td>
<td>• Understand how to complete a research projects</td>
<td>• What are the steps involved in a research project?</td>
<td>• Students will work with a partner and interact with a variety of websites to access the information in order to answer a question posed by the teacher. The students can work together to generate two questions their own.</td>
</tr>
<tr>
<td>Students</td>
<td>• Conduct research</td>
<td>• What types of research can you do?</td>
<td>• 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 question.</td>
</tr>
<tr>
<td></td>
<td>• Understand an investigation</td>
<td>• What types of questions do you need to answer?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understand an inquiry question</td>
<td>• What are the sources of information you are using?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Can you use _____ or ____ for research?</td>
<td></td>
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</tbody>
</table>
- Understand how to generate additional questions about the inquiry
- Understand how to broaden or narrow an inquiry
- Summarize information

<table>
<thead>
<tr>
<th>What is an inquiry question?</th>
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<tbody>
<tr>
<td>How would you broaden an inquiry?</td>
</tr>
<tr>
<td>How would you narrow an inquiry?</td>
</tr>
<tr>
<td>Can you summarize your information?</td>
</tr>
</tbody>
</table>

- Questions and complete the W and L columns.
- Students can research questions posed on Kahoot and use their devices to answer the question.
- Students can read or listen to an excerpt of a text which has portions highlighted by the teacher. The student will then use highlighted information to write an answer to a question.
**New Jersey Student Learning Standard (NJSLS) W.10.9**

NJSLS: W.10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.10.9.A. Apply grades 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]").

W.10.9.B. Apply grades 10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

**Modified Learning Objective:** W.10.9 Use information from literary and nonfiction informational text to support writing.

a. Apply *Essential Elements of Grade 10 Reading Standards* to literature (e.g., “Identify when an author has drawn upon or included references to another text.”).

b. Apply *Essential Elements of Grade 10 Reading Standards* to informational text (e.g., “Delineate statements that support an argument.”).

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
</table>
| • General Education | • Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.  
• Utilize evidence to support analysis, reflection, and research. | • How can I effectively use evidence from the text to support my inferences?  
• How can I effectively use evidence from the text to determine theme?  
• How can I effectively use evidence from the text to determine tone? | • Students will create a chart titled “Why Satire” to support their analysis of a satire.  
• Students will share their thinking with a partner based on their work, pairs will then share with the whole group. |
| • Special Education Students | • Understand how to assess textual evidence  
• Understand how to utilize evidence to support analysis, reflection, and research | • How do you know that you chose the best evidence for your writing?  
• What evidence do you have to support the author’s argument?  
• What evidence is based on fact? | • After reading two stories on similar topics, use a Venn diagram to compare the two texts.  
• Given two stories about the same character (e.g., two versions from mythology), write about what is the same about the character in both stories. Discuss with a partner.  
• After reading two appropriately leveled texts on similar topics, indicate “same” or “different” as the teacher displays two pages. Use illustrations from the text for support. |
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<tbody>
<tr>
<td><strong>Students will read a teacher provided excerpt from a book.</strong></td>
<td><strong>They will then determine the author’s point of view</strong> (from a <strong>choice bank), and discuss the point of view. Write several facts from the conversation.</strong></td>
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</table>
**New Jersey Student Learning Standard (NJSLS) W.10.10**

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

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

<table>
<thead>
<tr>
<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 do I write for a particular audience?  
  • How do I analyze a topic from multiple sources?  
  • How do I write an effective argument? | • Students will complete the culminating assessment.  
  • Provide students with exemplars of essays.  
  • Analyze specific parts of exemplar essays to compare and improve their writing. For example, students read an exemplar introductory paragraph, identifying criteria needed to emulate an the exemplary piece.  
  • Students will complete writing prompts and quick writes. |
| **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 | • Do you understand how to match the task, purpose and audience?  
  • Do you know how to use a graphic organizer to keep ongoing research?  
  • Who is your audience?  
  • What is the purpose of your writing?  
  • Have you reflected on your research project?  
  • Do you know how to revise your research project? | • With guidance and support, write labels to go with a display for a group research project  
  • As a whole group, teacher will model how to write for a variety of audiences.  
  • As a whole group, teacher will model how to reflect and revise previously completed work.  
  • After students complete a project, students will work with a partner to revise their work based on teacher feedback. |
<table>
<thead>
<tr>
<th>research, reflection, and revision</th>
<th>comments.</th>
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<tbody>
<tr>
<td>After a shared reading of an informational piece, students will answer a variety of questions posed by the teacher. They will make an anchor chart to show the revisions made.</td>
<td></td>
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</tbody>
</table>
### District Resources

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

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

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

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

<table>
<thead>
<tr>
<th>African American Literature</th>
<th>American Folklore and Legends</th>
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<tbody>
<tr>
<td>Great American Short Stories</td>
<td>Great American Stories</td>
</tr>
<tr>
<td>Latino Caribbean Literature</td>
<td>Myths and Folk Tales from Around the World</td>
</tr>
</tbody>
</table>

**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))
## Writing

<table>
<thead>
<tr>
<th>Primary Focus: Informative &amp; Explanatory</th>
<th>Secondary Focus</th>
<th>Routine Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essay:</strong> Write an essay in which you analyze a piece of satire, not previously discussed in class, in terms of what makes it effective and the role that context plays in your understanding of the piece.</td>
<td>After reading the “Lowest Animal” and “The Man in the Water”, answer the questions below: Analyze each author’s view of humanity as presented in their piece of writing. How does each author support their point of view? Use evidence from both texts to develop your essay.</td>
<td>• <strong>Reader/Writer Notebook</strong> in which learners compose quick writes, take notes, make notes, compose observations for writings, respond to questions and tasks, and track their learning; • <strong>Quick writes</strong> composed by individual learners in response to questions and tasks for any and all of the design features of lessons and units; • <strong>Charting</strong> of the pair/trio sharing by members of the group to represent the work of the group to the entire class; • <strong>Gallery walks</strong> 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; • <strong>StepBacks</strong> in which learners metacognitively reflect through quick writes, pair/trio shares, charting, gallery walks, discussions, and writing assignments on the content and pedagogy of their learning to develop and track their understandings and habits of thinking.</td>
</tr>
</tbody>
</table>

Develop analytical writing skills as well as speaking and listening skills.

Presentation: Work with your team to create a 5-10 minute presentation in which you apply the analytical skills you’ve learned in class to a new piece of satire and teach your classmates what you discovered about the piece in the course of your analysis.
### District Resources

<table>
<thead>
<tr>
<th>Novel</th>
<th>CCSS: Exemplars (Appendix B)</th>
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<tbody>
<tr>
<td><strong>Khaled Hosseini “The Kite Runner”</strong></td>
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<tr>
<td><em>The Kite Runner</em> is the first novel by Afghan-American author Khaled Hosseini. Published in 2003 by Riverhead Books, it tells the story of Amir, a young boy from the Wazir Akbar Khan district of Kabul, whose closest friend is Hassan, his father's young Hazara servant. The story is set against a backdrop of tumultuous events, from the fall of Afghanistan's monarchy through the Soviet military intervention, the exodus of refugees to Pakistan and the United States, and the rise of the Taliban regime.**</td>
<td><a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a></td>
</tr>
<tr>
<td><strong>John Steinbeck “Of Mice and Men”</strong></td>
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<tr>
<td><em>Of Mice and Men</em> was published in 1937, it tells the story of George Milton and Lenny Small, two displaced migrant ranch workers, who move from place to place in California in search of new job opportunities during the Great Depression in the United States.**</td>
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<tr>
<td><strong>Ray Bradbury “Fahrenheit 451”</strong></td>
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<tr>
<td><em>Fahrenheit 451</em> is a dystopian novel by Ray Bradbury published in 1953. It is regarded as one of his best works. The novel presents a future American society where books are outlawed and &quot;firemen&quot; burn any that are found. The title refers to the temperature that Bradbury asserted to be the autoignition temperature of paper.*</td>
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</table>
Tennessee Williams “The Glass Menagerie”

*The Glass Menagerie*[^1] is a four-character *memory play* by Tennessee Williams that premiered in 1944 and catapulted Williams from obscurity to fame. The play has strong autobiographical elements, featuring characters based on Williams himself, his histrionic mother, and his mentally fragile sister Laura.

Chinua Achebe “Things Fall Apart”

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

Amy Tan “The Joy Luck Club”

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

William Shakespeare “The Tragedy of Othello”
Othello (The Tragedy of Othello, the Moor of Venice) is a tragedy by William Shakespeare, believed to have been written in 1603. It is based on the story Un Capitano Moro ("A Moorish Captain") by Cinthio, a disciple of Boccaccio, first published in 1565.
## Additional Resources: Suggested in the NJ Curriculum Framework

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- UDL Resources

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Suggested Websites

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

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

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

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

**Brain Pop**
Brain Pop offers educational videos and quizzes to support skills in all subject areas. Videos can be shown to introduce material to students, used independently during learning stations, and to help students become more familiar with taking assessments on the computer.
# Suggested Websites

**http://www.brainpop.com/**

**Tween Tribune**
Tween Tribune is a daily news sites 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://tweentribilee.com/

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

**Achieve the Core**
Hundreds of literacy resources for teachers, resources for leaders who are putting college and career readiness standards into action in their own schools, and opportunities to become an advocate for the Common Core.  
http://achievethecore.org/

**Anthology Alignment Project**
A tool to be used in teaching children to meet the Common Core State Standards using the Holt Elements of Literature anthology. The lesson plans section for the stories on text dependent questions assists teachers in promoting Accountable Talk within their classroom.  
http://achievethecore.org/page/794/anthology-alignment-project

**The Florida Center for Reading Research**
The Florida Center for Reading Research disseminates information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. The link will take you to a wealth of CCSS resources to guide you in finding activities and ideas for teaching the standards. Click on the grade level link next to the domain to find activities aligned to specific standards.  
http://www.fcrr.org/for-educators/sca.asp
Suggested Websites

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **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.
  
  http://pacecar.missingmethod.com/

- **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/

- **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

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

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/
Field Trip Ideas

**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/

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

**DEY MANSION** - The Dey Mansion, a superb example of Georgian architecture, achieved national recognition as General George Washington’s revolutionary war headquarters in the Preakness Valley and is considered to be the “Jewel of the Passaic County Park’s Department”. http://passaiccountynj.org/facilities/facility/details/25

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