ENGLISH LANGUAGE ARTS

Fundamentals of Writing I

Unit 2 – Informational Text
Course Philosophy

Fundamentals of Writing I consists of the basic structures of writing in the narrative, argumentative, and expository styles with a special focus on informational text and using textual evidence as support in writing. During instruction students will learn to use writing strategies that help them become effective writers with the ability to communicate effectively. Some of these strategies include understanding the elements of fiction from characterization, setting, conflict and motivation in plot to how an author uses word choice and literary devices to set the tone. In addition to narration, students will be able to present ideas in the expository (explanatory) and argumentative styles.

Students will be challenged to produce several types of essays, which will represent the culminating activity and actively editing smaller writing samples using literary devices such as sensory words, metaphor, simile, personification, and allusion. Students will prepare for essay writing by following formats specific to each genre of writing and by working with the building blocks of good writing: identifying and creating a main idea and a theme, paragraph function and structure, sentence structure and transitional words and phrases. Students will have the opportunity to study and imitate excellent examples of effective writing. They will also spend much of their learning time focused on the building blocks that help scaffold the methods used to develop organized, coherent, entertaining, and informative writing.

The Common Core State Standards are designed to provide a clear understanding of what students are expected to learn. They 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 ongoing support, our students will be fully prepared for the future and compete successfully in the global economy.

http://www.state.nj.us/education/modelcurriculum/ela/
**Methods of Instruction**

Teacher Coaching

Individual and collaborative problem-solving & decision-making

Individual, small group and class instruction

Peer Tutoring

Use of technology (for research and for essay preparation)

Interdisciplinary teaching (written responses to materials presented in other subjects)

Pre-writing, writing, editing, publishing

Note-taking

Showing the natural form that follows the function in any writing genre

Diagrams, charts, and graphic organizers

Model (I Do), Guided Practice (We Do), Independent Practice (You Do)
# Pacing Chart – Unit 2

## RESOURCES

<table>
<thead>
<tr>
<th>Resource</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holt. “Elements of Literature Third Course”. Web 2014.</td>
<td>8 weeks</td>
</tr>
<tr>
<td><a href="http://www.nexuslearning.net/books/Holt_ElementsofLit-3/default.htm">http://www.nexuslearning.net/books/Holt_ElementsofLit-3/default.htm</a></td>
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</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - 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.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

### 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.

### CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

### CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Career Ready Practices

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.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

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.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
## Career Ready Practices

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**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.
<table>
<thead>
<tr>
<th>Career Ready Practices</th>
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<tbody>
<tr>
<td><strong>CRP12. Work productively in teams while using cultural global competence.</strong> Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
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## 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 assignments 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>• Provide lecture notes</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
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<tr>
<td>• Provide outlines</td>
<td>• Provide a warning for transitions</td>
<td>• Emphasize multi-sensory learning with creative, hands-on projects</td>
<td>• Graphic organizers</td>
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<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>• Spell-checker</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
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<tr>
<td>• Audio-taped books</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Daily Objective and DOL displayed</td>
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<tr>
<td></td>
<td>• Read directions aloud</td>
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Model interdisciplinary thinking to expose students to other disciplines.

Interdisciplinary Connections:

Fundamentals of Writing I provides the foundations for the effective communication skills that are required in virtually every class across the curriculum in high school, in college, in careers and in daily life.

In classes such as history, economics, sociology, and science, there are naturally direct, fact-based answers to many questions (dates, names and places). However, true education occurs when students are asked to respond to implied questions (questions that require them to string together facts or make an inference). Even in mathematics, the most rigorous questions are world-based problems. In order to make his/her thoughts clear, the student must use obligatory formats such as an explanatory or argumentative response. And each of these responses should be supported by textual evidence – information found within the text that ‘proves’ the correctness of the student’s response. These skills – the formatting of essays by genre, making inferences, and support through textual evidence – are the essential skills taught in the class.
## Enrichment

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.

### Seeking to build each learner’s capacity to do the following:

- 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

### Activities and projects:

- 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.
Methods of Assessment

Participation:
- Verbal responses
- Sharing written responses aloud or on board
- Self-critiques and peer evaluations
- Note-taking
- Attendance

Performance assessments:
- Graphic organizers
- Pre-writing and editing
- Quizzes and tests (non-writing)

Portfolio Assessment - Portfolio consists of:
- Original, edited, and published draft of a Narrative
- Original, edited, and published draft of an Open-ended Response
- Original, edited, and published draft of an Expository (Explanatory, Compare/Contrast) essay
- Original, edited, and published draft of an Argumentative (Persuasive) essay or speech
- At least 2 of the Portfolio pieces must be based on subject material outside of class
# Essential Focus Questions

- How can I determine the theme of an informational text?
- How can I understand inferences made in informational text?
- How can I use informational text to improve my own writing?
- How can I use informational text to help me in my college and career goals?
- How does informational text relate to and support the other genres of writing?
- How can informational text be used to support my writing in other subject areas?

## Outcome

- Be able to establish the theme of a piece of informational text.
- Use informational text to support my ideas and opinions.
- Explain the relationship between my opinion and the facts presented in the informational text and how they provide a complete and relevant answer to the proposed question.
- Relate findings in informational text to other material to make further connections and provide a more thorough and in-depth response to the proposed question.
- Use transitions to create smooth shifts and to establish introductory claims, conclusion statements, comparison and contrast statements, as well as sequencing of events/facts.
- Use transitional phrases to help the reader determine the point of view.
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
</tr>
</thead>
</table>
| **CCSS:** W9-10.9.a & b  
Use literature and non-fiction texts to draw evidence to support analysis and inferences about subject and theme. | ➢ Students will be able to locate support for direct questions in texts.  
➢ Students will be able to locate support for indirect inferences made about texts. |
| **Student Learning Objectives** | **Skills, Strategies & Concepts** |
| **CCSS : W9-10.10**  
Students will write routinely for long and short periods and will use various writing strategies (pre-writing, editing, and revising). | ➢ Students will write short and long responses to text queries.  
➢ Students will engage in many writing processes including research, note-taking, organization, outlines, pre-writing, editing, revising and publication. |
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| **CCSS: RIT9-10.1,2,3**    | ➢ Students will be able to read informational text and determine the author’s point of view or theme.  
 ➢ Students will be able to locate the most consistent piece of textual evidence to support their opinions in answering text relevant questions.  
 ➢ Students will be able to make connections between the texts in support of a thesis. |
| Correctly identify, set-up, and use textual evidence to support suppositions and inferences. |  |
| **CCSS: W9-10.4, 5, 6**   | ➢ Use the correct format and techniques prescribed for each style of writing.  
 ➢ Strengthen writing by using technology to research support for ideas and to locate supplemental material to support inferences  
 ➢ Use technology to create, edit and publish writing samples. |
| Enhance writing by following conventional outlines for specific genres of writing; by planning and revising writing samples; and by using technology to research information, edit and produce writing samples. |  |
| **CCSS: L9-10.1,2,3,5**  | ➢ Students will adhere to the rules of grammar including using proper grammar such as subject/verb agreement and use of prepositions and prepositional phrases.  
 ➢ Students will improve writing through use of vocabulary, word choice, and sentence structure. |
| Demonstrate proper use of English language conventions in writing including grammar, punctuation, and vocabulary. |  |


<table>
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<tr>
<th>RESOURCES FOR UNIT # 2</th>
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SAMPLE ACTIVITIES

HOW TO READ/DECRYPT INFORMATIONAL TEXTS

Locate an informational text article in a medium such as “National Geographic Magazine” or “Time”.

Interdisciplinary: The informational text can also be a short unit or chapter in a History, Sociology, or Science textbook.

Pre-Reading:
What type of genre is this? How do you know?
Look at the cover. What text features do you see?
Why do authors use the visual elements in informational articles?
Why do you think the author chose to use this picture for this article?
What predictions can you make about the information in this article? Make a list.

Read the article to check your predictions and learn about the subject matter.

During Reading:
Take one minute to skim and scan the whole article paying close attention to the text features.

Multiple Response Strategy: Without discussing the information, ask by a show of hands how many students found different types of text features (“Did anyone see the graph? The photo? The illustration? Read the caption?).

Without looking at the article further, discuss in small groups/pairs what you think you already know about this topic.
Groups/Pairs share findings with class. Make a class list. Discuss how much you found out just by skimming for 1 minute.

Students read the first section of the text together. Summarize in 1-2 sentences in the margin the meaning of the section.

For additional sections, have students work in pairs or individually.

Differentiation: Students work in small groups, with a teacher, or have the text read aloud to them.

After Reading:
Students identify examples of text features and how those features helped provide comprehension.
Working as a class, create a graphic/visual representation of the types of text features and how they helped provide a better understanding of the text. (See next page for examples of Text Features)
TEXT FEATURES
Working in small groups or pairs, students should create a type of “word wall” of visual examples of text features. These should be hung in the classroom for future reference.

1) Create a “tree”. Label 1 branch “pictures” and have students create “leaves” by providing examples from textbooks (old, discarded textbooks or copies made from textbooks) or other sources of informational text. Label another branch “captions” and makes “leaves” from examples, etc.

2) Create a hanging mobile with larger panes of colored paper with the titles of the items below and hanging from those pieces are student provided examples.

3) Differentiation: Both of these projects can be done as a class with small groups/pairs providing “branches” or “panes” and the corresponding examples or they can be done individually.

Pictures
Helped me see what the author was writing about. Made me more interested in reading the article.

Captions
Helped me understand why the author chose that particular picture.

Headings
Summarized the section I was reading. Gave me a clue as to what I would be reading about.

Sub Heading

Bold Print
Stressed important words to help me understand the text.

Italics

Color

Side Bar

Map

Chart
## SAMPLE ACTIVITIES

A constructed response is a type of open-ended essay question that demonstrates cognitive knowledge and reasoning. The answer must be provided using information that can be found in a particular text or other essay prompt (map, picture, graphic organizer, etc.), and is not meant to demonstrate opinion, but to show how you are able to extract information and use this as the basis for forming a complete answer.

### R: Reword or Restate the Question
Reword the question means that you are to restate the question and make it into a statement as a part of the answer you provide. If you were to be asked "What color is the sky?, you would not simply answer "blue" - instead, the correct answer would be "The color of the sky is blue,"

### A: Answering the Question
In order to answer the question, you need to understand what you are being asked, and then make sure you provide the answer to that specific question. The answer may be factual (direct) but will most likely be implied. In other words, your answer may not be a direct quote from the text. Rather, it will be your thoughts or interpretation of the material presented in the text which you will then support. (see “C”).

### C: Citing Evidence
The question show how well you understood and were able to draw inferences from the essay prompt and it is essential that you give examples from the text to support your answer. If the prompt is a story you read about a boy named Joe who loves to ski, and the question is "Does Joe like the winter?", you could answer "Joe likes the winter because the story tells us that he loves skiing and skiing is a winter sport." In your essay you could go on to provide specific details that tell you how much he enjoys skiing (and, by extension, winter), such as quoting a line that says "Joe enjoyed the feel of the icy-cold air on his cheeks."

### E: Explaining the Answer
In addition to the evidence you've cited, you need to supply your own reasoning for why you think your answer is correct. Returning to the example above, the story about Joe who loved to ski, your examples from the text would be the details about how he enjoyed skiing and the cold air, but your own reasoning would be demonstrated.
READING AND RESPONDING TO INFORMATIONAL TEXT

The only real way for students to become proficient at reading and responding to informational text is to do it. Depending on the reading level, social make-up, gender differences, etc. in your class, you are the best judge of what materials will interest your students the most. Where to find texts:

1. There are so many choices available on the internet at sites such as Enchanted Learning that offer access to read and respond texts (http://www.enchantedlearning.com/readandanswer/).
2. Browse news sites such as MSN.com, CNN.com, YAHOO.com, or any other news source on the internet. Find an easily accessible article. If you have the available technology, students can access the piece directly. Create a question or questions for the students to answer. One may be direct but at least one question should be interpretive and require students to make an inference from the text.
3. Interdisciplinary: This is an excellent opportunity to cull material from teachers of other subjects.

Modeling

1. Distribute the text and read aloud as a class. Use the deciphering techniques already learned.
2. Ask students how they might rephrase the question. Combine all good ideas and write the best on the board. (This will probably leave you with an “open” or hanging sentence. This will be resolved in step 2).
3. Next have a class discussion about the answer. Be sure to follow up their responses with inquiries such as “how do know?” or “prove it” or “where in the text does it say that?” so students understand they must deliver fact- and text-based responses. Write the best response on the board. (generally this will complete the beginning of the sentence from step 1).
4. Ask each student to find the phrase or sentence from the text that best supports this answer.
   Differentiation: students may work in pairs or with a teacher’s help. Students may be told what paragraph or section to look in.
5. Ask students to volunteer an answer.
   Multiple Response Strategy: Did anyone else think to use this same piece of evidence? Or you can ask the volunteer to stand in a corner and share. Any others with the same response can go to that corner. From the remainder of the students, repeat the process.
6. Write the best answer on the board. Pause. Ask the class if everything is ok so far. If no one responds, you will have to continue to nudge them until someone realizes you have not “set up” the quotation. Erase and continue properly.
7. Finally, each student needs to create their own explanation. Point to the quotation “set up” on the board and remind them to begin with a proper “set up” for an explanation. If students do not appear ready to work on their own, turn it into a class discussion or provide your own model and ask students to describe any strong or weak points to your explanation.
SAMPLE ACTIVITIES

READING AND RESPONDING TO INFORMATIONAL TEXT

Modified “Reading and Responding” Circles

Break students into groups of 3 (or 4).
Have 3 (or 4) different samples of informational text with questions.
Each student is captain of 1 article. He/she reads the article and provides the response to R and A (If a group of 4, then the captain responds only to R and the next in line responds to A and so on).
The student to the captain’s right then provides C, the support.
The student to his/her right then provides E, the explanation.
Encourage students to allow the appointed individual to respond first but to offer kind and controlled rebuttals and arguments if they feel the answer is off target.
Put together, all 3 or 4 students have a working model.
Follow the same steps with the other documents and their captains.

TRANSITIONAL WORDS AND PHRASES

You’ve already discussed and used quotation and explanation “set-ups”. These set-ups are of course really transitional phrases.
Note: an excellent pop quiz is to ask students to write down 5 of each type of set-up.
After mastering the basic skills of RACE, students will need a focus lesson on transitions to help them prepare constructed responses requiring more than one citation from the same or different sources.
There are many available charts of transition words.

1. Print samples from each type of transition on a sticky note.
2. Distribute sticky notes evenly to students.
3. On various surfaces (walls, tables, etc.) place the headings/types of the transitions (To Clarify, To Conclude, etc.).
4. Ask students to place their sticky notes under the appropriate label.
5. To make it more interesting, distribute duplicates of some of the transition words. Do both students place it under the same label? Discuss.
6. Leave these displays hanging in class for future reference.

Differentiation: Narrow down the choices of label (type) to 2 or 3. Use transition word/phrase in a sentence and ask how the words work, what are they doing by trying to match the function to the types (are we comparing something? Are we adding information? Are we at the end?)
Additional Resources

NetTrekker

The NetTrekker Subscription is available to all staff members. Teachers may utilize this digital learning resource library throughout the school year to obtain additional material for specific lessons and areas of study. This database contains videos, simulations, learning games, etc. Teachers may select appropriate resources from NetTrekker to enhance and differentiate their instruction.

http://school.nettrekker.com/ntw/PatersonNJ

Scholastic New York Times Upfront Magazine

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

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

Newsela  https://newsela.com/