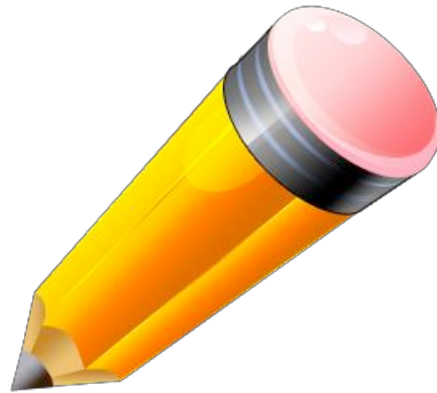


ENGLISH LANGUAGE ARTS



Grade 8: Unit 1

Reading Literature and Informational Text

Informational and Explanatory Writing

Course Description (Workshop Model)

Eighth grade English 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 8th grade 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, and other pieces of writing required by the teacher. Writer’s workshop is employed so that all students can improve their skills and voices as writers. The 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 8th grade English Language Arts course and instruction will lay the foundation for successful achievement in English. 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 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.

ESL Framework

This ESL framework was designed to be used by bilingual, dual language, ESL and general education teachers. Bilingual and dual language programs use the home language and a second language for instruction. ESL teachers and general education or bilingual teachers may use this document to collaborate on unit and lesson planning to decide who will address certain components of the New Jersey Student Learning Standard (NJSLS) and language objective. ESL teachers may use the appropriate leveled language objective to build lessons for ELLs which reflects what is covered in the general education program. In this way, whether it is a pull-out or push-in model, all teachers are working on the same Student Learning Standard. The design of language objectives are based on the alignment of the World-Class Instructional Design Assessment (WIDA) Consortium's English Language Development (ELD) standards with the New Jersey Student Learning Standards. WIDA's ELD standards advance academic language development across content areas ultimately leading to academic achievement for English learners. As English learners are progressing through the six developmental linguistic stages, this framework will assist all teachers who work with English learners to appropriately identify the language needed to meet the requirements of the content standard. At the same time, the language objectives recognize the cognitive demand required to complete educational tasks. Even though listening and reading (receptive) skills differ from speaking and writing (expressive) skills across proficiency levels the cognitive function should not be diminished. For example, an Entering Level One student only has the linguistic ability to respond in single words in English with significant support from their home language. However, they could complete a Venn diagram with single words which demonstrates that they understand how the elements compare and contrast with each other or they could respond with the support of their home language (L1) with assistance from a teacher, para-professional, peer or a technology program.

Pacing Chart – Unit 1

<http://www.state.nj.us/education/cccs/frameworks/ela/8.pdf>

Topic: Reading Literature and Informational Text Informational and Explanatory Writing	NJSLS	
<p>DISTRICT RESOURCES</p> <p>Reading Instruction: Novels: <i>The Outsiders</i>, S.E. Hinton; <i>Rebeldes</i> (Spanish) S.E. Hinton <i>To Kill a Mockingbird</i>, Harper Lee</p> <p>HML Unit 1: Space Settlements, Artists’ View of a Space Colony, Weather That is out of This World</p> <p>HML Unit 6: Spider Webs, The Chenoo/The Passamaquoddy</p> <p>HML Unit 7: Text Analysis Workshop: Biography and Autobiography, Over the Top of the World, Up and Over the Top, The Story of My Life, Media Study from Houdini: The Great Escape</p> <p>Writing Instruction: Informational/Explanatory Writing; Literary Analysis/Research</p>	<p><u>Reading Standards:</u></p> <p style="text-align: center;">Literature</p> <p>RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6</p> <p style="text-align: center;">Informational</p> <p>RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6</p> <p><u>Writing Standards:</u></p> <p>W.8.2.A, W.8.2.B, W.8.2.C, W.8.2.D, W.8.2.E, W.8.2.F, W.8.4, W.8.5, W.8.6, W.8.10</p> <p><u>Language Standards:</u></p> <p>L.8.1.A, L.8.2.C, L.8.4.A, L.8.4.C, L.8.4.D, L.8.6</p> <p><u>Speaking and Listening Standards:</u></p> <p>SL.8.1.A, SL.8.1.B, SL.8.1.C, SL.8.D, SL.8.4, SL.8.6</p>	<p>Instruction: 8 weeks</p> <p>Assessment: 1 week</p>

Effective Pedagogical Routines/Instructional Strategies

<p style="text-align: center;">Collaborative problem solving</p> <p style="text-align: center;">Writing to learn Making thinking visible Note- taking</p> <p style="text-align: center;">Rereading & rewriting</p> <p style="text-align: center;">Establishing text-based norms for discussions & writing Establishing metacognitive reflection & articulation as a regular pattern in learning</p> <p style="text-align: center;">Quick writes</p> <p style="text-align: center;">Pair/trio Sharing</p> <p style="text-align: center;">Turn and Talk</p> <p style="text-align: center;">Charting</p> <p style="text-align: center;">Gallery Walks Whole class discussions</p> <p style="text-align: center;">Modeling</p>	<p style="text-align: center;">Word Study Drills</p> <p style="text-align: center;">Flash Cards</p> <p style="text-align: center;">Interviews</p> <p style="text-align: center;">Role Playing Diagrams, charts and graphs</p> <p style="text-align: center;">Storytelling</p> <p style="text-align: center;">Coaching</p> <p style="text-align: center;">Reading partners</p> <p style="text-align: center;">Visuals</p> <p style="text-align: center;">Reading Aloud</p> <p style="text-align: center;">Model (I Do), Guided Practice (We Do), Independent Practice (You Do)</p> <p style="text-align: center;">Trackers</p> <p style="text-align: center;">Multiple Response Strategies</p> <p style="text-align: center;">Choral reading</p> <p style="text-align: center;">Reader's/Writer's Notebooks</p> <p style="text-align: center;">Conferencing</p>
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Educational Technology Standards

8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3, 8.1.8.D.4, 8.1.8.D.5

Technology Operations and Concepts

Demonstrate knowledge of a real world problem using digital tools.

Create a document using one or more digital applications to be critiqued by professionals for usability.

Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Example: Create a personalized learning plan to set personal and academic goals, keeping track of progress throughout the year. After reading *The Art of Failure*, create a flyer that includes tips on how to prevent failing in a high-pressure situation of your choice.

Communication and Collaboration

Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

Example: After reading *The Outsiders*, create a blog post that discusses the civil unrest during the 1960's, and how it has impacted today's society, both locally and globally.

Digital Citizenship

Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Demonstrate the application of appropriate citations to digital content.

Demonstrate an understanding of fair use and Creative Commons to intellectual property.

Assess the credibility and accuracy of digital content.

Understand appropriate uses for social media and the negative consequences of misuse.

Example: Model and implement appropriate online behaviors when utilizing Google Classroom, the Internet, and other forms of digital tools to complete both classroom and at-home assignments and tasks.

Computer Skills

Keyboarding - Demonstrate mastery of:

- Home Row
- Upper Row and Lower Row
- Number Row
- Shift Key

Basic Computer Skills – Demonstrate mastery of:

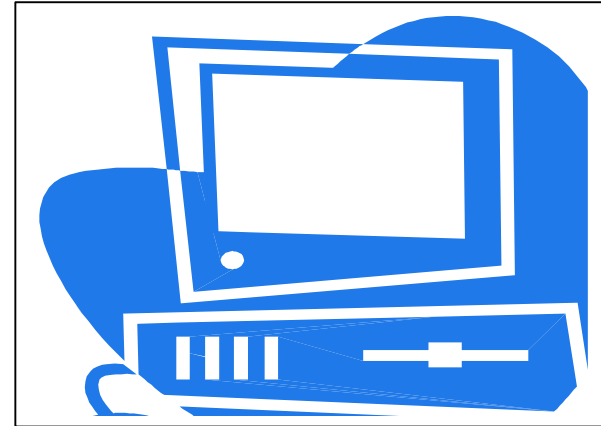
- Acceptable Use Policies
- Symbols of Technology
- Dramatic Digital Video
- Printer and Scanner
- Identifying Computer Devices
- Audience and Media

Word Processing- Demonstrate mastery of:

- Creating and Organizing Content
- Revising, Formatting, Proofreading, and Editing
- Page Layout and Desktop Publishing
- Copy, Cut, and Paste
- Insert Clip Art, Columns, and Chart/Table
- Headers/Footers
- Bold/Alignment

Stamina - In accordance with [NJSLs ELA-W.8.6](#)

- Use technology, including the Internet, to produce and publish writing and **present the relationships between information and ideas efficiently**, as well as to interact and collaborate with others.



Career Ready Practices

Standards

CRP1, CRP2, CRP4, CRP10, 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 can demonstrate the responsibilities associated with being a member of a community when engaging in collaborative pair/trio partnerships and when participating in whole group discussions. Examples may include jigsaw and fishbowl activities.

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

Example: In this unit, students will apply appropriate academic and technical skills when making relevant global connections when reading the novel, *The Outsiders*, and the IFL Unit, *The Art of Failure*.

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: In this unit, students will demonstrate clear and effective communication when producing informational and explanatory writing pieces, and engaging in classroom discussions.

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.

Example: In this unit, students will create a personalized learning plan to set personal and academic goals, keeping track of progress throughout the year. They will meet with educators (i.e., teachers, mentors, and/or guidance counselors) to assist in planning and execution of their learning plan, especially as it relates to high school placement.

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: In this unit, students will find the productive value of Google Classroom and other technology applications to accomplish in-class and at-home assignments and tasks.

<http://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf>

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

6- Reaching	<p>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</p>
5- Bridging	<p>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.</p>
4- Expanding	<p>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</p>
3- Developing	<p>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</p>
2- Beginning	<p>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</p>
1- Entering	<p>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</p>

Differentiated Instruction

Accommodate Based on Students' Individual Needs: Strategies

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

Differentiated Instruction

Accommodate Based on Students' Individual Needs:

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

Interdisciplinary Connections

Model interdisciplinary thinking to expose students to other disciplines.

Social Studies Connection: RH.6-8.2

The Outsiders:

The civil unrest in the sixties is an unspoken backdrop to this story. The Vietnam War, the civil rights movement, the Space Race—even the British Invasion—are all cultural phenomenon that readers don't need to be familiar with in order to understand *The Outsiders*, but it helps with insights and builds interdisciplinary connections. Students can create a Venn Diagram outlining the similarities and differences between the Civil Rights Movement and the opposing gangs in the novel.

http://www.encyclopedia.com/topic/Civil_Rights_Movement.aspx

Science Connection: MS-PS1-2, MS-PS1-4

The Outsiders:

Within the second half of the novel, there is a scene at a burning church. Students may identify the properties of fire, and discuss and analyze the interaction of substances to determine if a chemical reaction has occurred.

<http://theoutsiders.wikia.com/wiki/Church>

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 students' 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

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

Study Island

Writing Prompts

DRA2

PARCC

Suggested Formative/Summative Classroom Assessments

Short constructed response questions

Multiple Choice questions

Quizzes

Journals

Essays

Quick writes

Summative chapter test

Projects

Portfolio

Exit Slips

Graphic Organizers

Presentations (incorporating Web 2.0 tools)

Homework

Anecdotal Notes

Student Conferencing

Grade: 8	ELA Standards	Standards in each Unit			
		1	2	3	4
LANGUAGE					
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.8.1A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	X			
L.8.1B	Form and use verbs in the active and passive voice.		X		
L.8.1C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood			X	
L.8.1D	Recognize and correct inappropriate shifts in verb voice and mood.				X
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
L.8.2A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.			X	
L.8.2B	Use an ellipsis to indicate an omission.		X		
L.8.2C	Spell correctly.	X	X	X	X
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
L.8.3A	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).		X	X	
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.				
L.8.4A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	X	X	X	X
L.8.4B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).				X
L.8.4C	Consult 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 or its part of speech.	X	X	X	X
L.8.4D	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).	X	X	X	X

L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
L.8.5A	Interpret figures of speech (e.g. verbal irony, puns) in context.			X	
L.8.5B	Use the relationship between particular words to better understand each of the words.		X		
L.8.5C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).			X	
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	X	X	X	X
READING: LITERATURE					
RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	X
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	X	X	X	X
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	X		X	X
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	X		X	X
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.			X	X
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	X	X	X	X
RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.			X	
RL.8.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.			X	
RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.				X

READING: INFORMATIONAL TEXT

RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	X
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	X	X	X	X
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	X	X	X	X
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	X	X	X	X
RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.		X	X	X
RI.8.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	X	X	X	X
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		X		
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		X		
RI.8.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		X		
RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.				X
WRITING					
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.				
W.8.1A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		X		

W.8.1B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		X		
W.8.1C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		X		
W.8.1D	Establish and maintain a formal style.		X		
W.8.1E	Provide a concluding statement or section that follows from and supports the argument presented.		X		
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
W.8.2A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).	X			X
W.8.2B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	X			X
W.8.2C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	X			X
W.8.2D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	X			X
W.8.2E	Establish and maintain a formal style/academic style, approach, and form.	X			X
W.8.2F	Provide a concluding statement or section that follows from and supports the information or explanation presented.	X			X
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				
W.8.3A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.			X	
W.8.3B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.			X	
W.8.3C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.			X	
W.8.3D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey			X	

	experiences and events.				
W.8.3E	Provide a conclusion that follows from and reflects on the narrated experiences or events.			X	
W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	X	X	X	X
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	X	X	X	X
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	X	X	X	X
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	X	X	X	X
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	X	X	X	X
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.				
W.8.9A	Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	X	X	X	X
W.8.9B	Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	X	X	X	X
W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	X	X	X	X
SPEAKING AND LISTENING					
SL.8.1A	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	X	X	X	X

	A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.				
SL.8.1B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	X	X	X	X
SL.8.1C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	X	X	X	X
SL.8.1D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	X	X	X	X
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.			X	X
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		X		
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	X	X	X	
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.				X
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	X	X	X	X

Grade: 8	Unit: 1	Topic: Reading Literature and Informational Text; Informational/Explanatory Writing
<p>Standards – NJSL:</p> <p>Reading Literature: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6 Reading Informational Text: RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6</p> <p>Writing: W.8.2, W.8.2.A, W.8.2.B, W.8.2.C, W.8.2.D, W.8.2.E, W.8.2.F, W.8.4, W.8.5, W.8.6, W.8.9.B, W.8.10</p> <p>Language: L.8.1.A, L.8.2.C, L.8.4.A, L.8.4.C, L.8.4.D, L.8.6</p> <p>Speaking and Listening: SL.8.1.A, SL.8.1.B, SL.8.1.C, SL.8.D, SL.8.4, SL.8.6</p>		
<p>IFL Unit - CCSS:</p> <p>Reading Informational Text: RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, CCRA.5, CCRA.9 Writing: W.8.2, W.8.4, W.8.5, W.8.9, W.8.10</p> <p>Language: L.8.4, L.8.6, Speaking and Listening: SL.8.1, SL.8.4</p>		
<p>HML <i>The Art of Failure</i> (2-3 Week Unit)</p>		
<p>Engaging Students in Rigorous, Coherent Reading and Writing Instruction:</p> <p>In this unit, students will read two texts that explore why experts and novices fail. Through their work with the two texts, students explore the use of narratives and research to develop an understanding of methods authors use to convey complex information, including:</p> <ul style="list-style-type: none"> why elite athletes and those who are considered experts sometimes fail. the different types of failures. different ways to overcome the possibility of failure. how narratives and research work together to convey information to the reader. 		
<p>Required Resources for HML</p>		
<p><i>Lolo’s No Choke</i> by Sean Gregory <i>The Art of Failure</i> by Malcolm Gladwell</p>		

New Jersey Student Learning Standard (NJSLS) RL.8.1

NJSLS RL.8.1: Cite the textual evidence and **make relevant connections** that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Modified Learning Objective: Cite text to support inferences from stories and poems.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Closely read the text</p> <p>Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim</p> <p>Identify and analyze author’s purposeful use of language and literary devices</p> <p>Make personal connections, make connections to other text, and/or global connections when relevant</p> <p>Gather evidence from the text to support inferences or explicit meaning</p> <p>Paraphrase and directly quote evidence from text</p>	<p>How can I defend my position using key and supporting details?</p> <p>How can I make an inference based on details to identify the underlying meaning?</p> <p>How can I seek additional information to justify inferences?</p> <p>How can I provide strong textual evidence?</p>	<p>Utilize a three-column graphic organizer to distinguish between details and evidence that support inferences.</p> <p>Use a double entry journal to chart inferences, and evidence from the text to support.</p> <p>Students answer text-dependent question(s) in their Reader’s Notebooks.</p> <p>Underline and mark provided text for defense of opinions.</p> <p>In groups, identify textual evidence to then formulate a visual presentation.</p>

	<p>Correctly cite evidence</p> <p>Use evidence from the text to make and check predictions when reading</p> <p>Read and analyze a variety of literary genres and informational texts</p> <p>Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</p> <p>Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</p> <p>Refer to the text for support when analyzing and drawing inferences</p>		
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Mid</p>	<p>Analyze the text</p> <p>Identify the main idea</p> <p>Identify supporting details</p> <p>Identify explicit textual evidence</p> <p>Draw inferences</p>	<p>How can you determine the main idea?</p> <p>How can you support the main idea using supporting details?</p> <p>How can you use details to make an inference?</p>	<p>Use a graphic organizer to chart main idea supporting details.</p> <p>Use a double entry journal to chart supporting details and make inferences.</p> <p>In pairs, have students chart supporting details to summarize the text. Then, pairs of students will share their findings with the whole class.</p>

<p>Group</p>	<p>Support inference using several pieces from the text</p> <p>Provide inferences and support for inferences made</p>		<p>After reading aloud an adapted text and following teacher’s exemplar, students will pair up to complete a chart featuring citations from text, their inferences, and supporting evidence.</p>
<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Low</p> <p>Group</p>	<p>Identifying the main idea</p> <p>Identifying supporting details</p> <p>Cite evidence</p>	<p>Which of the following sentences summarizes the main idea?</p> <p>Which sentences best support the main idea?</p>	<p>Have students match sentence citations from appropriately leveled text to visual representations.</p> <p>Given a group of appropriately leveled sentences, have students underline the sentences that support the main idea.</p> <p>Ask students to show you in the text what makes them think the way they do.</p> <p>After reading aloud an appropriately leveled text, have students talk with a partner to identify the main idea. Then ask students to brainstorm supporting details.</p>

Sample Test-Released Item: 5625_A EBSR Associated Text: “Oliver Twist”

Part A

In paragraph 1, why does the author describe the boy who **was afraid he might some night happen to eat the boy who slept next to him**?

- A. to show how the adults in charge at the institution treated the boys
- B. to provide details that develop a major character in the passage
- C. to illustrate how the boys are affected by the conditions at the institution
- D. to offer an example of the way the boys govern themselves in the passage

Part B

Which **two** phrases offer additional support for the answer to Part A?

- A. “... suffered the tortures of slow starvation ...” (paragraph 1)
- B. “... one boy, who was tall for his age, and hadn’t been used to that sort of thing ...” (paragraph 1)
- C. “A council was held; lots were cast ...” (paragraph 1)
- D. “The master, in his cook’s uniform, stationed himself at the copper ...” (paragraph 2)
- E. “... he was desperate with hunger, and reckless with misery.” (paragraph 2)
- F. “The assistants were paralysed with wonder ...” (paragraph 4)

New Jersey Student Learning Standard (NJSLS) RL.8.2

NJSLS: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence</p> <p>Analyze the development of the theme or central idea over the course of the fictional or informational text</p> <p>Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts</p> <p>Summarize the text objectively, capturing the main ideas</p>	<p>What is the central idea of the text?</p> <p>What evidence can I find to support my determined theme?</p> <p>How can I use facts, inferences, and implied meanings to identify a theme?</p> <p>What detail first indicated the central theme in the text?</p> <p>How does the author develop the central idea?</p>	<p>Underline and mark provided text to support the identified theme.</p> <p>In pairs, chart details to summarize the text.</p> <p>Create a variety of possible alternative titles for a piece of writing that describes the central idea or theme.</p> <p>Synthesize theme and story elements by noting how each develops over the course of a text. Students can chart elemental changes by noting the differences that occur throughout the course of the text.</p>
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading,</p>	<p>Identifying theme</p> <p>Supporting details</p>	<p>What is the central idea or theme of the text?</p> <p>What are the supporting</p>	<p>Use a whip-around to brainstorm the central idea or theme and supporting details.</p>

<p>Speaking Special Education Students - Mid Group</p>	<p>Development of characters</p>	<p>details that support the central idea or theme? How do characters develop over the course of the story?</p>	<p>In a guided reading activity, use a flow chart and phrases / sentences to show the development of a central idea in a simple text In pairs, have students chart details to support the theme. Have students use a character web to show character development.</p>
<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Identifying theme Supporting details Development of characters</p>	<p>Which of the following sentences summarizes the theme of the story? Which group of words and phrases describes the main character?</p>	<p>Have students match phrase or sentence citations about the characters with visual representations. Have students underline the sentences that support the theme or central idea. In pairs, have students match the theme / central idea with corresponding words, pictures, and phrases. Have students underline the words and phrases that describe the main character. In a guided reading activity, use a flow chart, visuals, and a word bank of pre-taught words and phrases to show the development of central idea/ theme in a simple text. Have students use a character web to show character development.</p>

Sample Test Released Item: 5255_A EBSR Excerpt from The Girl Who Threw Butterflies

Part A

Which statement **best** describes how Coach Morales's actions support the central idea of the passage from *The Girl Who Threw Butterflies*?

- A. Coach Morales provides Molly with specific directions during practice.
- B. Coach Morales treats Molly like he treats all the members of the team.
- C. Coach Morales encourages Molly to focus on her playing partner.
- D. Coach Morales forces Molly to confront her fears during practice.

Part B

Which detail from the passage from *The Girl Who Threw Butterflies* **best** supports the answer to Part A?

- A. "All right,' Morales said. 'Grab a ball and find a partner.'" (paragraph 1)
- B. "Play catch,' she said. It was a little miracle." (paragraph 7)
- C. "They positioned themselves across from each other and waited for Morales's instruction." (paragraph 8)
- D. "To him, apparently, she wasn't a girl, she was a ballplayer." (paragraph 14)

New Jersey Student Learning Standard (NJSLS) RL.8.3

NJSLS: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Modified Learning Objective: Identify which incidents in a story or drama lead to subsequent action.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Determine how specific events or dialogue significantly impact the development of a story</p> <p>Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story</p> <p>Explain the cause/effect result of specific lines or incidents in relation to the story's plot or development</p> <p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a</p>	<p>What is revealed about the character by events or dialogue?</p> <p>What statement or action leads to a shift in advancement of plot?</p>	<p>In groups, students chart characters and their specific traits.</p> <p>Analyze the dialogue in the text to determine how it affects the plot.</p> <p>Students will read a text with the intention of isolating several "Defining Moments" in a novel or story in which dialogue or pivotal incidences are involved in propelling the action forward or revealing deeper characteristics of the main characters.</p> <p>Students answer text-dependent question(s) in their Reader's Notebooks.</p>

	<p>character</p> <p>Explain why the author chose to include the dialogue or incidents</p> <p>Analyze the impact of the dialogue or incidents on the reader</p> <p>Evaluate the author's effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision</p>		
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Mid Group</p>	<p>Understand causal relationship of dialogue and/or events on plot development.</p> <p>Identify character traits or aspects</p> <p>Characterization</p> <p>Dialogue</p> <p>Plot</p>	<p>What are 2 things you learned about the character from what they said?</p> <p>How can events and dialogue in the story help me understand characters?</p>	<p>With the teacher's prompt and support, have students use a character web to show character development.</p> <p>Have students underline the words and phrases that describe the main character.</p> <p>Have students complete a character trait diagram to show understanding of character development.</p> <p>In pairs or small groups, students will connect dialogue with characters from an appropriately levelled and previously read text.</p>
<p>ESL Levels 1-2.4</p>	<p>Characterization</p>	<p>Which of the following</p>	<p>In pairs or independently, have</p>

<p>WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Dialogue Plot</p>	<p>words / phrases describe the main character?</p>	<p>students match phrase or sentence citations about the characters with visual representations.</p> <p>Have students underline the words and phrases that describe the main character.</p> <p>With the teacher’s prompt and support, students will connect dialogue with characters from an appropriately levelled and previously read text.</p>
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Sample Test Released Item: 5625_A EBSR Associated Text: "Oliver Twist"

Part A

In paragraph 1, why does the author describe the boy who **was afraid he might some night happen to eat the boy who slept next to him**?

- A. to show how the adults in charge at the institution treated the boys
- B. to provide details that develop a major character in the passage
- C. to illustrate how the boys are affected by the conditions at the institution
- D. to offer an example of the way the boys govern themselves in the passage

Part B

Which **two** phrases offer additional support for the answer to Part A?

- A. "... suffered the tortures of slow starvation ..." (paragraph 1)
- B. "... one boy, who was tall for his age, and hadn't been used to that sort of thing ..." (paragraph 1)
- C. "A council was held; lots were cast ..." (paragraph 1)
- D. "The master, in his cook's uniform, stationed himself at the copper ..." (paragraph 2)
- E. "... he was desperate with hunger, and reckless with misery." (paragraph 2)
- F. "The assistants were paralysed with wonder ..." (paragraph 4)

New Jersey Student Learning Standard (NJSLS) RL.8.4

NJSLS: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Modified Learning Objective: Determine connotative meanings of words and phrases in a text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</p> <p>Provide an analysis of the impact of specific word choice on meaning and/or tone</p> <p>Identify analogies and allusions</p> <p>Analyze why the author chose to include specific word choice, including analogies or allusions</p> <p>Analyze how specific word choice,</p>	<p>How can I determine a phrase’s implied message?</p> <p>How do tone and voice impact a phrase’s meaning?</p> <p>How can I prove the formality or informality of the text?</p>	<p>Engage in Accountable Talk to determine the phrase’s implied message.</p> <p>Provide students with a text that has figurative language in it and ask them to identify the meanings.</p> <p>Use two column notes to identify and then describe meanings of phrases, analogies, allusions, etc.</p> <p>Students answer two-part vocabulary questions.</p>

	<p>including analogies and allusions, impacts the reader</p> <p>Evaluate the effectiveness of the author's choice to use specific word choice</p>		
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Mid Group</p>	<p>Context Clues</p> <p>Word Choice</p> <p>Synonyms and Antonyms</p> <p>Understanding figurative language</p>	<p>How can I use surrounding words to help me figure out an unfamiliar word?</p> <p>How does understanding figurative language help me understand literary text better?</p>	<p>Model for students how to figure out word, figurative, and connotative meanings as they are used in an appropriately leveled text.</p> <p>With teacher's prompt and support, provide students with a short, adapted text featuring figurative language and ask them to work in pairs or small groups to identify the meaning.</p> <p>In pairs or small groups, have students complete a cloze paragraph using previously identified connotative and figurative word meanings.</p> <p>With teacher's prompt and support, engage class in accountable talk to discuss the impact of figurative language on meaning as seen on a short video.</p>

<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Context Clues Word Choice Synonyms and Antonyms Understanding figurative language</p>	<p>Which of the following words and phrases helps you figure out the unknown word in the sentence?</p>	<p>In a ‘think-pair-share’ format, provide students with a set of phrases and simple sentences featuring figurative language and ask them to identify the meanings.</p> <p>In pairs or independently, students will complete a vocabulary word map featuring synonyms and antonyms and will report out to class.</p> <p>Given appropriately leveled sentences, have students underline surrounding words and phrases that help them understand unfamiliar words.</p>
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Sample Test Released Item: 5294_A EBSR Associated Text : “Apollo and Hyacinthus”

Part A

What does the phrase **flitting life** imply in “Apollo and Hyacinthus”?

- A. Hyacinthus wants to play a different sport.
- B. Hyacinthus is a faster runner than Apollo.
- C. Hyacinthus is so badly injured he might die.
- D. Hyacinthus is injured but able to play again.

Part B

Which **two** phrases help the reader understand the meaning of **flitting life** in “Apollo and Hyacinthus”?

- A. “. . . strength mingled with skill . . .”
- B. “. . . bounded from the earth . . .”
- C. “The god, as pale as himself . . .”
- D. “. . . stanch the wound and retain . . .”
- E. “. . . the hurt was past the power of medicine.”
- F. “. . . its flowers to the earth . . .”

Part C

Which phrase **best** captures the symbolic meaning of **flitting life**?

- A. “. . . broken the stem of a lily . . .”
- B. “. . . the head of the dying boy . . .”
- C. “. . . mine the crime.”
- D. “. . . I could die for thee!”

New Jersey Student Learning Standard (NJSLS) RL.8.6

NJSLS: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Modified Learning Objective: Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Provide a statement of an author’s point of view and author’s purpose in a fiction and nonfiction text</p> <p>Determine how one or more differences in the points of view can create bias in fiction and nonfiction text</p> <p>Analyze how the author uses literary devices to develop effects such as suspense or humor</p> <p>Analyze the impact of the author’s point of view or purpose choices on the reader</p> <p>Evaluate the</p>	<p>What is the characters’ point of view?</p> <p>What is the author’s text effect?</p> <p>What is the narrator’s intended response from the reader?</p> <p>How does the narrator feel about the topic?</p> <p>What is the narrator’s motivation for creating this narrative voice here?</p>	<p>After reading texts, identify and explain various points of view.</p> <p>Contrast the points of view of a character and the audience/reader.</p> <p>Using a hypothetical scenario from the text and/or one that is relevant to the students, students are given an option to retell the story from a different perspective. Students re-write the scenario from the point of view, using their work as examples of how narrative voice can change depending upon the narrator’s intention for the audience or reader.</p>

	effectiveness of the author's point of view or purpose choices		
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Mid Group</p>	<p>Point of view</p> <p>Suspense</p>	<p>What is the character's point of view?</p> <p>Is the character's point of view different from that of the audience?</p> <p>What is the effect of different points of view?</p>	<p>Model for students how to identify characters' point of view based on a short, adapted text.</p> <p>In a 'think-pair-share', students will discuss with a partner a point of view different from that of the characters.</p>
<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Low Group</p>	<p>Point of view</p>	<p>Which sentence in the paragraph shows the character's point of view?</p>	<p>Model for students how to identify the character's point of view based on a short, adapted text.</p> <p>After reading aloud and comprehending an appropriately leveled text, students will be given a multiple-choice activity to choose the character's point of view.</p> <p>Students can also be asked to go back to the text and highlight the sentence featuring the character's point of view.</p>

Sample Test Released Item: 5258_A EBSR Excerpt from The Girl Who Threw Butterflies

Part A

How does the information in paragraph 2 help the reader understand the boys' point of view toward Molly?

- A. The reader learns that the boys enjoy making Molly feel confused about how they will treat her.
- B. The reader learns that the boys overlook Molly because they have little experience communicating with girl teammates.
- C. The reader learns that the boys are embarrassed to talk to Molly when others are present.
- D. The reader learns that the boys ignore Molly in order to avoid making her feel uncomfortable.

Part B

How does the answer to Part A contribute to the overall effect of the passage?

- A. It creates tension, which adds to the conflict in the passage.
- B. It introduces uncertainty to set the tone of the passage.
- C. It develops an uplifting theme for the passage.
- D. It suggests a positive turn of events in the passage.

New Jersey Student Learning Standard (NJSLS) RI.8.1

NJSLS: Cite the textual evidence **and make relevant connections** that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

Modified Learning Objective: Cite text to support inferences from informational text

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Closely read the text</p> <p>Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim</p> <p>Identify and analyze author’s purposeful use of language and literary devices</p> <p>Make personal connections, make connections to other text, and/or global connections when relevant</p> <p>Gather evidence from the text to support inferences or explicit</p>	<p>How can I provide strong textual evidence from the informational text to support my analysis?</p> <p>What is stated explicitly in the text?</p> <p>What inferences can I make based on the information explicitly stated?</p> <p>How can I justify and support my inferences?</p>	<p>Use a graphic organizer to chart details, linking subject matter from a non-fiction piece with informational pieces.</p> <p>Analyze informational texts for concrete details and engaging quotations.</p> <p>Use a double entry journal to chart inferences, and evidence from the text to support.</p>

	<p>meaning Paraphrase and directly quote evidence from text Correctly cite evidence Use evidence from the text to make and check predictions when reading Read and analyze a variety of literary genres and informational texts Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences Refer to the text for support when analyzing and drawing inferences.</p>		
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<p>ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group</p>	<p>Identifying the main idea Identifying supporting details Analyzing details Organizing information Citing evidence Making inferences Supporting inferences with evidence Providing evidence</p>	<p>How can I cite textual evidence to support my analysis? What is the main idea? What is stated explicitly in the text? What inferences can I make based on the information explicitly stated? How can I justify and support my inferences?</p>	<p>Use a graphic organizer to chart details that support the main idea. Use a double entry journal to chart details and make inferences. In pairs, have students chart details to summarize the text.</p>
<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Identifying the main idea Identifying supporting details</p>	<p>Which one of the following sentences summarizes the main idea? Given the main idea, which of the following sentences are supporting details?</p>	<p>Have students match sentence citations from appropriately leveled text with visual representations. Provide students with appropriately leveled sentences and have students underline the sentences that support the main idea. With the teacher's prompt and support, students will use a partially filled graphic organizer to chart supporting details. Ask students to show you in the appropriately leveled text what makes them think the way they do.</p>

Sample Test Released Item: 5729_A EBSR Plate Tectonics: Moving and Shaking

Part A

Which sentence states a central idea of “Plate Tectonics: Moving and Shaking”?

- A. The most dramatic geologic activity on Earth happens at tectonic boundaries.
- B. The highest mountain system on Earth, the Himalaya, was created by the movement of tectonic plates.
- C. All of the world’s oceans are connected by one mid-ocean ridge system.
- D. The grinding of plates at a transform boundary may cause violent earthquakes.

Part B

Which **two** sentences support the answer to Part A?

- A. “The tiny Juan de Fuca plate is largely responsible for the volcanoes that dot the Pacific Northwest of the United States.” (paragraph 1)
- B. “Churning currents in the molten rocks below propel them along like a jumble of conveyor belts in disrepair.” (paragraph 2)
- C. “Most geologic activity stems from the interplay where the plates meet or divide.” (paragraph 2)
- D. “The movement of the plates creates three types of tectonic boundaries: convergent, where plates move into one another; divergent, where plates move apart; and transform, where plates move sideways in relation to each other.” (paragraph 3)
- E. “Mount Everest, the highest point on Earth, may be a tiny bit taller tomorrow than it is today.” (paragraph 4)
- F. “These convergent boundaries also occur where a plate of ocean dives, in a process called subduction, under a landmass.” (paragraph 5)

New Jersey Student Learning Standard (NJSLS) RI.8.2

NJSLS: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Modified Learning Objective: Provide a summary of a familiar informational text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence</p> <p>Analyze the development of the theme or central idea over the course of the fictional or informational text</p> <p>Summarize the text objectively, capturing the main ideas</p>	<p>What is the central idea?</p> <p>How is the central idea developed?</p> <p>What supporting ideas are included in the text?</p> <p>Was the central idea revealed through examples that repeated the idea through images, or the authors' conclusions?</p>	<p>With a partner, read an informational text and determine the central idea.</p> <p>In groups, students record the central idea of the text on chart paper, and note the author's choice of structure, and how the author adds information, features, and explains and supports with details over the course of the text.</p> <p>After reading an informational text, each student will develop an objective summary.</p>
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Mid</p>	<p>Identifying the theme / central idea</p> <p>Supporting details</p> <p>Development of events</p> <p>Summarizing</p>	<p>What is the central idea / theme of the text?</p> <p>What are the supporting details that support the theme?</p>	<p>Model for students how to make a connection between the theme and developing events in an adapted text.</p> <p>Provide students with a graphic organizer and have students list important events.</p> <p>Have students utilize a previously</p>

<p>Group</p>			<p>completed graphic organizer about major events in order to write a summary.</p> <p>Use a whip-around to determine different student interpretations of the text.</p> <p>In a guided reading activity, use a flow chart and phrases / sentences to show the development of a central idea in a simple text</p> <p>In pairs, have students chart details to support the theme.</p>
<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Identifying the central idea Supporting details Development of events</p>	<p>Which of the following sentences summarizes the central idea? Which of the following sentences are supporting details of the central idea?</p>	<p>Have students match sentence citations from appropriately leveled text with visual representations.</p> <p>Provide students with appropriately leveled sentences and have students underline the sentences that support the central idea.</p> <p>With teacher's prompt and support, have students underline the sentences that support the central idea.</p>

Sample Test Released Item: 5729_A EBSR Plate Tectonics: Moving and Shaking

Part A

Which sentence states a central idea of "Plate Tectonics: Moving and Shaking"?

- A. The most dramatic geologic activity on Earth happens at tectonic boundaries.
- B. The highest mountain system on Earth, the Himalaya, was created by the movement of tectonic plates.
- C. All of the world's oceans are connected by one mid-ocean ridge system.
- D. The grinding of plates at a transform boundary may cause violent earthquakes.

Part B

Which **two** sentences support the answer to Part A?

- A. "The tiny Juan de Fuca plate is largely responsible for the volcanoes that dot the Pacific Northwest of the United States." (paragraph 1)
- B. "Churning currents in the molten rocks below propel them along like a jumble of conveyor belts in disrepair." (paragraph 2)
- C. "Most geologic activity stems from the interplay where the plates meet or divide." (paragraph 2)
- D. "The movement of the plates creates three types of tectonic boundaries: convergent, where plates move into one another; divergent, where plates move apart; and transform, where plates move sideways in relation to each other." (paragraph 3)
- E. "Mount Everest, the highest point on Earth, may be a tiny bit taller tomorrow than it is today." (paragraph 4)
- F. "These convergent boundaries also occur where a plate of ocean dives, in a process called subduction, under a landmass." (paragraph 5)

New Jersey Student Learning Standard (NJSLS) RI.8.3

NJSLS: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Modified Learning Objective: Recount events in the order they were presented in the text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Use a note taking structure to track key individuals, events, and/or ideas in informational texts</p> <p>Understand how different text structures present and link information.</p> <p>Reflect on how the writer’s choice of structure relates to the overall central idea or purpose</p> <p>Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between</p>	<p>How can I make connections to other informational texts I have read?</p> <p>How is the text structure presented, and how does it link information?</p>	<p>Use the think-aloud strategy to model how to make each type of connection, using your list of personal connections to the particular text.</p> <p>Ask students to share a few quick examples of the kinds of connections, and explain why some might help their understanding of the text more than others.</p> <p>List your own connections to the text using a Double-Entry Journal.</p>

	<p>individuals, ideas, or events</p> <p>Analyze a writer's style and presentation to determine the relationship between individuals, ideas, or events</p> <p>Analyze why the author chose to make connections and distinctions between particular individuals, ideas, or events</p> <p>Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader</p> <p>Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author's central idea</p>		
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p>	<p>Analyze connections made amongst individuals.</p> <p>Recognize comparisons</p>	<p>What connections do you see among characters within the text?</p>	<p>Model for students how to identify examples featuring particular connections between characters.</p> <p>With the teacher's prompt and support,</p>

<p>Special Education Students - Mid Group</p>		<p>How can you compare these connections?</p>	<p>students will identify examples from text demonstrating connections between individuals</p>
<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Identify connections amongst individuals.</p>	<p>How are the two characters similar or different?</p>	<p>Using an appropriately leveled short story, model for students how to identify examples featuring particular connections between characters.</p> <p>With the teacher's prompt and support, students will use a bank of pre-taught words / phrases and a partially filled graphic organizer to identify two examples that demonstrate connections between individuals.</p>

Sample Test Released Item: 5727_A EBSR Plate Tectonics: Moving and Shaking

Part A

Read the sentence from paragraph 2.

Churning currents in the molten rocks below propel them along like a jumble of conveyor belts in disrepair.

How does this sentence contribute to the reader's understanding of the topic of the article?

- A. by describing the geologic features that can form along each of the three types of tectonic boundaries
- B. by providing an analogy connecting the concept of moving tectonic plates to a concrete image
- C. by signaling a shift in the structure of the article to a chronological narrative
- D. by connecting the introduction of the article to the central idea that the lithosphere is unique to planet Earth

Part B

Which **three** phrases provide examples that further develop the topic of the article in Part A?

- A. "... the minors are no less important ... " (paragraph 1)
- B. "... the crust crumples and buckles ... " (paragraph 4)
- C. "As the mash-up continues ... " (paragraph 4)
- D. "... the highest point on Earth ... " (paragraph 4)
- E. "... widens the giant basins." (paragraph 7)
- F. "... like mountains or oceans ... " (paragraph 9)
- G. "... the halting motion ... " (paragraph 9)

New Jersey Student Learning Standard (NJSLS) RI.8.4

NJSLS: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Modified Learning Objective: Determine connotative meanings of words and phrases in a text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</p> <p>Provide an analysis of the impact of specific word choice on meaning and/or tone</p> <p>Identify analogies and allusions</p> <p>Analyze why the author chose to include specific word choice, including analogies or allusions</p> <p>Analyze how specific word choice, including analogies</p>	<p>How can I determine the connotative and figurative meaning of words as they are used in an informational text?</p> <p>How can I use words found around unknown multiple-meaning words to understand meaning?</p> <p>How can I differentiate between a literal meaning and a figurative meaning?</p> <p>How can I understand technical meanings?</p>	<p>Use a word wall to identify any word for which students need clarification.</p> <p>Create a graphic organizer noting literal and implied meanings of words.</p> <p>Have students Think-Pair-Share in regard to why the author chose to use specific words.</p> <p>After reading an informational text, students will analyze the tone of the text and underline those words.</p> <p>Students identify and color code words and phrases that create a variety of tones within nonfiction texts.</p>

	<p>and allusions, impacts the reader</p> <p>Evaluate the effectiveness of the author's choice to use specific word choice</p>	<p>Who is the intended audience?</p> <p>What affect would this figurative language have on the audience?</p>	
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Mid Group</p>	<p>Context clues</p> <p>Understanding figurative language</p> <p>Understanding Connotations</p> <p>Technical meanings</p> <p>Word choice</p>	<p>What is connotation?</p> <p>What is figurative language?</p> <p>How can I tell the connotative and figurative meaning of words as they are used in an informational text?</p> <p>How can I distinguish between a literal meaning and a figurative / connotative meaning?</p>	<p>Model for students how to determine the connotative and figurative meaning of words as they are used in an appropriately leveled text.</p> <p>Using a vocabulary word map, students will distinguish between literal and figurative or connotative meaning of words as they appear in an appropriately leveled text.</p>
<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Low Group</p>	<p>Context clues</p> <p>Understanding Figurative language</p> <p>Understanding Connotation</p>	<p>What does the word / phrase _____ mean in the reading selection?</p> <p>Which of the following words can best replace the underlined word in the sentence?</p>	<p>Model for students how to determine the connotative and figurative meaning of words as they are used in appropriately leveled sentences.</p> <p>Using a word wall of pre-taught connotative and figurative meanings of specific words, students will complete cloze sentences.</p>

Sample Test Released Item: VF891181 EBSR Associated text : “The Incredible Talking Machine”

Part A

Read the sentence from paragraph 2.

These are some of the names someone wrote in a logbook in Thomas Edison’s laboratory in 1877, after Edison and his assistants invented the first rudimentary machine for recording and playing back sounds.

What is the meaning of the word **rudimentary** as it is used in the sentence?

- A. basic
- B. mobile
- C. practical
- D. original

Part B

Which sentence from the article supports the answer to Part A?

- A. “The phonograph, his first invention to make him world-famous, is a perfect example.” (paragraph 3)
- B. “It was also the outcome of an amazing burst of inventiveness.” (paragraph 4)
- C. “But the primitive phonograph that Edison demonstrated for the editors of *Scientific American* that December remained exceedingly limited.” (paragraph 7)
- D. “When word of the invention spread, however, the outside world saw greater possibilities.” (paragraph 7)

New Jersey Student Learning Standard (NJSLS) RI.8.6

NJSLS: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Modified Learning Objective: Determine an author's purpose or point of view and identify from text to that describe or support it.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text</p> <p>Determine how one or more differences in the points of view can create bias in fiction and nonfiction text</p> <p>Explain how the author acknowledges and responds to counterarguments</p> <p>Analyze how the author uses literary devices to develop effects such as suspense or humor</p> <p>Analyze the impact of the author's point of view or purpose choices on the reader</p> <p>Evaluate the effectiveness of the author's point of view or purpose choices</p>	<p>What is the point of view in this text?</p> <p>What is the purpose of this text?</p>	<p>Given a text, students will determine the author's point of view or purpose and analyze it.</p> <p>Students will sit in groups and discuss the author's point of view.</p> <p>Students write an informative/explanatory text that identifies an author's point of view or purpose.</p> <p>In small groups, students determine an author's point of view/purpose. The group states evidence that supports the point of view/purpose. Students</p>

			focus on examining the author's tone and word choice.
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Mid Group</p>	<p>Point of view</p> <p>Author's purpose</p> <p>Conflicting viewpoints</p>	<p>What is the author's point of view?</p> <p>How does the author develop his / her point of view?</p> <p>What is the author's purpose in writing this text?</p>	<p>Model for students how to identify the author's point of view by using visuals, graphic organizers, and marking the text.</p> <p>In a 'think-pair-share', students will discuss the author's point of view.</p> <p>In a whip-around activity, students will share what they think is the author's purpose behind writing a particular text</p>
<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Low Group</p>	<p>Point of view</p> <p>Author's purpose</p> <p>Conflicting viewpoints</p>	<p>Which sentence in the paragraph shows the author's point of view?</p>	<p>Model for students how to identify the author's point of view by using visuals, graphic organizers, and marking the text.</p> <p>After reading aloud and comprehending an appropriately leveled text, students will be given a multiple-choice activity to choose the author's point of view or purpose.</p> <p>Students can also be asked</p>

			to go back to the text and highlight the sentence featuring the author's point of view.
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Sample Test Released Item: VF654746 EBSR Associated text : Excerpt from Chew on This

Part A

Based on the passage, which statement **most likely** describes the authors' view of Alice Waters?

- A. She is a loyal friend.
- B. She is a patient employer.
- C. She is a concerned citizen.
- D. She is a demanding perfectionist.

Part B

Which **two** sentences from the passage **best** support the answer to Part A?

- A. "Alice returned home determined to learn how to cook." (paragraph 3)
- B. "Chez Panisse was soon considered one of the finest restaurants in the United States, and Alice Waters was hailed as one of the nation's greatest chefs." (paragraph 4)
- C. "During the same years that fast-food chains were turning restaurant kitchens into little factories and live-stock into industrial commodities, Alice championed an old-fashioned view of food." (paragraph 4)
- D. "Every day, while driving to Chez Panisse in the morning and driving home late at night, Alice passed Martin Luther King Jr. Middle School." (paragraph 5)
- E. "Alice wondered how the people of Berkeley, who considered themselves so high-minded and aware, could allow a public school to fall apart this way." (paragraph 5)
- F. "After raising money through her Chez Panisse Foundation, Alice supervised the planting of an enormous garden at Martin Luther King Jr. Middle School." (paragraph 7)

New Jersey Student Learning Standard (NJSL) W.8.2.A,B,C,D,E,F

NJSLS: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.2.A - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information **using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)**

W.8.2.B - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.C - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2.E - Establish and maintain a formal style.

W.8.2.F - Provide a concluding statement or section that follows from and supports the information or explanation presented.

Modified Learning Objective: Write to share information supported by details.

W.8.2.A. Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.

W.8.2.B. Write one or more facts or details related to the topic.

W.8.2.C. Write complete thoughts as appropriate.

W.8.2.D. Use domain specific vocabulary related to the topic.

W.8.2.E. Not applicable

W.8.2.F. Provide a closing.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
General Education <i>ESL Levels 4-5</i> WIDA 2: Reading,	Focus writing on thoroughly describing or explaining a topic Identify the defining elements of this	What is the author’s thesis? Which sentences best support the author’s	After reading an informative/explanatory writing piece, determine the thesis and identify the relevant facts. With a partner, read each other’s writing and determine the audience, thesis

<p>Speaking</p> <p>Special Education Students - High Group</p>	<p>specific writing genre</p> <p>Explore topics from their content area classes</p> <p>Write an introduction that clearly outlines ideas to follow</p> <p>Organize ideas and information using text structures and text features</p> <p>Write a thesis statement</p> <p>Select facts, definitions, concrete details, quotations, or other information and examples</p> <p>Use transitional words and phrases</p> <p>Choose specific vocabulary and language</p> <p>Develop and use a consistent style, approach and form for the task</p> <p>Write a conclusion to close the ideas in the text</p> <p>Create language that</p>	<p>thesis?</p> <p>How does the author organize his ideas?</p> <p>Does my writing have concrete details?</p> <p>Am I incorporating examples to support my writing?</p> <p>How can I determine what is relevant information?</p> <p>How do I know my writing is organized?</p> <p>How do I know when to incorporate transitions when writing?</p> <p>How can I determine if I am using precise language?</p> <p>Why is it important to explain the topic?</p> <p>Why is it important to develop and establish a formal style to writing?</p> <p>How can I write a concluding section that supports the information</p>	<p>statement, and highlight the supportive relevant facts.</p> <p>Given an informative writing piece, determine the concrete details.</p> <p>Analyze a peer's writing, and explain the thesis statement, supporting details and examine the topic.</p> <p>Given informative/ explanatory writing, incorporate transitions to organize the writing</p> <p>With a partner, read an informative/explanatory writing and determine if the topic has been explained using specific details.</p> <p>Given several writing pieces, determine if they are written using a formal style.</p> <p>Given a random writing piece, students will write a concluding statement or section.</p>
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	is appropriate to one's audience and a formal tone	presented?	
ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group	Topic sentence Thesis statement Relevant facts Informative/explanatory writing Cause/effect Formatting	What is the topic sentence in the selection? Which details best support the author's topic sentence?	After reading an appropriately leveled informative/explanatory writing, students will determine the topic sentence and identify supporting details. Students will use a prior graphic organizer featuring a topic sentence and supporting details in order to write a short explanatory paragraph.
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Topic sentence Informative/explanatory writing Formatting	Which of the following sentences is an appropriate topic sentence?	Teacher will model for students how to write a topic sentence for informative / explanatory writing. Have students complete a cloze pattern with single high-frequency words in order to make up a topic sentence. Provide students with a multiple-choice activity and have students select an appropriate topic sentence for informative / explanatory writing. Using pre-taught words and phrases, students can be asked to complete sentence frames to make up a topic sentence for informative / explanatory writing.

Sample Test Released Item: 5632 PCR Associated Texts : “Oliver Twist” and “A Portrait of the Artist as a Young Man ”

Both Charles Dickens and James Joyce incorporate dialogue into their passages.

Use evidence you have gathered from **both** passages to write an essay analyzing how the dialogue in **each** passage functions to reveal aspects of the characters. You should discuss **more than one** character from **each** passage.



A rich text editor toolbar with icons for Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, Undo, and Redo, positioned above a large empty text input area.

New Jersey Student Learning Standard (NJSLS) W.8.4

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

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Identify defining characteristics of a variety of writing tasks</p> <p>Utilize strategies to unpack a writing prompt</p> <p>Write for a specific purpose and audience</p> <p>Select an appropriate text structure or format for the task</p> <p>Use language that is precise and powerful to create voice</p> <p>Create a tone that is appropriate for one's audience</p>	<p>What are the best ways for me to create logical sequence in my writing?</p> <p>How can I use precise and powerful language to create voice?</p>	<p>After reading an excerpt, write an organized reflection and incorporate transition words.</p> <p>During whole class instruction, engage students to create an anchor chart to use it as a guide for their writing piece.</p>
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading,</p>	<p>Audience</p> <p>Purpose</p>	<p>Will my audience understand what I write?</p>	<p>With the support of a previously completed writing diamond organizer, students will write a clear and coherent</p>

Speaking Special Education Students - Mid Group	Word choice Adjectives	Do I know who is going to read my writing piece? What is the purpose of my writing? Am I clear in what I write?	narrative paragraph. After writing a narrative paragraph, students will work in pairs to assess each other's narrative given a simplified rubric.
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Audience Purpose Word choice Adjectives	Which of the following could be your audience? Which of the following sentences could summarize the purpose of writing?	Ask students to complete cloze sentences with phrase and key content based vocabulary as appropriate to task and purpose.

Sample Test Released Item: 5632 PCR Associated Texts : “Oliver Twist” and “A Portrait of the Artist as a Young Man”

Both Charles Dickens and James Joyce incorporate dialogue into their passages.

Use evidence you have gathered from **both** passages to write an essay analyzing how the dialogue in **each** passage functions to reveal aspects of the characters. You should discuss **more than one** character from **each** passage.



New Jersey Student Learning Standard (NJSLS) W.8.5

NJSLS: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Modified Learning Objective: With guidance and support from adults and peers, plan before writing and revise own writing.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Revise and edit intentionally to improve writing</p> <p>Generate ideas to develop topic</p> <p>Revise writing with a partner or self-editing checklists</p> <p>View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</p>	<p>Which editing and revising techniques will I use to improve my writing?</p> <p>How can I address the purpose and audience effectively?</p>	<p>Provide students with several writing pieces, using an editing checklist to revise, edit, and rewrite.</p> <p>Students will use a self-editing checklist to revise and edit their writing.</p> <p>Students will use feedback of peers and adults to improve writing.</p>
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Mid Group</p>	<p>Revise and edit to improve writing</p> <p>Brainstorm to develop topic</p> <p>Use appropriate planning template</p>	<p>How could you rearrange and include more sentences to make the paragraph more interesting?</p> <p>Is your conclusion strong, and does it reflect</p>	<p>Given a writing piece, students will use checklist to revise and edit.</p> <p>Students will work with partner to revise</p>

	<p>Revise writing with a partner or self-editing checklists</p> <p>View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</p>	<p>your writing?</p>	<p>writing piece.</p>
<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Low Group</p>	<p>Understand the purpose for writing</p> <p>Understand writing as a process</p> <p>Understand the use of editing and revision strategies</p> <p>Use appropriate planning template</p>	<p>Can you add more details?</p> <p>Did you use revise / edit checklist?</p>	<p>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.</p> <p>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</p>

			feedback, and then add to the outline.
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Sample Test Released Item: 5632 PCR Associated Texts : “Oliver Twist” and “A Portrait of the Artist as a Young Man ”

Both Charles Dickens and James Joyce incorporate dialogue into their passages.

Use evidence you have gathered from **both** passages to write an essay analyzing how the dialogue in **each** passage functions to reveal aspects of the characters. You should discuss **more than one** character from **each** passage.

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New Jersey Student Learning Standard (NJSLS) W.8.6

NJSLS: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Modified Learning Objective: Use technology, including the Internet, to produce writing to interact and collaborate with others.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Use technological resources to enhance writing</p> <p>Use technology to broaden research base</p> <p>Use evidence found online to support ideas</p> <p>Give and receive feedback using technology</p> <p>Seek out authentic publishing opportunities</p>	<p>What resources can I utilize in order to enhance my writing?</p> <p>How can I embed evidence found online into my writing?</p> <p>In what ways can I provide feedback to my peers?</p>	<p>Using a Class Wiki/Blog/Google Docs, students will publish a writing piece, using evidence found online to support ideas. Students will respond to 1-2 peers, providing feedback delineated by the rubric used.</p>
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Mid Group</p>	<p>Use technological resources to enhance writing</p> <p>Understand how to choose and evaluate appropriate platform</p> <p>Understand how to link and cite sources</p> <p>Create shared writing products</p>	<p>Do you know how to locate information on the internet?</p> <p>How will you use technology to create this document?</p> <p>How can you include a link to resources within your document?</p>	<p>Using a Class Wiki/Blog/Google Docs, students will publish written work, using simple sentences with key content based vocabulary.</p> <p>In groups have students spell check and grammar check to edit, and then export digital draft to class wiki.</p> <p>Students can record daily activities on a blog that is shared with parents instead of a traditional home-school notebook.</p>

	<p>Give and receive feedback using technology</p>	<p>How did you cite your work?</p> <p>How did collaborate with peers and provide feedback?</p>	<p>Have students send an e-mail to a teacher, read their response seeking additional information or clarification, and write a new e-mail to address the request.</p> <p>In pairs, review and discuss a shared writing product, add words to sentences in the electronic shared writing product.</p>
<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Use technological resources to enhance writing Understand how to choose and evaluate appropriate platform Understand how to link and cite sources Create shared writing products Give and receive feedback using technology</p>	<p>Do you know how to locate information on the internet?</p> <p>Do you know how to locate appropriate information</p> <p>Did you write a caption for your picture/ photograph?</p> <p>How did you provide feedback?</p> <p>How did you cite your work?</p> <p>How did you collaborate with your peers?</p>	<p>Using a Class Wiki/Blog/Google Docs, students will publish written work, using simple sentences with key content based vocabulary.</p> <p>Students can complete cloze sentences or captions for imagines selected from online sources, using and key content based vocabulary.</p> <p>With teacher support allow students to use a text to speech to listen to first draft and decide what information to add.</p> <p>Students can record daily activities on a blog that is shared with parents instead of a traditional home-school notebook.</p> <p>Have students send an e-mail to a teacher, read their response seeking additional information or clarification, and write a new e-mail to address the request.</p> <p>As a whole group review and discuss a shared writing product, add words to sentences in the electronic shared writing product.</p>

Sample Test Released Item: 5632 PCR Associated Texts : “Oliver Twist” and “A Portrait of the Artist as a Young Man ”

Both Charles Dickens and James Joyce incorporate dialogue into their passages.

Use evidence you have gathered from **both** passages to write an essay analyzing how the dialogue in **each** passage functions to reveal aspects of the characters. You should discuss **more than one** character from **each** passage.



A rich text editor toolbar with icons for Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, Undo, and Redo, positioned above a large empty text input area.

New Jersey Student Learning Standard (NJSLS) W.8.9.B

NJSLS: Apply *grade 8 Reading standards* to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).

W.8.9.B. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Modified Learning Objective: Use information from literary and informational text to support writing.

W.8.9.B. Apply *Essential Elements of Grade 8 Reading Standards* to informational texts (e.g., "Use relevant and sufficient evidence for supporting the claims and argument.").

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
General Education <i>ESL Levels 4-5</i> WIDA 2: Reading, Speaking Special Education Students - High Group	Identify evidence that supports claims in literary analysis Incorporate textual evidence into written pieces Logically connect evidence to claims in writing Analyze author’s use of style and structure Identify and analyze allusions Select direct and indirect quotations that relate to the topic as evidence	Which evidence can I choose to support my claim? How do I know I chose the best evidence for my writing?	Highlight important information from the text to use in writing. Students will utilize a two-column graphic organizer to distinguish between the logical/illogical evidence that can be used in their writing.

<p>ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group</p>	<p>Evidence Analysis</p>	<p>What evidence do you have to support the author’s argument? What evidence is based on fact?</p>	<p>Model for students how to highlight relevant information from an appropriately leveled text to use in writing. Given an appropriately leveled text, students will highlight relevant information to use in their argumentative writing.</p>
<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Evidence Analysis</p>	<p>Which of the following statements represents evidence based on fact?</p>	<p>Model for students how to highlight relevant information from an appropriately leveled text to use in writing. Given an appropriately leveled text, students will highlight relevant information to use in their argumentative writing.</p>
<p>Sample Test Released Item: 5632 PCR Associated Texts : “Oliver Twist” and “A Portrait of the Artist as a Young Man ”</p> <p>Both Charles Dickens and James Joyce incorporate dialogue into their passages.</p> <p>Use evidence you have gathered from both passages to write an essay analyzing how the dialogue in each passage functions to reveal aspects of the characters. You should discuss more than one character from each passage.</p> <div data-bbox="243 1312 1598 1425"> </div>			

New Jersey Student Learning Standard (NJSLs) W.8.10

NJSLs: Write routinely over extended time frames (time for research, reflection, **metacognition/self-correction**, and revision) and shorter time frames (a single sitting or a day or two) for a range of **discipline-specific** tasks, purposes, and audiences.

Modified Learning Objective: Write routinely for a variety of tasks, purposes, and audiences.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</p> <p>Produce written reflections</p> <p>Explain stylistic choices made while writing</p>	<p>What forms can writing take in other academic subjects?</p> <p>How can I develop a piece of writing appropriate to task, purpose, and audience?</p>	<p>Students will compose multiple pieces of writing in a variety of time frames, in multiple content areas, and for different audiences, tasks, and purposes.</p>
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Mid Group</p>	<p>Practice writing for different purposes and audiences</p> <p>Understand the writing process</p> <p>Plan & self-monitor when writing</p> <p>Understand and use of reflective writing</p>	<p>What is the purpose of this task?</p> <p>What is the time frame of the task?</p> <p>Who is the audience?</p> <p>What steps will you take to complete the task?</p> <p>Will your style be formal? Informal? Why?</p>	<p>Students can write narratives, dialogues, or make periodic journal entries for a specific purpose or audience using simple related sentences and key content based vocabulary.</p>

<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Understand the writing process</p> <p>Determine purpose and audience</p> <p>Use of revision strategies (checklist)</p>	<p>Who is the audience?</p> <p>Did you write your thoughts about something you learned or wondered today?</p>	<p>With prompting and support, students can write reflective journal entries for a specific purpose or audience by utilizing words from a word bank.</p> <p>What do you think was the most important word you heard today? The most important passage? Why is it important to you?</p>
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Sample Test Released Item: 5632 PCR Associated Texts : “Oliver Twist” and “A Portrait of the Artist as a Young Man ”

Both Charles Dickens and James Joyce incorporate dialogue into their passages.

Use evidence you have gathered from **both** passages to write an essay analyzing how the dialogue in **each** passage functions to reveal aspects of the characters. You should discuss **more than one** character from **each** passage.

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<http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm>

(CCSS unpacked, grade level progression of each standard and additional resources)

Writing

Primary Focus	Secondary Focus	Routine Writing
<p data-bbox="239 391 611 423">Informational/Explanatory</p> <p data-bbox="100 464 722 639">The culminating assignment within the IFL unit, <i>The Art of Failure</i>, addresses informational/explanatory writing. However, please note, additional writing lessons may be needed to address all NJSLS.</p>	<p data-bbox="947 391 1325 423">Literary Analysis/Research</p> <p data-bbox="783 464 1472 532"><i>The Outsiders</i>, and the poem, <i>Nothing Gold Can Stay</i>, can be utilized to develop a Literary Analysis Task.</p> <p data-bbox="783 573 1451 641">https://www.poets.org/poetsorg/poem/nothing-gold-can-stay</p> <p data-bbox="783 719 1472 821">Please note, district required reading resources can also be utilized to develop Literary Analysis/Research Tasks.</p>	<p data-bbox="1675 391 1818 423">Examples:</p> <p data-bbox="1514 464 1892 639">Reader's Response Notebook Journals Blogging Quick Writes Interactive Writing</p>

Writing Rubrics

GRADE 6-12 Rubric
(Revised July 29, 2014)*

Research Simulation Task (RST) and Literary Analysis Task (LAT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence.	The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis and supporting the analysis with adequate textual evidence.	The student response demonstrates basic comprehension of ideas by providing a generally accurate analysis and supporting the analysis with basic textual evidence.	The student response does not demonstrate limited comprehension of ideas by providing minimally accurate or no analysis with limited textual evidence.	The student response does not demonstrate no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.
Writing Written Expression	The student response: addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task by using clear and convincing reasoning supported by relevant textual evidence;	The student response: addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task by using clear reasoning supported by relevant textual evidence; demonstrates coherence, clarity, and	The student response: addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task by using some reasoning and text-based evidence; demonstrates some coherence, clarity, and cohesion making the	The student response: addresses the prompt and provides minimal development of the claim or topic that is limited in its appropriate to the task by using limited reasoning and text-based evidence; is a developed, text-based response with little or no awareness of the	The student response: is undeveloped and/or inappropriate to the task; lacks coherence, clarity and cohesion, has an inappropriate style with little to no awareness of the norms of the discipline.

	demonstrates purposeful coherence, clarity, and cohesion making it easy to follow the writer's progression of ideas; establishes and maintains an effective style, attending to the norms and conventions of the discipline.	cohesion making it fairly easy to follow the writer's progression of ideas; establishes and maintains a mostly effective style, attending to the norms and conventions of the discipline.	writer's progression of idea usually discernible but not obvious ; has a style that is somewhat effective, generally attending to the norms and conventions of the discipline.	prompt; demonstrates limited coherence, clarity, and cohesion making the writer's progression of ideas somewhat unclear; has a style that is has limited effectiveness, with limited awareness of the norms of the discipline.	
Writing Knowledge of Language and Conventions		The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar and usage, but meaning is clear .	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar and usage, that occasionally impede understanding , but the meaning is generally clear .	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics; grammar and usage that often impede understanding .	The student response to the prompt demonstrates no command of the conventions of standard English at an appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding .

*The rubric is subject to further refinement based on research and study

***School-based resources can be used in addition to the district resources, but cannot replace the resources.**

District Resources

Vocabulary

When teaching vocabulary,

Please introduce students to 10-12 words per week.

Use the identified words as those you are teaching to the students (additional words may be selected by the teacher).

Use the various learning modalities and sample menu in order to deliver instruction.

Have students see the word in context first before explicit vocabulary instruction.

Have students repeat the word to ensure proper pronunciation. They are much more likely to use the word if they are confident they are saying it correctly.

Note: Not all sample activities/modalities need to be used for each word. Base your instruction on the needs of your student population and select modalities/activities that meet their needs.

The Outsiders

Chapters 1-2	Chapters 3-4	Chapters 5-6	Chapter 7	Chapters 9-10
conscious perspiration suffocate sympathetic unfathomable suspicious savvy appeal incredulous hesitation rebellious	sophisticated elite reputation tension reckon stagger smoldering apprehensive defiance gingerly sheepish premonition	stricken gallant elude transplant indignant notion testify survey apparently conviction ember promptly	aghast bleak bulge exploit racket <div style="text-align: center;">Chapter 8</div> divert suspicion doggedly scarce hesitate	conformity leery contempt agony bewildered <div style="text-align: center;">Chapters 11-12</div> flinch acquitted veer gripe quiver reckless

Vocabulary

When teaching vocabulary,

Please introduce students to 10-12 words per week.

Use the identified words as those you are teaching to the students (additional words may be selected by the teacher).

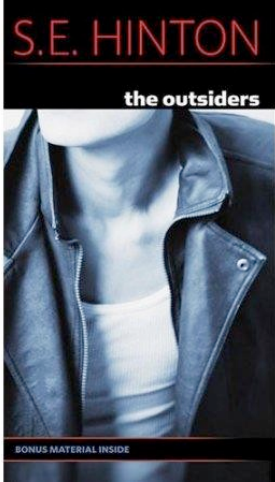
Use the various learning modalities and sample menu in order to deliver instruction.

Have students see the word in context first before explicit vocabulary instruction.

Have students repeat the word to ensure proper pronunciation. They are much more likely to use the word if they are confident they are saying it correctly.

Note: Not all sample activities/modalities need to be used for each word. Base your instruction on the needs of your student population and select modalities/activities that meet their needs.

Sadlier Textbook – Level C

Novel	CCSS: Exemplars (Appendix B)
<p>Hinton, S. E., <i>The Outsiders</i></p> <p>Published in 1967 by 17 year-old Hinton, <u>The Outsiders</u> is a surprising and groundbreaking piece of juvenile literature. Hinton paints a picture of real teenage life, complete with dysfunctional families, gang rivalries, and suicide.</p> <p>Movie: https://www.youtube.com/watch?v=d_Ji1JZ5oWM</p> <p>http://www.sehinton.com</p> <p>http://www.sparknotes.com/lit/outsidere/</p> 	<p>Story:</p> <p>Hamilton, Virginia. “<i>The People Could Fly.</i>”</p> <p>Poem:</p> <p>Frost, Robert. “The Road Not Taken.”</p> <p>Drama:</p> <p>Fletcher, Lucille. <i>Sorry, Wrong Number.</i></p> <p>**Refer to Common Core ELA Exemplar Resource Workbook**</p> <p>Link:</p> <p>http://www.corestandards.org/assets/Appendix_B.pdf</p>

Additional Resources: Suggested in the NJ Curriculum Framework

Reading	Writing	Speaking and Listening	Language
<ul style="list-style-type: none"> ● Close In on Close Reading ● Deeply Analyze Text ● Analyze an Argument ● Understanding and Analyzing an Argument ● Informational Text Strategies ● How to Write Literary Analysis Essay ● YouTube Reading Lessons Middle School ● Common Core Strategies ● Teaching Reading ● Close Reading Model Lessons ● Writing Character Analysis ● Analyzing Theme ● Vocabulary Connotations - Interview with a Vocabulary Word ● Connotative/Denotative Video 	<ul style="list-style-type: none"> ● Teacher Tube - Counterclaims and rebuttals ● Evidence Based Arguments ● Writing Fix: Word Choice Resources ● Writing Resources by Strand ● Word Choice YouTube ● Argumentative Writing YouTube ● Writing Exemplars - Argument/Opinion ● PARCC Writing Resources ● Harvard College Writing Center ● Writing Exemplars by Grade Level and Aspects to Consider in Writing ● Thesis Writing ● Discussion, Planning and Questioning ● Literary Analysis ● Perdue Owl Literary Analysis ● Edutopia Teaching Literary Analysis ● Purdue OWL Writing Lab ● Grammar ● Narrative Essay Writing 	<ul style="list-style-type: none"> ● Inquiry Based Learning (Edutopia) ● Engaging Students Using Discussion ● Strategies for Student Centered Discussion ● Socratic Seminar: ReadWriteThink ● Fishbowl Strategy ● Stems on Fostering Class Discussion ● Fishbowl Strategies: Teach Like This ● Accountable Talk ● AVID Socratic Seminar 	<ul style="list-style-type: none"> ● Levels of Thinking in Bloom's and Webb's Depth of Knowledge ● Cognitive Rigor Chart ● 5 Strategies For Middle School Classrooms ● Spectrum of Standards by Grade; Breakdown of Standards and Sample Lessons

Suggested Websites

Read Write Think

International Reading Association (IRA) website with grade level lesson plans, articles, and resources to support English Language Arts. <http://www.readwritethink.org/>

Writing Fix Home of Interactive Writing Prompts

Writing Fix Home of Interactive Writing Prompts provides quality teaching resources and strategically designed lessons for grades K-12 to help assist teachers with teaching writing. <http://writingfix.com/>

News ELA

A free website with informational texts in the form of daily news articles with quizzes that can be utilized to differentiate instruction based on lexile levels. <http://www.newsela.com/>

Pro Con

A free website promoting critical thinking, education, and informed citizenship by presenting controversial issues in a straightforward, nonpartisan, primarily pro-con format. <http://www.procon.org>

Watch Know Learn

Watch Know Learn provides free and excellent K-12 educational videos, users can dive into the innovative directory or search for videos by subject and age level. Video titles, descriptions, age level information, and ratings are all edited for usefulness.

<http://www.watchknowlearn.org>

Read Works

ReadWorks provides research-based units, lessons, and authentic, leveled non-fiction and literacy passages directly to educators.

<http://www.readworks.org>

ELL Resources

Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>

“Word clouds” from text that you provide-<http://www.wordle.net/>

Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>

Learn a language for FREE-www.Duolingo.com

Time on task for students-<http://www.online-stopwatch.com/>

Differentiation activities for students based on their lexile- www.Mobymax.com

WIDA- <http://www.wida.us/>

Everything ESL - <http://www.everythingESL.net>

Judy Haynes' s ESL website with a discussion forum, lesson plans, teaching tips, & resources for teachers

ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>

best practices for various aspects of an English language classroom

Hope4Education - <http://www.hope4education.com>

Books, online workshops, on-site training and presentations, help meeting the NCLB and state curriculum standards, discussion forums, and tele-chats hosted by Hope Blecher-Sass

Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>

Mary Ann Zehr's blog for Education Week - news, controversies, initiatives, research, legislative updates about teaching English language learners

FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>

OELA - <http://www.ed.gov/offices/OBEMLA>

The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students

New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Learning Resource Centers (LRC Network) <http://www.state.nj.us/education/lrc>

supported through the NJDOE, Office of Special Education Programs.

Click on "Services" and scroll down to the library in your region.

1-Language.com - <http://www.1-language.com>

Activities, exercises, worksheets, forums, chats, articles, and more

Repeat After Us - <http://repeatafterus.com/>

The best collection of copyright-free English texts and scripted recordings

Learning Vocabulary Can Be Fun - <http://www.vocabulary.co.il>

Games and quizzes for practicing vocabulary

Students K-8

Kindersite - <http://www.kindersite.org>

1,000s of links to graded English content suitable for 2 to 6 year olds

Learning Games for Kids - <http://www.learninggamesforkids.com>

Learning games and songs for preschool and elementary children

SpellingCity.com - <http://www.SpellingCity.com>

Lessons, Games, Tests, over 25,000 words, students can practice teacher-assigned words

Starfall.com - <http://www.starfall.com>

Phonics lessons, interactive books, and word games

AAA Math - <http://www.aamaticas.com>

over 2500 interactive math lesson pages

NASA's Space Place - <http://spaceplace.nasa.gov>

NASA's education program; also available in Spanish

Achieve 3000-<http://www.achieve3000.com>

Students K-12

Teaching Reading and Language Arts - <http://teachingreadingandla.pbworks.com>

Sites and resources for classroom instruction compiled by Keith Schoch

Mrs. Hurley's ESL Page<http://www.mrshurleysesl.com>

Tips, activities, information & links for students and teachers

Children's Literature Web Guide - <http://www.ucalgary.ca/~dkbrown/index.html>

Many Internet resources related to books for children and young adults including lists, reviews, and lesson plans & more

21st Century Centers <http://www.21stcenturycenters.com/21cc/Home.html>

Implement "Centers" in a high school classroom using the i-pod touch

Windows to the Universe - English: <http://www.windows.ucar.edu> Spanish: <http://www.windows.ucar.edu/spanish>

A comprehensive science education and reference site spanning a broad range of Earth and Space Science topics and related topics in the humanities

ESL Summer Programs at Colleges in New York State for Kids & Teens 8-18

<http://www.summeroncampus.com/main/ActivityProgramsList.asp?CategoryID=25>

Search by college or location. Updated annually

Special Education Resources and Websites

Animoto

Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share.

<https://animoto.com>

Bookbuilder

Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills.

<http://bookbuilder.cast.org/>

CAST

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

<http://www.cast.org>

CoSketch

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

<http://www.cosketch.com/>

Crayon

The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper.

<http://crayon.net/>

Special Education Resources and Websites

Education Oasis

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

<http://www.educationoasis.com/printables/graphic-organizers/>

Edutopia

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

<http://www.edutopia.org/>

Glogster

Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends.

<http://edu.glogster.com/?ref=personal>

Interactives – Elements of a Story

This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution.

<http://www.learner.org/interactives/story/index.html>

Special Education Resources and 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>

Special Education Resources and 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.

<http://www.visuwords.com/>

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.

<http://www.vocabahead.com/>

Voki

Voki is 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.

<http://www.voki.com/>

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/>

Word Generation

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

Special Education Resources and 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.

<http://www.wordle.net/>