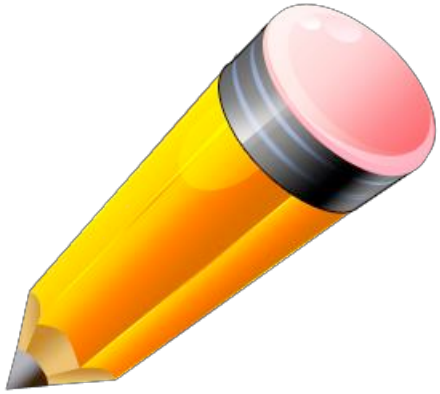
ENGLISH LANGUAGE ARTS



Grade 8: Unit 4

Reading Literature and Informational Text

Informative 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 4

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

Topic: Reading Literature and Informational Text Informative and Explanatory Writing	NJSLS	
DISTRICT RESOURCES **Reading Instruction:** **Novels:** Lowry, Lois *The Giver* Golding, William *Lord of The Flies* **Spanish Novel:** Lowry, Lois *El Dador* **HML Unit 1:** *The Diary of Anne Frank*, *Flowers For Algernon* **HML Unit 2:** *Harrison Bergeron* by Kurt Vonnegut **HML Unit 3:** Text Analysis Workshop: Plot, Setting, and Character, Understanding Theme **Writing Instruction:** Informative and Explanatory Writing; Research Writing	**Reading Standards:** **Literature** RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.10 **Informational** RI.8.1, RI.8.2. RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.10 **Writing Standards:** 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.8.7, W.8.10 **Language Standards:** L.8.1.D, L.8.2.C, L.8.4.A, L.8.4.B, L.8.4.C, L.8.4.D, L.8.6 **Speaking and Listening Standards:** SL.8.1.A, SL.8.1.B, SL.8.1.C, SL.8.1.D, SL.8.2, SL.8.5, SL.8.6	**Instruction: 8 weeks** **Assessment: 1 week**

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

Educational Technology Standards

8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.B.2, 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, 8.1.8.F.1

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: After reading the IFL Unit, *Learning from Play: Synthesizing Complex Texts,* watch the video from www.worldwithoutoil.org. Then, take part in collaborative forums, wikis, and/or blogs that demonstrates your knowledge of this global crisis, or one of your choice.

Creativity and Innovation

Synthesize and publish information about a local or global issue or event.

Example: After reading *Roll of Thunder, Hear My Cry,* create a vlog (video-blog) about racism during the 1930's, and how it is still a prevalent issue in today's society.

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.

Critical Thinking, Problem Solving, Decision Making

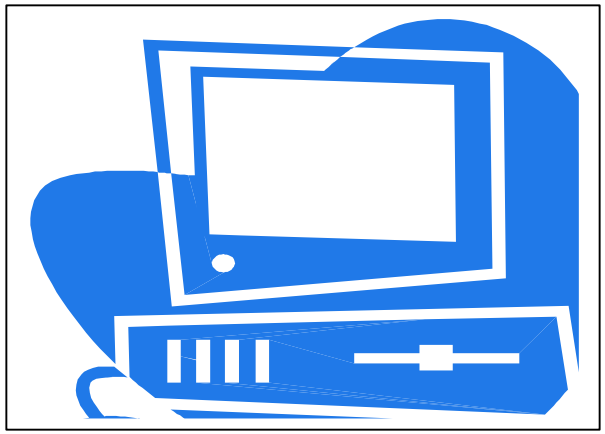
Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Example: Utilize a digital survey to collect data on video-game usage in your school or grade-level. Analyze the data collected and your knowledge from the IFL Unit to make an informed decision about whether the learning from these games is positive or negative.

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, CRP8, CRP9, CRP10, CRP11, CRP12

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students can demonstrate the responsibilities associated with being a member of a community when engaging collaborative pair/trio partnerships and when participating in whole group discussions. Examples may include jigsaw and fishbowl activities

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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

Example: In this unit, students will critically think to solve problems, and develop solution to problems that arise. Specifically, students will use critical thinking skills and their knowledge to investigate how learning and problem solving can result from game play.

CRP9. Model integrity, ethical leadership and effective management.

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

Example: When engaging in classroom discussions and activities, students will take leadership roles to model integrity and ethical behaviors that contributes to the organization of the classroom culture.

CRP10. Plan education and career paths aligned to personal goals.

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

Example: In this unit, students will reflect upon their personalized learning plan (established in Unit 1) in regards to their personal and academic goal. They will meet with educators (i.e., teachers, mentors, and/or guidance counselors) to assist in their learning plan for the next academic year, 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.

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

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

Example: In this unit, students will find ways to increase the engagement and contribution of all team members by participating in small group Accountable Talk discussions and cooperative learning techniques to cite textual evidence and make relevant connections that most strongly supports an analysis.

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

Differentiated Instruction

Accommodate Based on Students' Individual Needs: Strategies

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

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.

IFL *Learning from Play*

Social Studies Connection: RH.6-8.1, RH.6-8.4, RH.6-8.7

Video games give players the means to save worlds and incentive to learn the habits of heroes. After watching the video, "Gaming Can Make a Better World," students will be able to discuss and harness this gamer power to solve real-world problems through an Accountable Talk discussion.

http://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world

Math Connection: 8.G

One of the basic areas of both video game and animation is designing 3D images on a computer using mathematical formulas. Made from a combination of polygons, these images can range from a rabbit to a junk heap. It's these polygons that the images the player/student sees, from the character to the scenery to the enemies and obstacles. Students will create their own video game using the link below for assistance.

http://www.sciencebuddies.org/science-fair-projects/Intro-Video-Games.shtml

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
Accountable Talk
Projects
Portfolio
Observation
Exit Slips
Graphic Organizers
Presentations (incorporating Web 2.0 tools)
Homework
Role Playing
Concept Mapping
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 *grade 8 reading and content*, 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., *precede, recede, secede*).				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., *bullheaded, willful, firm, persistent, resolute*).			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 *grade 8 Reading standards* 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 *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").	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: 4	Topic: Reading Literature and Informational Text Informative and Explanatory/Research Writing

Standards – NJSLS:

Reading Literature: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.10
Reading Informational Text: RI.8.1, RI.8.2. RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.10

Writing: 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.8.7, W.8.10

Language: L.8.1.D, L.8.4.A, L.8.4.B, L.8.4.C, L.8.4.D, L.8.6

Speaking and Listening: SL.8.1.A, SL.8.1.B, SL.8.1.C, SL.8.D, SL.8.2, SL.8.5, SL.8.6

IFL Unit - CCSS:

Reading Literature: RI.8.1, RI8.2, RI.8.3, RI.8.5**,** RL.8.8, RI.8.9, RI.8.10 **Writing:** W.8.2, W.8.3, W.8.4, W.8.5, W.8.6, W.8.8, W.8.9, W.8.10

Language: L.8.1, L.8.2, L.8.3, L.8.6 **Speaking and Listening:** SL.8.1, SL.8.4

IFL *Learning from Play: Synthesizing Complex Texts*

Engaging Students in Rigorous, Coherent Reading and Writing Instruction:
In this unit, students will read three texts that present information on the features and characteristics of games and how learning and problem-solving can result from game play. Through engaging with this unit, students will:

deepen understanding of games by reading, writing and talking about the ideas in the texts;
learn how to analyze complex text;
work at a comprehension level and move to more interpretive and analytical work;
work across texts and support claims with textual evidence; and,
write an essay to explain the relationship between games and learning by synthesizing the related information from all three texts.

Required Resources for IFL

What Exactly is a Game?, by Jane McGonigal
What Kids Learn That's Positive from Video Games, by Marc Prensky
Gamers Have Skills. Let's Tap'em, by Jane McGonigal

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

	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		

ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group	Analyze the text Identify the main idea Identify supporting details Identify explicit textual evidence Draw inferences Support inference using several pieces from the text Provide inferences and support for inferences made	How can you determine the main idea? How can you support the main idea using supporting details? How can you use details to make an inference?	Use a graphic organizer to chart main idea supporting details. Use a double entry journal to chart supporting details and make inferences. In pairs, have students chart supporting details to summarize the text. Then, pairs of students will share their findings with the whole class. 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.
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Analyze the text Identify the main idea Identify supporting details Identify explicit textual evidence Draw inferences Support inference using several pieces from the text Provide inferences and support for inferences made	Which of the following sentences summarizes the main idea? Which sentences best support the main idea?	Have students match sentence citations from appropriately leveled text to visual representations. Given a group of appropriately leveled sentences, have students underline the sentences that support the main idea. Ask students to show you in the text what makes them think the way they do. 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.

Sample Test-Released Item: 5814_A EBSR The Fox and the Horse

Part A

In order for his plan to work, what did the fox need **most**?

- A. The horse had to be a good actor.
- B. The lion had to trust the fox.
- C. The horse had to be patient with the fox.
- D. The lion had to be hungry.

Part B

What does the fox tell the lion that causes the answer to Part A?

- A. The lion should eat his meal in comfort.
- B. Horse meat is delicious.
- C. The horse is dead.
- D. The lion should lie down and wait for the fox to return.

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. **Essential Element of the NJSLS:** 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**
General Education *ESL Levels 4-5* WIDA 2: Reading, Speaking Special Education Students - High Group	Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence Analyze the development of the theme or central idea over the course of the fictional or informational text Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts Summarize the text objectively, capturing the main ideas	What is the central idea of the text? What evidence can I find to support my determined theme? How can I use facts, inferences, and implied meanings to identify a theme? What detail first indicated the central theme in the text? How does the author develop the central idea?	Underline and mark provided text to support the identified theme. In pairs, chart details to summarize the text. Create a variety of possible alternative titles for a piece of writing that describes the central idea or theme. 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.
ESL Levels 2.5-3.9 WIDA 2: Reading,	Identify theme Supporting details Development of characters	What is the central idea or theme of the text? What are the supporting	Use a whip-around to brainstorm the central idea or theme and supporting details.

Speaking Special Education Students - Mid Group	Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence Understand the development of the theme or central idea over the course of the text Identify how the theme or central idea relates to the characters, setting, and/or plot Understand how to summarize the text objectively, capturing the main ideas	details that support the central idea or theme _____ or ____? Do the characters develop over the course of the story?	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.
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Identify theme Supporting details Development of characters Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence Identify how the theme or central idea relates to the characters, setting, and/or plot Understand how to	Which of the following sentences summarizes the theme of the story? Which group of words and phrases describes the main character? Are the supporting details that support the central idea or theme _____ and ____? Do the characters develop over the course	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

	summarize the text objectively, capturing the main ideas	of the story?	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.

Sample Test-Released Item: 5814_A EBSR The Fox and the Horse

Part A

In order for his plan to work, what did the fox need **most**?

- A. The horse had to be a good actor.
- B. The lion had to trust the fox.
- C. The horse had to be patient with the fox.
- D. The lion had to be hungry.

Part B

What does the fox tell the lion that causes the answer to Part A?

- A. The lion should eat his meal in comfort.
- B. Horse meat is delicious.
- C. The horse is dead.
- D. The lion should lie down and wait for the fox to return.

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. **Essential Element of the NJSLS:** Identify which incidents in a story or drama lead to subsequent action			
Student Population	**Critical Knowledge and Skills**	**Essential Questions**	**Sample Activities/Lesson Starters**
General Education *ESL Levels 4-5* WIDA 2: Reading, Speaking Special Education Students - High Group	Determine how specific events or dialogue significantly impact the development of a story 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 Explain the cause/effect result of specific lines or incidents in relation to the story's plot or development 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 character Explain why the author chose to include the dialogue or	What is revealed about the character by events or dialogue? What statement or action leads to a shift in advancement of plot?	In groups, students chart characters and their specific traits. Analyze the dialogue in the text to determine how it affects the plot. 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. Students answer text-dependent question(s) in their Reader's Notebooks.

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

Special Education Students - Low Group			representations. Have students underline the words and phrases that describe the main character. With the teacher's prompt and support, students will connect dialogue with characters from an appropriately levelled and previously read text.

Sample Test-Released Item: 5814_A EBSR The Fox and the Horse

Part A

In order for his plan to work, what did the fox need **most**?

- A. The horse had to be a good actor.
- B. The lion had to trust the fox.
- C. The horse had to be patient with the fox.
- D. The lion had to be hungry.

Part B

What does the fox tell the lion that causes the answer to Part A?

- A. The lion should eat his meal in comfort.
- B. Horse meat is delicious.
- C. The horse is dead.
- D. The lion should lie down and wait for the fox to return.

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. **Essential Element of the NJSLS:** Determine connotative meanings of words and phrases in a text.			
Student Population	**Critical Knowledge and Skills**	**Essential Questions**	**Sample Activities/Lesson Starters**
General Education *ESL Levels 4-5* WIDA 2: Reading, Speaking Special Education Students - High Group	Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) Provide an analysis of the impact of specific word choice on meaning and/or tone Identify analogies and allusions Analyze why the author chose to include specific word choice, including analogies or allusions Analyze how specific word choice, including analogies and allusions, impacts the reader Evaluate the effectiveness of the author's choice to use specific word choice	How can I determine a phrase's implied message? How do tone and voice impact a phrase's meaning? How can I prove the formality or informality of the text?	Engage in Accountable Talk to determine the phrase's implied message. Provide students with a text that has figurative language in it and ask them to identify the meanings. Use two column notes to identify and then describe meanings of phrases, analogies, allusions, etc. Students answer two-part vocabulary questions.
ESL Levels 2.5-3.9	Context Clues	How can I use surrounding words to	Model for students how to figure out word, figurative,

WIDA 2: Reading, Speaking Special Education Students - Mid Group	Word Choice Synonyms and Antonyms Understanding figurative language	help me figure out an unfamiliar word? How does understanding figurative language help me understand literary text better?	and connotative meanings as they are used in an appropriately leveled text. 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. In pairs or small groups, have students complete a cloze paragraph using previously identified connotative and figurative word meanings. 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.

ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Context Clues Word Choice Synonyms and Antonyms Understanding figurative language	Which of the following words and phrases helps you figure out the unknown word in the sentence?	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. In pairs or independently, students will complete a vocabulary word map featuring synonyms and antonyms and will report out to class. Given appropriately leveled sentences, have students underline surrounding words and phrases that help them understand unfamiliar words.

Sample Released Item: 5885_A EBSR Associated Text : "A Portrait of the Artist as a Young Man "

Part A

In paragraph 8 of the passage from *A Portrait of the Artist as a Young Man*, the narrator says that Stephen thought **he was sick in his heart**. How does the phrase **sick in his heart** impact the reader's understanding of Stephen's character?

- A. Stephen has a heart condition that makes him tired and weak.
- B. Stephen is sick of being around the other boys because they tease him about his mother.
- C. Stephen's desire to be at home with his mother is so strong that he is extremely sad and lonely.
- D. Stephen is sick to his stomach because the food in the refectory is of such poor quality.

Part B

How does the phrase **sick in his heart** contribute to the tone of the entire passage?

- A. by creating conflict between Stephen and the other boys to support a tense tone
- B. by adding detail to Stephen's character to support a melancholy tone
- C. by illustrating Stephen's inner thoughts to support a serious tone
- D. by describing characters who are suspicious of each other to support an angry tone

New Jersey Student Learning Standard (NJSLS) RL.8.5			
NJSLS: 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. **Essential Element of the NJSLS: Compare and contrast the structure of two or more texts.**			
Student Population	**Critical Knowledge and Skills**	**Essential Questions**	**Sample Activities/Lesson Starters**
General Education *ESL Levels 4-5* WIDA 2: Reading, Speaking Special Education Students - High Group	Provide an analysis of how the structure of a specific paragraph in a text, including the role of particular sentences aids in developing and refining a key concept Provide an analysis of how the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic, aids in developing and refining a key concept Analyze why the author chose a particular structure Analyze the impact that the structure choice has on the reader Evaluate the effectiveness of the structure an author uses to develop and to refine a key concept	What is the structure of each text? How are the structures similar/different? What is the meaning of each text? How does the structure of the text contribute to its meaning? How would the meaning of the text have been different if it were written as a _____?	Students can draw comparisons between the structures of two texts, and then analyze their relation to a common theme. Using a graphic organizer, students will make inter-textual connections. Students compose a Quick-Write comparing and contrasting the structure of two or more texts.

ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group	Understand the structure of a paragraph in a text Determine why the author chose a particular structure Identify the impact that the structure choice has on the reader Identify the effectiveness of the structure Compare the structure of two texts Contrast the structure of two texts	Is the structure of each text _____ or ____? Are the structures similar/different? Is the meaning of each text ____and ____? Does the structure of the text contribute to its meaning by _____? Would the meaning of the text have been different if it were written as a _____?	Teacher will model how you can draw comparisons between the structures of two texts, and then analyze their relation to a common theme. Using a graphic organizer, students will work with a partner and make inter-textual connections. Teacher will provide a guide sheet to assist the students. Students complete a Venn diagram comparing and contrasting the structure of two or more texts. A word/phrase bank will be provided to assist the students.
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Understand structure Understand that the author chose a particular structure Understand that structure choice has an impact on the reader Understand how to identify the effectiveness of the structure Compare the structure of two texts Contrast the structure of two texts	Is the structure of the text _____? Are the structures the same/different? Is the meaning of the text _____? Does the structure of the text contribute to its meaning by _____? Would _____ change the meaning of the text?	Teacher will model how you can draw comparisons between the structures of two texts, and then analyze their relation to a common theme. Using a fill in the blank, students will work with a partner and make inter-textual connections. Teacher will provide a guide sheet to assist the students. Students complete a Venn

			diagram using drawings/illustrations comparing and contrasting the structure of two or more texts. A word/phrase bank will be provided to assist the students.

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

Part A

Which story-telling technique does the author of "The Star and the Lily" use that the author of "Apollo and Hyacinthus" does **not** use?

- A. He retells a traditional tale that explains the origin of a well-known natural phenomenon.
- B. He interrupts his fanciful story with a factual aside.
- C. He includes a frame story in which the supposed traditional storyteller appears as a character.
- D. He includes old-fashioned language in the dialogue to suggest the events took place long ago.

Part B

Which detail from "The Star and the Lily" supports the answer to Part A?

- A. "An old chieftain sat in his wigwam, quietly smoking his favorite pipe, when a crowd of Indian boys and girls suddenly entered, and . . . begged him to tell them a story . . . ." (paragraph 1)
- B. "Its location was far away in the south, near a mountain . . . ." (paragraph 3)
- C. "'I know where I shall live,' said the bright fugitive . . . ." (paragraph 7)
- D. "The next morning thousands of white flowers were seen on the surface of the lakes, and the Indians gave them this name, *wah-be-gwan-nee* . . . . " (paragraph 8)

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**
General Education *ESL Levels 4-5* WIDA 2: Reading, Speaking Special Education Students - High Group	Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text Determine how one or more differences in the points of view can create bias in fiction and nonfiction text Analyze how the author uses literary devices to develop effects such as suspense or humor Analyze the impact of the author's point of view or purpose choices on the reader Evaluate the effectiveness of the author's point of view	What is the characters' point of view? What is the author's text effect? What is the narrator's intended response from the reader? How does the narrator feel about the topic? What is the narrator's motivation for creating this narrative voice here?	After reading texts, identify and explain various points of view. Contrast the points of view of a character and the audience/reader. 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.

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

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) RL.8.10 **NJSLS:** By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed. **Essential Element of the NJSLS: Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.**			
Student Population	**Critical Knowledge and Skills**	**Essential Questions**	**Sample Activities/Lesson Starters**
General Education *ESL Levels 4-5* WIDA 2: Reading, Speaking Special Education Students - High Group	Determine difficulties in comprehending and making meaning Apply appropriate strategies in order to increase comprehension when encountering difficult text Encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life Encounter the text with minimal clarifications	What have you read independently lately? What reading strategies can you use to comprehend difficult text? Do you think you are ready to read a more complex text or different types of literary texts? What made this text or reading complex?	Students will answer text-dependent questions in order to demonstrate understanding of complex grade-level texts.

	Discern more from and make fuller use of text Make an increasing number of connections among ideas and between texts		
ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group	Demonstrate comprehension of various excerpts from dramas, stories or poems Know what appropriate strategies can be used in order to increase comprehension Understand textual evidence Read appropriately leveled text in order to develop the mature language skills Make connections among ideas and between texts	Have you read a story lately? What was it? Can you use _____ or _____ reading strategies to comprehend difficult text? Do you think you are ready to read a more complex text? Did you have any difficulty reading this story/poem/drama? What was difficult?	Students will answer text-dependent questions in order to demonstrate understanding of appropriately texts. Teacher will provide a word/phrase bank to assist with unknown words.
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education	Demonstrate comprehension of various excerpts from dramas, stories or poems Understand that there are appropriate strategies that can be used in order	Have you read/listened to a story lately? What was it? Did you understand what you read/listened to in the story? Can you use _____	Students will answer fill in the blank and matching questions in order to demonstrate understanding of appropriately leveled texts. Teacher will provide a word/phrase bank to assist with unknown words. Students can be given the option to draw answers instead of

Students - Low Group	to increase comprehension Understand textual evidence Read/listen to appropriately leveled text in order to develop the mature language skills Understand how to make connections among ideas and between texts	reading strategies to help you understand the text? Do you think you are ready to read/listen to a more complex story?	writing.

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

	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		
ESL Levels 2.5-3.9	Identifying the main idea Identifying supporting	How can I cite textual evidence to support my	Use a graphic organizer to chart details that support the main idea.

WIDA 2: Reading, Speaking Special Education Students - Mid Group	details Analyzing details Organizing information Citing evidence Making inferences Supporting inferences with evidence Providing evidence	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?	Use a double entry journal to chart details and make inferences. In pairs, have students chart details to summarize the text.
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Identifying the main idea Identifying supporting details Analyzing details Organizing information Citing evidence Making inferences Supporting inferences with evidence Providing evidence	Can I cite textual evidence to support my analysis? Is the main idea _____ or _____? Is _____ stated explicitly in the text? Can I make _____ inferences based on the information explicitly stated? Can I justify and support my inferences?	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.

Sample Test Released Item: VF654693 TECR Excerpt from Chew on This

In paragraph 3, select the sentence that **best** represents a central idea of the passage.

3 Alice returned home determined to learn how to cook. She wanted to introduce the United States to a whole new outlook on food. She studied French cookbooks and started making meals for friends. And then, in 1971, she opened a restaurant in Berkeley and gave it a French name: Chez Panisse. At the restaurant she offered food that was simple and fresh, food that mainly got its taste not from fancy sauces and seasonings but from the quality of the basic ingredients. Alice always sought out the best-tasting tomatoes, the best peaches, the best plums. When she couldn't buy them at the market, she found people to grow them for her. She formed close ties with local farmers and ranchers, refusing to buy food that was out of season or that had been transported thousands of miles. The food she bought had to be organic, locally produced, and delicious.

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. **Essential Element of the NJSLS:** Provide a summary of a familiar informational text.			
Student Population	**Critical Knowledge and Skills**	**Essential Questions**	**Sample Activities/Lesson Starters**
General Education *ESL Levels 4-5* WIDA 2: Reading, Speaking Special Education Students - High Group	Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence Analyze the development of the theme or central idea over the course of the fictional or informational text Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts Summarize the text objectively, capturing the main ideas	What is the central idea? How is the central idea developed? What supporting ideas are included in the text? Was the central idea revealed through examples that repeated the idea through images, or the authors' conclusions?	With a partner, read an informational text and determine the central idea. 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. After reading an informational text, each student will develop an objective summary.

ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group	Identifying the theme / central idea Supporting details Development of events Summarize the text Understand the development of the theme or central idea over the text Understand how the theme or central idea relates to the characters, setting, and/or plot	Is the central idea ____ or _____? How is the central idea developed? Is it by ____ or ____? Are supporting ideas are included in the text? Was the idea repeated through images, or the authors' conclusions?	Model for students how to make a connection between the theme and developing events in an adapted text. Provide students with a graphic organizer and have students list important events. Have students utilize a previously completed graphic organizer about major events in order to write a summary. Use a whip-around to determine different student interpretations of the text. 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.
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Identifying the theme / central idea Supporting details Development of events Summarize the text Understand the development of the theme or central idea over the text Understand how the theme or central idea	Is the central idea _____? How is the central idea developed? Is it by _____? Are supporting ideas _____ and ____ that are included in the text? Was _____ idea repeated through images, or the authors'	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 central idea. With teacher's prompt and support, have students underline the sentences that support the central idea.

	relates to the characters, setting, and/or plot	conclusions?	

Sample Test Released Item: VF654693 TECR Excerpt from Chew on This

In paragraph 3, select the sentence that **best** represents a central idea of the passage.

3 Alice returned home determined to learn how to cook. She wanted to introduce the United States to a whole new outlook on food. She studied French cookbooks and started making meals for friends. And then, in 1971, she opened a restaurant in Berkeley and gave it a French name: Chez Panisse. At the restaurant she offered food that was simple and fresh, food that mainly got its taste not from fancy sauces and seasonings but from the quality of the basic ingredients. Alice always sought out the best-tasting tomatoes, the best peaches, the best plums. When she couldn't buy them at the market, she found people to grow them for her. She formed close ties with local farmers and ranchers, refusing to buy food that was out of season or that had been transported thousands of miles. The food she bought had to be organic, locally produced, and delicious.

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). **Essential Element of the NJSLS: Recount events in the order they were presented in the text.**			
Student Population	**Critical Knowledge and Skills**	**Essential Questions**	**Sample Activities/Lesson Starters**
General Education *ESL Levels 4-5* WIDA 2: Reading, Speaking Special Education Students - High Group	Track key individuals, events, and/or ideas in informational texts Understand how different text structures present and link information. Reflect on how the writer's choice of structure relates to the overall central idea or purpose Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or	How can I make connections to other informational texts I have read? How is the text structure presented, and how does it link information?	Use the think-aloud strategy to model how to make each type of connection, using your list of personal connections to the particular text. 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. List your own connections to the text using a Double-Entry Journal.

	events Analyze a writer's style and presentation to determine the relationship between individuals, ideas, or events Determine why the author chose to make connections and distinctions between particular individuals, ideas, or events Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author's central idea		
ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking	Understand critical knowledge and skills identify key individuals, events, and/or ideas in informational texts Understand how	What connections do you see among characters within the text? How can you compare	Model for students how to identify examples featuring particular connections between characters. With the teacher's prompt and support, students will identify examples from text

Special Education Students - Mid Group	different text structures present and link information. Understand how writer's choice of structure relates to the overall central idea or purpose Understand a writer's style and presentation to determine the relationship between individuals, ideas, or events Determine why the author chose to make connections and distinctions between particular individuals, ideas, or events Determine the impact of the connections and distinctions between ideas, individuals, and events on the reader	these connections?	demonstrating connections between individuals.
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low	Understand how writer's choice of structure relates to the overall central idea or purpose Understand a writer's style and presentation to determine the relationship between	How are the two characters similar or different?	Using an appropriately leveled short story, model for students how to identify examples featuring particular connections between characters. With the teacher's prompt and support, students will use a bank of pre-taught words / phrases and a partially filled

Group	individuals, ideas, or events Determine why the author chose to make connections and distinctions between particular individuals, ideas, or events Determine the impact of the connections and distinctions between ideas, individuals, and events on the reader		graphic organizer to identify two examples that demonstrate connections between individuals.

Sample Test Released Item: VF654725 EBSR (paper form – additional item) Excerpt from Chew on This

Part A

Which part of Alice's life **most** inspired her to create the Edible Schoolyard?

- A. her picky eating
- B. her family garden
- C. her trip to France
- D. her move to Berkeley

Part B

Which sentence from the passage **best** supports the answer to Part A?

- A. "Her family didn't have a lot of money, so they didn't go to restaurants frequently." (paragraph 1)
- B. "She was picky but still enjoyed eating certain junk foods every now and then: potato chips, orange soda, jelly doughnuts, chili cheeseburgers." (paragraph 1)
- C. "Alice fit in well at Berkeley; there was nothing ordinary about her." (paragraph 2)
- D. "The people she met in France cared intensely about food, about how it was bought and sold and prepared and served at the table." (paragraph 2)

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

	effectiveness of the author's choice to use specific word choice	figurative language have on the audience?	
ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group	Determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) Understand specific word choice on meaning and/or tone Understand what are analogies and allusions Understand word choice Know that specific word choice impacts the reader	What is connotation _____ or _____? What is figurative language? How can I tell the connotative and figurative meaning of words as they are used in an informational text? How can I distinguish between a literal meaning and a figurative / connotative meaning?	Model for students how to determine the connotative and figurative meaning of words as they are used in an appropriately leveled text. 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.
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) Understand specific word choice on meaning and/or tone Understand what are analogies and allusions Understand word choice Know that specific word choice impacts the reader	Is a connotation _____? Is _____ an example of figurative language? What does the word / phrase _____ mean in the reading selection? Which of the following words can best replace the underlined word in the sentence?	Model for students how to determine the connotative and figurative meaning of words as they are used in appropriately leveled sentences. Using a word wall of pre-taught connotative and figurative meanings of specific words, students will complete cloze sentences.

Sample Test Released Item: VF891261 EBSR Associated Text : "Psst … Hey, You"

Part A

In paragraph 2, what does the word **exude** mean?

- A. to project
- B. to disguise
- C. to assist
- D. to calculate

Part B

Which statement from paragraph 2 supports the answer to Part A?

- A. ". . . standing in a cylinder of sound . . ."
- B. ". . . which humans cannot hear . . ."
- C. ". . . emit audible tones as they interact with air . . ."
- D. ". . . describing these interactions mathematically . . ."

New Jersey Student Learning Standard (NJSLS) RI.8.5			
NJSLS: 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. **Essential Element of the NJSLS: Locate the topic sentence and supporting details in a paragraph.**			
Student Population	**Critical Knowledge and Skills**	**Essential Questions**	**Sample Activities/Lesson Starters**
General Education *ESL Levels 4-5* WIDA 2: Reading, Speaking Special Education Students - High Group	Compare and contrast the structure of two or more texts Provide an analysis of how the differing structure of each text contributes to its meaning and style Analyze why each author chose their particular structure to contribute to the meaning and style of the text Analyze the impact that the structure choice has on the reader Make a judgment about which text structure more effectively contributes to the meaning and style of the text	What is the structure of the text? How is this paragraph organized? What is the key concept? How was the key concept developed? Which sentence(s) specifically develop the concept? What information does_____ (text feature) provide? Is this information also included in the text or solely found in the _____ (text feature)?	Create a graphic organizer to understand types of sentences. After reading a paragraph, students will analyze the sentence structure. In a small group, students can separate sentences of a well-constructed paragraph and reorder them in the order that best builds meaning for them as a reader. (Sentence strips work well for this activity). Other groups of students may also have select paragraphs from the same section to reorder. Each group may share, using their own language and impressions, on the role each sentence served in the paragraph.

ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group	Understand how to compare and contrast the structure of two or more texts Understand the teachers analysis of how the differing structure of each text contributes to its meaning and style Identify why each author chose their particular structure Identify the impact that the structure choice has on the reader	Is the structure of the text ___ or ___? How is this paragraph organized? What is the key concept, _____ or _____? Was the key concept developed by ___ or _____? Which sentence(s) specifically develop the concept? What information does_____ (text feature) provide (_____ or ____)? Is this information also included in the text or solely found in the _____ (text feature)?	Work with a partner to create a graphic organizer to understand types of sentences. Teacher will provide a model for reference. After reading a paragraph, students will analyze the sentence structure as a whole group. Teacher will chart the information. Teacher will model for students how to separate sentences of a well-constructed paragraph with visuals and reorder them in the order that best builds meaning for them as a reader. (Sentence strips work well for this activity).
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low	Understand how to compare and contrast the structure of two texts Understand the teachers analysis of how the differing structure of each text contributes to its meaning and style	Is the structure of the text ___ or ___? How is this paragraph organized? What is the key concept, _____ or _____?	Work with a small group to create a visual graphic organizer to understand types of sentences. Students can use illustrations from the text or drawings and teacher will provide a model for reference. After teacher reads a paragraph with visuals, students will determine the sentence structure as a whole group. Teacher will chart the

Group	Understand why the author chose their particular structure Identify that the structure choice has an impact on the reader	Was the key concept developed by _____? Which sentence specifically develops the concept (____ or _____)? Does_____ (text feature) provide (_____)? Is _____ information included in the text?	information. Teacher will model for students how to separate sentences of a well-constructed paragraph with visuals and reorder them in the order that best builds meaning for them as a reader. (Sentence strips work well for this activity).

Sample Test Released Item: VH015974 EBSR Associated Text : "Psst … Hey, You"

Part A

In paragraph 2, how does the author help the reader understand how ultrasound works?

- A. by describing the features of new technology
- B. by using familiar concepts to explain new technology
- C. by explaining how researchers discovered new technology
- D. by providing additional resources about the new technology

Part B

Which sentence from paragraph 2 **best** supports the answer to Part A?

- A. "At that moment, you are standing in a cylinder of sound."
- B. "Whereas a loudspeaker broadcasts sound in all directions, the way a lightbulb radiates light, a directional speaker shines a beam of waves akin to a spotlight."
- C. "The beam consists of ultrasound waves, which humans cannot hear, but which can emit audible tones as they interact with air."
- D. "By describing these interactions mathematically, engineers can coax a beam to exude voice, music or any other sound."

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.			
Essential Element of the NJSLS: Determine an author's purpose or point of view and identify from text to that describe or support			
Student Population	**Critical Knowledge and Skills**	**Essential Questions**	**Sample Activities/Lesson Starters**
General Education *ESL Levels 4-5* WIDA 2: Reading, Speaking Special Education Students - High Group	Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text Determine how one or more differences in the points of view can create bias in fiction and nonfiction text Explain how the author acknowledges and responds to counterarguments Analyze how the author uses literary devices to develop effects such as suspense or humor	What is the point of view in this text? What is the purpose of this text? What conflicting viewpoints does the text explore? How does the author treat the conflicting evidence? Is the author effective in his examination of conflicting evidence?	Given a text, students will determine the author's point of view or purpose and analyze it. Students will sit in groups and discuss the author's point of view. Students write an informative/explanatory text that identifies an author's point of view or purpose. In small groups, students determine an author's point of view/purpose. The group states evidence that supports the point of view/purpose. Students focus on examining the author's tone and word choice.

	Analyze the impact of the author's point of view or purpose choices on the reader Evaluate the effectiveness of the author's point of view or purpose choices		
ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group	Identify the author's point of view Identify the author's purpose in a fiction and nonfiction text Understand bias Understand that the author acknowledges and responds to counterarguments Understand literary devices are used to develop effects such as suspense or humor Identify the effectiveness of the author's point of view or purpose choices	What is the author's point of view? How does the author develop his / her point of view? Is the author's purpose in writing this text ____ or _____? Does the text explore conflicting viewpoints? Are they ____ and _____? Does the author treat the conflicting evidence by ____ and _____? Is the author effective in his examination of conflicting evidence?	Model for students how to identify the author's point of view by using visuals, graphic organizers, and marking the text. In a 'think-pair-share', students will discuss the author's point of view. In a whip-around activity, students will share what they think is the author's purpose behind writing a particular text.

ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Point of view Authors purpose in a fiction and nonfiction text Understand bias Understand that the author acknowledges and responds to counterarguments Understand literary devices Identify the effectiveness of the author's point of view or purpose choices	Which sentence in the paragraph shows the author's point of view? Is the author's purpose in writing this text _____? Are the conflicting viewpoints in the story ____ and _____? Does the author treat the conflicting evidence by _____? Is the author effective in his examination of conflicting evidence?	Model for students how to identify the author's point of view by using visuals, graphic organizers, and marking the text. 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. Students can also be asked to go back to the text and highlight the sentence featuring the author's point of view.

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 (NJSLS) RI.8.10 **NJSLS:** By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed. **Essential Element of the NJSLS: Demonstrate understanding while actively reading or listening to literary nonfiction.**			
Student Population	**Critical Knowledge and Skills**	**Essential Questions**	**Sample Activities/Lesson Starters**
General Education *ESL Levels 4-5* WIDA 2: Reading, Speaking Special Education Students - High Group	Determine difficulties in comprehending and making meaning Apply appropriate strategies in order to increase comprehension when encountering difficult text Encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life Encounter the text with minimal clarifications Discern more from and make fuller use of text Make an increasing number of connections among ideas and	What have you read independently lately? What reading strategies can you use to comprehend difficult text? Do you think you are ready to read a more complex text or different types of nonfiction texts? What made this text or reading complex?	Students will answer text-dependent questions in order to demonstrate understanding of complex grade-level texts.

	between texts		
ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group	Demonstrate comprehension of various excerpts from texts Know what appropriate strategies can be used in order to increase comprehension Understand textual evidence Read appropriately leveled text in order to develop the mature language skills Make connections among ideas and between texts	Have you read a text lately? What was it? Can you use _____ or _____ reading strategies to comprehend difficult text? Do you think you are ready to read a more complex text? Did you have any difficulty reading this text? What was difficult?	Students will answer text-dependent questions in order to demonstrate understanding of appropriately texts. Teacher will provide a word/phrase bank to assist with unknown words.

ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Demonstrate comprehension of various excerpts from texts Understand that there are appropriate strategies that can be used in order to increase comprehension Understand textual evidence Read/listen to appropriately leveled text in order to develop the mature language skills Understand how to make connections among ideas and between texts	Have you read/listened to an informational text/article lately? What was it? Did you understand what you read/listened to in the text? Can you use _____ reading strategies to help you understand the text? Do you think you are ready to read/listen to a more complex text?	Students will answer fill in the blank and matching questions in order to demonstrate understanding of appropriately leveled texts. Teacher will provide a word/phrase bank to assist with unknown words. Students can be given the option to draw answers instead of writing.

New Jersey Student Learning Standard (NJSLS) 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.

Essential Element of the NJSLS: 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 *ESL Levels 4-5* 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

Speaking Special Education Students - High Group	specific writing genre Explore topics from their content area classes Write an introduction that clearly outlines ideas to follow Organize ideas and information using text structures and text features Write a thesis statement Select facts, definitions, concrete details, quotations, or other information and examples Use transitional words and phrases Choose specific vocabulary and language Develop and use a consistent style, approach and form for the task Write a conclusion to close the ideas in the text Create language that	thesis? How does the author organize his ideas? Does my writing have concrete details? Am I incorporating examples to support my writing? How can I determine what is relevant information? How do I know my writing is organized? How do I know when to incorporate transitions when writing? How can I determine if I am using precise language? Why is it important to explain the topic? Why is it important to develop and establish a formal style to writing? How can I write a concluding section that supports the information	and determine the audience, thesis statement, and highlight the supportive relevant facts. Given an informative writing piece, determine the concrete details. Analyze a peer's writing and explain the thesis statement, supporting details and examine the topic. Given informative/ explanatory writing, incorporate transitions to organize the writing With a partner, read an informative/explanatory writing and determine if the topic has been explained using specific details. Given several writing pieces, determine if they are written using a formal style. Given a random writing piece, students will write a concluding statement or section.

	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 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: VF891434 PCR Associated Texts: "The Incredible Talking Machine," "The History of the Edison Cylinder Phonograph," and "Psst … Hey, You"

You have now read **two** articles about the beginning of sound technology and **one** article about modern technology. Write an essay explaining how the process of refining and marketing the phonograph is similar to the development of the Audio Spotlight in "Psst . . . Hey, You." Be sure to use details from all **three** articles to support your answer.

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

Students - Mid Group	Write for audience and purpose Understand text structure Understand how to create a tone	writing piece? What is the purpose of my writing? Am I clear in what I write?	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	Understand characteristics of writing tasks Know how to unpack a writing prompt Write for audience and purpose Understand text structure Understand how to create a tone Audience 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: VF891434 PCR Associated Texts: "The Incredible Talking Machine," "The History of the Edison Cylinder Phonograph," and "Psst … Hey, You"

You have now read **two** articles about the beginning of sound technology and **one** article about modern technology. Write an essay explaining how the process of refining and marketing the phonograph is similar to the development of the Audio Spotlight in "Psst . . . Hey, You." Be sure to use details from all **three** articles to support your answer.

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

	Revise writing with a partner or self-editing checklists View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.		
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Understand the purpose for writing Understand writing as a process Understand the use of editing and revision strategies Use appropriate planning template .	Can you add more details? Did you use revise / edit checklist?	Students will work with a partner to develop an outline before beginning the writing process (topic, three details, and conclusion) and use it to write, seek peer feedback, and then add to the outline based on feedback provided. Using a question framework (e.g., 5 W's and an H) in graphic organizer software, students can take turns entering information into the organizer, seek another peer partner group's feedback, and then add to the outline.

Sample Test Released Item: VF891434 PCR Associated Texts: "The Incredible Talking Machine," "The History of the Edison Cylinder Phonograph," and "Psst … Hey, You"

You have now read **two** articles about the beginning of sound technology and **one** article about modern technology. Write an essay explaining how the process of refining and marketing the phonograph is similar to the development of the Audio Spotlight in "Psst . . . Hey, You." Be sure to use details from all **three** articles to support your answer.

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. **Essential Element of the NJSLS:** 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**
General Education *ESL Levels 4-5* WIDA 2: Reading, Speaking Special Education Students - High Group	Use technological resources to enhance writing Use technology to broaden research base Use evidence found online to support ideas Give and receive feedback using technology Seek out authentic publishing opportunities	What resources can I utilize in order to enhance my writing? How can I embed evidence found online into my writing? In what ways can I provide feedback to my peers? How did I use technology to interact and collaborate with others?	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.
ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education	Use technological resources to enhance writing Understand how to choose and evaluate appropriate platform	Do you know how to locate information on the internet? How will you use technology to create this	Using a Class Wiki/Blog/Google Docs, students will publish written work, using simple sentences with key content based vocabulary. In groups have students spell check and

Students - Mid Group	Understand how to link and cite sources Create shared writing products Give and receive feedback using technology	document? How can you include a link to resources within your document? How did you cite your work? How did collaborate with peers and provide feedback?	grammar check to edit, and then export digital draft to class wiki. Students can record daily activities on a blog that is shared with parents instead of a traditional home-school notebook. 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. In pairs, review and discuss a shared writing product, add words to sentences in the electronic shared writing product.
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	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	Do you know how to locate information on the internet? Do you know how to locate appropriate information? Did you write a caption for your picture/ photograph? How did you provide feedback? How did you cite your work? How did you collaborate with your peers?	Using a Class Wiki/Blog/Google Docs, students will publish written work, using simple sentences with key content based vocabulary. Students can complete cloze sentences or captions for imagines selected from online sources, using and key content based vocabulary. With teacher support allow students to use a text to speech to listen to first draft and decide what information to add. Students can record daily activities on a blog that is shared with parents instead of a traditional home-school notebook. 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. As a whole group review and discuss a shared writing product, add words to sentences in the electronic shared writing product.

Sample Test Released Item: VF891434 PCR Associated Texts: "The Incredible Talking Machine," "The History of the Edison Cylinder Phonograph," and "Psst … Hey, You"

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New Jersey Student Learning Standard (NJSLS) W.8.7 **NJSLS:** 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. **Essential Element of the NJSLS: Conduct short research projects to answer and pose questions based on one source of information.**			
Student Population	**Critical Knowledge and Skills**	**Essential Questions**	**Sample Activities/Lesson Starters**
General Education *ESL Levels 4-5* WIDA 2: Reading, Speaking Special Education Students - High Group	Explore inquiry topics through short research projects Compose student-generated questions focused around areas of interest or content studies Research and synthesize information from several sources Develop research questions Determine keywords or topics for each question Conduct research and synthesize multiple sources of information Compose follow-up research questions based on the initial	What question does your report answer? What new questions do you have? How will you explore them for your research? Did you give credit for the information you used? How did you know that the source was credible? What is the correct way to site your sources in your bibliography or citation page? Looking at your sources, which source would be the most valid? Why?	Students will write research projects for a specific purpose, citing accurate and credible sources. Students will summarize research and citations on note cards. Students will produce a working bibliography with multiple sources of information.

	search	How does research enhance a writer's claim and contribute to a composition's overall effectiveness?	
ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group	Compose student-generated questions focused around areas of interest or content studies Develop research questions Determine keywords or topics for each question Conduct research Understand an investigation Understand an inquiry question Understand how to generate additional questions about the inquiry Summarize information	What types of questions do you need to answer? What are the sources of information you are using? Can you use ____ or _____ for research? Is _____ an inquiry question? Can you summarize your information? What question does your report answer? What new questions do you have? Did you give credit for the information you used? Did you know that the source was credible because of ____ or ____?	Students will work with a partner and interact with a variety of websites to access the information in order to answer a question posed by the teacher. The students can work together to generate two questions their own. As a whole group, students will complete the K and W column of a KWL chart on a topic. They can work with a partner to research the answer to their questions and complete the L column. Students can read or listen to an excerpt of a text which has portions highlighted by the teacher. The student will then use highlighted information to write an answer to a question.

		Do you know the correct way to site your sources in your bibliography or citation page?	
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Understand how to create student-generated questions focused around areas of interest or content studies Write a research question Determine how to find keywords or topics for each question Conduct research Understand an investigation Understand what is an inquiry question Understand how to generate an additional question about the inquiry Understand how summarize pieces of information	Do you need to answer _____ types of questions? Are you using _____ and _____ sources of information? Can you use _____ for research? Is _____ an inquiry question? Do you know how to summarize your information? Does your report answer _____? Do you have any new questions? Do you know how to give credit for the information you used? Did you know that the source was credible because of _____?	Students will work with a partner and interact with two resources on a topic to access the information in order to answer a question posed by the teacher. The students can work together to generate one more question on their own. Students can read or listen to an excerpt of a text which has portions highlighted by the teacher. The student will then use highlighted information to select an answer to a multiple choice question. Students will use words/phrase to summarize research. They may also add visuals to assist with the summary.

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

ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Understand the writing process Determine purpose and audience Use of revision strategies (checklist)	Who is the audience? Did you write your thoughts about something you learned or wondered today?	With prompting and support, students can write reflective journal entries for a specific purpose or audience by utilizing words from a word bank. What do you think was the most important word you heard today? The most important passage? Why is it important to you?

Sample Test Released Item: VF891434 PCR Associated Texts: "The Incredible Talking Machine," "The History of the Edison Cylinder Phonograph," and "Psst … Hey, You"

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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**
Informative and Explanatory Please note the culminating assignment within the HML unit, *Learning from Play,* addresses informative/explanatory writing. However, please note, additional writing lessons may be needed to address all NJSLS.	**Research** The *Holt McDougal Literature Grade 8* texts can be utilized to develop research writing tasks. District required reading resources can also be used to develop these types of tasks.	**Examples:** Reader's Response Notebook Journals Blogging Quick Writes Interactive Writing

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	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;	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,	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**	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.

	by **relevant textual** evidence; 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.	demonstrates coherence, clarity, and 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.	and cohesion making the 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.	**no awareness** of the 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.
Sadlier Textbook – Level C

Additional Resources: Suggested in the NJ Curriculum Framework

Reading	Writing	Speaking and Listening	Language
• 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	• 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	• 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	• 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.aaamatematicas.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 Pagehttp://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

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

Education Oasis

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

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

Edutopia

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

http://www.edutopia.org/

Glogster

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

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

Interactives – Elements of a Story

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

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

Special Education Resources

National Writing Project (NWP)

Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities.

http://www.nwp.org

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

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 a text to speech generator that allows the user to create a personal speaking avatar that can be embedded in a website. The site offers a high level of customization ranging from the overall look of the Voki to the sound of its voice.

http://www.voki.com/

Webspriration

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/

Special Education Resources

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/

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/