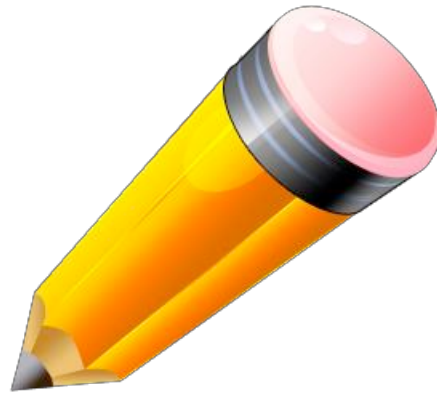# ENGLISH LANGUAGE ARTS

Grade 8: Unit 3

Reading Literature and Informational Text

Narrative 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 3

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

Topic: Reading Literature and Informational Text Narrative Writing	NJSLS	
DISTRICT RESOURCES **Reading Instruction:** **Novels:** *The Hobbit,* J.R.R Tolkien *Of Mice and Men*, John Steinbeck **Spanish Novel:** *El Hobbit*, J.R.R Tolkien **HML Unit 1:** Text Analysis Workshop: Biography and Autobiography, A Nobel Experiment: The Jackie Robinson Story, Writer's Workshop: Narrative **HML Unit 2:** *The Raven* by Edgar Allan Poe **HML Unit 3:** The Monkey's Paw, The Most Dangerous Game **Writing Instruction:** Narrative Writing; PARCC Literary Analysis Tasks	**Reading Standards:** **Literature** RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9 **Informational** RI.8.1, RI.8.2. RI.8.3, RI.8.4, RI.8.5, RI.8.6 **Writing Standards:** W.8.3.A, W.8.3.B, W.8.3.C, W.8.3.D, W.8.3.E, W.8.4, W.8.5, W.8.6, W.8.9.A, W.8.10 **Language Standards:** L.8.1.C, L.8.2.A, L.8.2.C, L.8.3.A, L.8.4.A, L.8.4.C, L.8.4.D, L.8.5.A, L.8.5.C 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.8.4, SL.8.6	**Instruction: 8 weeks** **Assessment: 1 week**

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

Educational Technology Standards

8.1.8.C.1, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3, 8.1.8.D.4, 8.1.8.D.5, 8.1.8.E.1, 8.1.8.F.1

Communication and Collaboration

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

Example: After reading the Harvey Daniels texts regarding *Post-Traumatic Stress Disorder*, create a blog post that discusses your perspective on the impact of war on soldiers' mental health and well-being.

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.

Research and Information Literacy

Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Example: After reading the Harvey Daniels texts regarding *Crash,* research the various reasons for distracted driving and develop a solution to this prevalent problem.

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: After reading the IFL Unit, *Seeing and Being Seen,* explore the issue of teenage identity and the idea of "fitting in" by creating a survey utilizing Google Forms. Use the results to identify a solution and make an informed decision for teenagers who are trying to come to terms with who they are and how they are seen by their peers and the adults around them.

Computer Skills

Keyboarding - Demonstrate mastery of:
- ☐ Home Row
- ☐ Upper Row and Lower Row
- ☐ Number Row
- ☐ Shift Key

Basic Computer Skills – Demonstrate mastery of:
- ☐ Acceptable Use Policies
- ☐ Symbols of Technology
- ☐ Dramatic Digital Video
- ☐ Printer and Scanner
- ☐ Identifying Computer Devices
- ☐ Audience and Media

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

Stamina - In accordance with NJSLS ELA-W.8.6
- ☐ Use technology, including the Internet, to produce and publish writing and **present the relationships between information and ideas efficiently,** as well as to interact and collaborate with others.
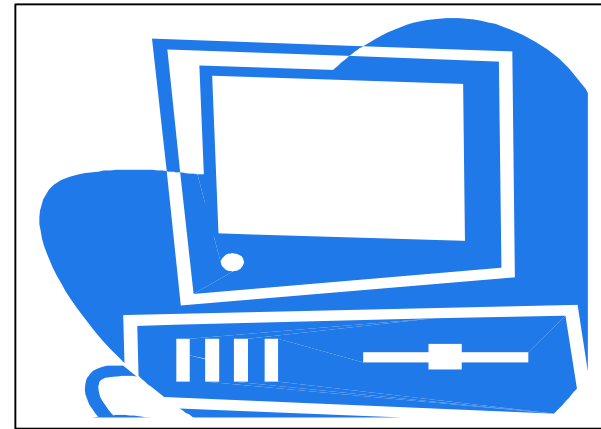
Career Ready Practices
Standards
CRP1, CRP2, CRP4, CRP5, CRP11,

CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Example: Students can demonstrate the responsibilities associated with being a member of a community when engaging in collaborative pair/trio partnerships and when participating in whole group discussions. Examples may include jigsaw and fishbowl activities

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation
Example: In this unit, students will apply appropriate academic and technical skills when making relevant global connections when reading the IFL Unit, *Seeing and Being Seen.*

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
Example: In this unit, students will demonstrate clear and effective communication when producing narrative and literary analysis writing pieces, and engaging in classroom discussions.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Example: In this unit, students will consider impacts on their decisions both in the classroom and around the school building. They will utilize this understanding and apply it when reading and responding to both social and environmental issues discussed in the texts within the unit.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Example: In this unit, students will find the productive value of Google Classroom and other technology applications to accomplish in-class and at-home assignments and tasks.

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

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

Level	Description
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.

Harvey Daniels Texts

Social Studies Connection: RH.6-8.5, RH.6-8.7

Excerpt from *Soldier's Heart.*
Students will gain a better understanding of the inhumane tragedies that occurred during World War II, by taking a virtual tour of Auschwitz concentration camp. The virtual field trip will give students a background of the Holocaust.
http://www.remember.org/auschwitz/ *(Must have Flash Player)*

Science Connection: MS.LS1-8

Excerpt from *Soldier's Heart.*
Students will learn the causes and effects of Post-traumatic Stress Disorder (PTSD) on the human body and create a T chart (cause vs. effect). The more tours American soldiers have been through, and the more intense the battles they have experienced, the more likely they are to be affected.
http://traumaabusetreatment.com/how-trauma-affects-the-human-body

Math Connection: 8.EE, 8.F

Stopping Distance, Study: Distractions Cause Most Car Crashes, and Texting While Driving: How Dangerous Is It?
Different mathematical concepts will be discussed such as stopping distance, reaction distance, breaking distance, and following distance. Students will analyze bar graphs and charts to compare and contrast the averages (baseline, reading, and texting) at thirty five miles per hour versus seventy five miles per hour.
http://www.countcalculate.com/cars-and-speed/stopping-braking-distance

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	Suggested Formative/Summative Classroom Assessments
Study Island	Short constructed response questions
	Multiple Choice questions
Writing Prompts	Quizzes
	Journals
DRA2	Essays
	Quick writes
PARCC	Summative chapter test
	Projects
	Portfolio
	Exit Slips
	Graphic Organizers
	Presentations (incorporating Web 2.0 tools)
	Homework
	Anecdotal Notes
	Student Conferencing

Grade: 8	ELA Standards	Standards in each Unit			
		1	2	3	4
LANGUAGE					
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.8.1A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	X			
L.8.1B	Form and use verbs in the active and passive voice.		X		
L.8.1C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood			X	
L.8.1D	Recognize and correct inappropriate shifts in verb voice and mood.				X
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
L.8.2A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.			X	
L.8.2B	Use an ellipsis to indicate an omission.		X		
L.8.2C	Spell correctly.	X	X	X	X
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
L.8.3A	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).		X	X	
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *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: 3	Topic: Reading Literature and Informational Text; Narrative Writing

Standards – NJSLS:

Reading Literature: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9

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

Writing: W.8.3.A, W.8.3.B, W.8.3.C, W.8.3.D, W.8.3.E, W.8.4, W.8.5, W.8.6, W.8.9.A, W.8.10

Language: L.8.1.C, L.8.2.A, L.8.2.C, L.8.3.A, L.8.4.A, L.8.4.C, L.8.4.D, L.8.5.A, L.8.5.C, 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.8.4, SL.8.6

HML Unit - CCSS:

Reading Literature: RL.8.1, RL8.2, RL.8.3, RL.8.4**,** RL.8.5, CCRA.6   **Writing:** W.8.2, W.8.3, W.8.4, W.8.5, W.8.9, W.8.10

Language: L.8.4   **Speaking and Listening:** SL.8.1

HML *Seeing and Being Seen (2-3 Week Unit)*

Engaging Students in Rigorous, Coherent Reading and Writing Instruction:
In this unit, students will read two texts that deal with themes about identity and fitting in, following narrators who are trying to come to terms with who they are and how they are seen by their peers and the adults around them. Through engaging in this unit, students will:
        explore the use of point of view
        explore the elements of the authors' style
        analyze both texts and develop literary interpretations

Required Resources for HML

Freak the Geek, by John Green
It's That it Hurts, by Tomás Rivera

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 Paraphrase and directly quote	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.

	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,	Analyze the text Identify the main idea	How can you determine the main idea?	Use a graphic organizer to chart main idea supporting details. Use a double entry journal to chart

Speaking Special Education Students - Mid Group	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 support the main idea using supporting details? How can you use details to make an inference?	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: 5685 TECR The Fox and the Horse

In paragraph 3, the horse tells the fox that **avarice and honesty cannot live together**.

The peasant, the fox, and the lion represent the traits in the folktale as shown in the chart. Drag **one** piece of evidence into the appropriate box to support **each** trait.

Evidence

The peasant drives the horse away after years of service.
The peasant offers no sympathy to the horse and gives the horse a task to prove himself.
The fox plays a trick on the lion.
The lion allows the fox to tie him to the horse in order to get the promised meal.
The lion roars angrily.
The peasant takes back the horse and offers to feed him forever.
The fox offers to help the horse.

Character	Trait	Evidence
peasant	honesty	
lion	avarice	
fox	honesty	

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: 5685 TECR The Fox and the Horse

In paragraph 3, the horse tells the fox that **avarice and honesty cannot live together**.

The peasant, the fox, and the lion represent the traits in the folktale as shown in the chart. Drag **one** piece of evidence into the appropriate box to support **each** trait.

Evidence

Evidence
The peasant drives the horse away after years of service.
The peasant offers no sympathy to the horse and gives the horse a task to prove himself.
The fox plays a trick on the lion.
The lion allows the fox to tie him to the horse in order to get the promised meal.
The lion roars angrily.
The peasant takes back the horse and offers to feed him forever.
The fox offers to help the horse.

Character	Trait	Evidence
peasant	honesty	
lion	avarice	
fox	honesty	

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	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

	character Explain why the author chose to include the dialogue or 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		Reader's Notebooks.
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 2 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	Characterization	Which of the following	In pairs or independently, have

WIDA 2: Reading, Speaking Special Education Students - Low Group	Dialogue Plot	words / phrases describe the main character?	students match phrase or sentence citations about the characters with visual 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: 5685 TECR The Fox and the Horse

In paragraph 3, the horse tells the fox that **avarice and honesty cannot live together**.

The peasant, the fox, and the lion represent the traits in the folktale as shown in the chart. Drag **one** piece of evidence into the appropriate box to support **each** trait.

Evidence

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The fox plays a trick on the lion.
The lion allows the fox to tie him to the horse in order to get the promised meal.
The lion roars angrily.
The peasant takes back the horse and offers to feed him forever.
The fox offers to help the horse.

Character	Trait	Evidence
peasant	honesty	
lion	avarice	
fox	honesty	

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	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.

	and allusions, impacts the reader Evaluate the effectiveness of the author's choice to use specific word choice		
ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group	Context Clues Word Choice Synonyms and Antonyms Understanding figurative language	How can I use surrounding words to help me figure out an unfamiliar word? How does understanding figurative language help me understand literary text better?	Model for students how to figure out word, figurative, 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: 5624_A Associated Text : "Oliver Twist "

Part A

How does the word **festive** in paragraph 1 affect the meaning of the paragraph?

⊚　A.　by adding sarcasm to show the poor quality of the meal being served

⊚　B.　by creating imagery of the elaborate meal that is about to be served

⊚　C.　by providing a description of a special celebration

⊚　D.　by comparing an elaborate holiday meal with a typical meal

Part B

Which phrase from paragraph 1 supports the answer to Part A?

⊚　A.　"The room in which the boys were fed, was a large stone hall . . . ."

⊚　B.　". . . the master, dressed in an apron for the purpose, and assisted by one or two women . . ."

⊚　C.　". . . each boy had one porringer, and no more . . . ."

⊚　D.　". . . except on occasions of great public rejoicing . . ."

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	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.

	choice has on the reader Evaluate the effectiveness of the structure an author uses to develop and to refine a key concept		
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	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 _____?	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.

	of the structure Compare the structure of two texts Contrast the structure of two texts	Would _____ change the meaning of the text?	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: 5867_A EBSR Associated Texts : "The Star and the Lily" and "Apollo and Hyacinthus"

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.

Essential Element of the NJSLS: 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	Author's point of view Literary device such as; suspense Understand that one or more differences in the points of view can create bias in fiction and nonfiction text Understand counterarguments	Is the character's point of view ____ or ____? Is the character's point of view different from that of the audience? Is the author's text effect ____ or ____? Is the narrator's intended response from the reader ____ or ____? How does the narrator feel about the topic?	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 that of the characters.
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Author's point of view Literary device such as; suspense Understand that one or more differences in the points of view can create bias in fiction and nonfiction text Understand counterarguments	Which sentence in the paragraph shows the character's point of view? Is the character's point of view different from that of the audience? Is the author's text effect _____? Is the narrator's intended response from the reader _____? How does the narrator feel about the topic?	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.8.7

NJSLS: 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.

Essential Element of the NJSLS: Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same 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	Assess and reflect upon the similarities and differences between text and dramatic productions Reflect upon the similarities and differences between initial understandings derived from the original text and those created from visual interpretation Observe how closely details in the portrayal align with the details in the text that created their initial visual image Analyze the reason behind omission and alterations Identify and analyze	How does the production differ from the script? Why do you think the director chose to depart/stay faithful to the script? Evaluate the effectiveness of the media techniques used to portray the work. Select an event from the book and compare it to a scene from the production. How are the different and why? What senses were most stimulated by the production? What medium most impacts your	Using a three column chart, students will prioritize the key departures from the text, in order to evaluate with greater clarity whether the director's creative choices were beneficial or detrimental to the original text. Students will highlight at least one change from the text to the film that played a pivotal role the formulation of their opinion in column one; students will choose two changes of moderate importance, noting them in the middle column; students will choose three changes of minor importance, noting them in the third column. Students will creatively display their understanding of filmic narrative choice by creating a visual representation of text and film version of a source novel, i.e., create a movie poster/DVD cover that best matches a film *that is completely loyal to the text,* or a movie poster/DVD cover that best

	the reasons for the artistic choices made by the film or play's director, such as the choice of particular lighting, staging, costuming, and even casting Analyze why directors or actors stay faithful or depart from the text or script Analyze the impact of the actor or director's choices on the viewer Evaluate the effectiveness of the actor's or director's choices to stay faithful or depart from the text or script	understanding of the selected work? How does reading a story compare to the audio or video version?	exemplifies the changes that *they would make* to the text as a director of a filmic adaptation.
ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group	Understand the similarities and differences between text and dramatic productions Understand how to create a visual image in your head based on details from the text. Compare that image with a digital version of the text. Identify the reason	Does the production differ from the script? Do you think the director chose to depart/stay faithful to the script because of ⎯⎯ or ____? Look at _____ event from the book. Now compare it to ⎯⎯	Students will work with a partner to complete a Venn diagram comparing the story to a video made about the story. Students will work in groups to act out a portion of a play. They will then compare what they thought the play would look like to a director's version. Students will draw a scene from a play that they have envisioned. The teacher will then show the students an illustration

	behind omission and alterations between text and script
Understand the effectiveness of the actor's or director's choices to stay faithful or depart from the text or script	scene from the production. Are they the same/different?
Is the production what you imagined from the text?
Can you draw a picture based on the image you visualized?
Can you compare reading a story to the audio or video version? Which do you prefer?	from the video version. They can have a whole group discussion about the difference between student and director vision.
ESL Levels 1-2.4
WIDA 2: Reading, Speaking
Special Education Students - Low Group | Understand the similarities and differences between text and dramatic productions
Understand how to create a visual image in your head based on details from the text. Compare that image with a digital version of the text.
Identify the reason behind omission and alterations between text and script

Understand the effectiveness of the actor's or director's choices to stay faithful or | Does the production differ from the script?
Did the director choose to depart/stay faithful to the script?
Look at _____ event from the book. Is it the same as _____ scene from the production?
Are they the same/different?
Is the production what you imagined from the text?
Can you draw a picture based on the image you visualized?

Can you compare | Teacher will model for the students how to complete a Venn diagram comparing the story to a video made about the story. Students will work in groups to act out one scene from a play. They will then compare what they thought scene would look like to a director's version.

Students will draw a scene from a play that they have envisioned. The teacher will then show the students an illustration from the video version. They can have a whole group discussion about the difference between student and director vision. |

	depart from the text or script	reading a story to the audio or video version? Which do you prefer?	

New Jersey Student Learning Standard (NJSLS) RL.8.9			
NJSLS: 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. **Essential Element of the NJSLS:** Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.			
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	Recognize that literary themes are timeless Observe how the same theme is presented across multiple texts, particularly in the genres of myths, traditional stories, and religious works Read a variety of texts of varying formats and time periods that all focus around a common literary theme Use various sources of knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to analyze	What are the theme patterns of events and or character types of the texts? How do the elements in the moderns texts compare with traditional works? What changes are made to the _____, to modernize it?	Students should return to the source material throughout a reading of the text to draw on common themes, using a graphic organizer to compare/contrast/synthesize the characteristics of the main character(s).

	and reflect on texts Determine how writers modernize their presentation of a theme while still holding true to the characteristics of that genre. Note specific use of elements such as language, character traits, conflicts, and settings in order to analyze the writer's approach Analyze why an author chose to draw on elements from myths, traditional stories, or religious words Analyze the impact of the author's choice to reference elements from earlier works on the reader Evaluate the effectiveness of the author's choice to reference earlier works		

ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group	Understand that the same theme can be presented across multiple texts Compare the events of two stories Compare/contrast the characters of two stories Determine if the theme remains the same for multiple stories Note specific use of elements such as language, character traits, conflicts, and settings in order to analyze the writer's approach	What is the theme of the two texts _____ or _____? Are _____, _____ and _____ the same patterns of events in the two texts? Are the characters the same/different in the two stories? Is it because of _____?	Students will work with a partner to compare characters/themes/events between two stories. The class can then have a group discussion and chart the similarities and differences.
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Understand that the same theme can be presented across multiple texts Compare the events of two stories Compare/contrast the characters of two stories Determine if the theme remains the same for multiple stories Understand the specific use of elements such as language, character	What is the theme of the two texts _____? Are _____ and _____ the same patterns of events in the two texts? Are the characters the same/different in the two stories? Is it because of _____?	Teacher will model how to use a Venn diagram to compare characters in two stories. Students can then draw their version of the two characters for comparison.

	traits, conflicts, and settings in order to analyze the writer's approach		

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: VF654739 EBSR Excerpt from Chew on This

Part A

Which idea is introduced in paragraph 1 of the passage?

○ A. Alice was given very unusual foods to eat as a child.

○ B. Alice liked different kinds of foods than kids do today.

○ C. Alice's childhood helped shape her attitudes about food.

○ D. Alice's attitudes about cafeteria food changed over time.

Part B

Which quotation from paragraph 1 **best** supports the answer to Part A?

○ A. "As a child in the 1950s, Alice Waters was a picky eater."

○ B. "She liked simple things, like the fruits and vegetables her father grew in the backyard garden . . . ."

○ C. "They ate meals at the dining room table."

○ D. "Alice didn't like the food at school . . . ."

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: VF654739 EBSR Excerpt from Chew on This

Part A

Which idea is introduced in paragraph 1 of the passage?

○ A. Alice was given very unusual foods to eat as a child.

○ B. Alice liked different kinds of foods than kids do today.

○ C. Alice's childhood helped shape her attitudes about food.

○ D. Alice's attitudes about cafeteria food changed over time.

Part B

Which quotation from paragraph 1 **best** supports the answer to Part A?

○ A. "As a child in the 1950s, Alice Waters was a picky eater."

○ B. "She liked simple things, like the fruits and vegetables her father grew in the backyard garden . . . ."

○ C. "They ate meals at the dining room table."

○ D. "Alice didn't like the food at school . . . ."

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 events	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.

	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 Special Education	Understand critical knowledge and skills identify key individuals, events, and/or ideas in informational texts Understand how different text structures	What connections do you see among characters within the text? How can you compare these connections?	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 demonstrating connections between

Students - Mid Group	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		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 individuals, ideas, or	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 graphic organizer to identify two

Group	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		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 effectiveness of the author's choice to use	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 figurative language have on the audience?	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.

	specific word choice		
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: VF654744 – EBSR Excerpt from Chew on This

Part A

What is the purpose of paragraph 6 in relation to the rest of the passage?

- ○ A. to illustrate how Alice's interest in beautifying the middle school related to her time abroad

- ○ B. to show how Alice's background caused her original concerns about the middle school to shift

- ○ C. to explain how the appearance of the middle school was enhanced by Alice's garden

- ○ D. to examine how Alice's childhood contrasted with the experience of the kids at the middle school

Part B

Which evidence from paragraph 6 **best** supports the answer to Part A?

- ○ A. "Martin Luther King Jr. Middle School had been built in the 1920s . . . ."

- ○ B. "Now it had about twice that many students."

- ○ C. "Alice watched kids standing around eating reheated frozen hamburgers . . . ."

- ○ D. ". . . something had to be done right away to change the way these kids thought about food."

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) W.8.3.A,B,C,D,E

NJSLS: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.3.A. 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.

W.8.3.B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.C. 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.

W.8.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Essential Element of the NJSLS: Write about events or personal experiences.
a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.
b. Not applicable
c. Use temporal words (e.g., first, then, next) to signal order.
d. Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events.
e. Provide a closing.

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	Establish a point of view and context Engage the reader with a story hook Introduce a narrator and/or characters Organize an event sequence that unfolds naturally and logically	How will I choose what to write about? How will I introduce the characters/narrator? How will I organize the events of my narrative writing?	Create an outline for a narrative writing piece. Complete the steps of a narrative writing piece. Write a narrative writing based on experiences including all of the major story elements.

	Use narrative techniques (dialogue, pacing, and description, etc) to develop experiences, events, and/or characters Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another Use figurative language to aid in description Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events Provide a conclusion that follows from and reflects on the narrated experiences or events Clearly convey a conflict and a	How will I determine the point of view? How can I effectively engage the reader? What techniques can be used to build to the outcome of the narrative? How can I incorporate dialogue? How can I determine what temporal words to incorporate in my narrative writing? Why is sequence important when writing a narrative piece? Given a narrative writing incorporate transition, temporal words or phrases to show sequence of writing. Provide students with a list of transition words to incorporate in writing. How and where can descriptive language be	Analyze a piece of narrative writing and include dialogue, transition words and sensory language. After writing a narrative piece have students write a reflection. Given a narrative writing incorporate transition, temporal words or phrases to show sequence of writing. Provide students with a list of transition words to incorporate in writing. Students can write a narrative based on one key observation in their immediate surroundings. After writing a narrative conference with a peer to include word choice and sensory language.

	resolution to the conflict Apply the narrative plot structure to a real or imagined story Demonstrate ability to create a context or setting for the story Develop characters throughout the story	used in the narrative? How will I develop plot? How can the experiences conveyed in the narrative be presented smoothly and seamlessly?	
ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group	Understand a point of view and context Understand story hook Introduce a narrator and/or characters Event sequence Understand how to use narrative techniques (dialogue, pacing, and description, etc) to develop experiences, events, and/or characters Use transition words, phrases Use figurative language Provide a conclusion Convey a conflict and a resolution to the conflict Apply the narrative plot Understand context	• Will you choose to write about ___ or ____? • Will you introduce the characters/narrator by _____? • Did you use a graphic organizer to organize the events of your narrative writing? • Did you add figurative language? • Do you know how to incorporate dialogue? • Did you add temporal words from the word bank? • Did you sequence your events in the correct order? • Can descriptive	Students will use a graphic organizer to create an outline for a narrative writing piece. When given a piece of narrative writing students will work with a partner to include/fill in the blank with transition words and sensory language. Teacher will provide a transition and sensory language word bank. Students will write the beginning of their narrative piece and then conference with the teacher. Teacher will suggest where the student should include sensory language.

		language be used in the narrative? Did you include your characters? Do you know how to write your conclusion?	
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Understand a point of view and context Understand story hook Introduce a narrator and/or characters Event sequence Understand how to use narrative techniques Use transition words, phrases Use figurative language Provide a conclusion Convey a conflict and a resolution to the conflict Apply the narrative plot Understand context Develop characters	What point of view are you writing from, _____ or _____? Do you have a story hook? Is it _____? Did you use a sequence map to make sure your story is in order? Did you include transition words from the word bank? Can you add figurative language in this sentence? Is your plot _____? Are your characters _____ and _____? Do you know how to write a conclusion?	Students will use a graphic organizer to create an outline for a narrative writing piece. They may draw pictures or use simple words and phrases. When given a piece of narrative writing students will work with a partner to highlight/underline the transition words and sensory language. Teacher will provide a transition and sensory language word bank for the students to use as a guide. Students will write/draw the beginning of their narrative piece and then conference with the teacher. Teacher will suggest where the student should include more details. Students can draw a timeline of events that will occur in their narrative

Sample Test Released Item: 5687 PCR The Fox and the Horse

Beginning after paragraph 9, write an alternate ending to the folktale using details about the characters and events from the passage. You may choose to use dialogue in your new ending.

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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,

		writing piece?	students will work in pairs to assess
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: 5687 PCR The Fox and the Horse

Beginning after paragraph 9, write an alternate ending to the folktale using details about the characters and events from the passage. You may choose to use dialogue in your new ending.

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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	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.

Group	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: 5687 PCR The Fox and the Horse

Beginning after paragraph 9, write an alternate ending to the folktale using details about the characters and events from the passage. You may choose to use dialogue in your new ending.

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New Jersey Student Learning Standard (NJSLS) W.8.6

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

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?	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: 5687 PCR The Fox and the Horse

Beginning after paragraph 9, write an alternate ending to the folktale using details about the characters and events from the passage. You may choose to use dialogue in your new ending.

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

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

W.8.9.A. 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").

Essential Element of the NJSLS: Apply Essential Elements of Grade 8 Reading Standards to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.").

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 evidence that supports claims in literary analysis Incorporate textual evidence into written pieces Logically connect evidence to claims in writing Analyze author's use of style and structure Identify and analyze allusions Select direct and indirect quotations that relate to the topic as evidence	How does the author's portrayal compare to the historical accounts of the character or event? What evidence did you find to be factual? Fictional? What evidence do you have to support the author's argument/claim that _____? Was the author objective in his/her portrayal of the character? Did the author indicate any bias of	Highlight important information from the text to use in writing. Students will utilize a two-column graphic organizer to distinguish between the logical/illogical evidence that can be used in their writing.

		the history portrayal?	
ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group	Understand how to identify evidence that supports claims in literary analysis Incorporate textual evidence Understand how to logically connect evidence to claims in writing Understand style and structure Identify allusions Know how to select direct and indirect quotations that relate to the topic as evidence	Is the author's portrayal of _____ the same as the historical accounts of _____? Is _____ evidence factual? Fictional? Does ____ or _____ evidence support the author's argument/claim that _____? Can you determine if the author was objective when he said _____ about the character? Did _____ statement indicate any bias of the history portrayal?	Highlight important information from the text to use in writing. Students can work with a partner and use a teacher provided guide to assist them with what information is relevant. Students will work in small groups and sort teacher provided information into a two-column graphic organizer to distinguish between the logical/illogical evidence that can be used in their writing. Teacher can model this process first.
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Understand how to identify evidence Know textual evidence Understand how to logically connect evidence to claims in writing Understand style and structure	Does _____ evidence support _____ claim the author is making? Do you know how to find textual evidence? Can you find evidence in paragraph ____?	Teacher will model how to highlight important information from the text to use in writing. As a whole group teacher and students will sort teacher provided information into a two-column graphic organizer to distinguish between the logical/illogical evidence that can be used in their writing.

	Identify allusions Know how to select direct quotations	Can you use _____ as a direct quote?	

Sample Test Released Item: 5687 PCR The Fox and the Horse

Beginning after paragraph 9, write an alternate ending to the folktale using details about the characters and events from the passage. You may choose to use dialogue in your new ending.

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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: 5687 PCR The Fox and the Horse

Beginning after paragraph 9, write an alternate ending to the folktale using details about the characters and events from the passage. You may choose to use dialogue in your new ending.

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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**
Narrative Please note the culminating assignment within the IFL unit, *Seeing and Being Seen,* addresses both narrative and information/explanatory writing. However, additional writing lessons may be needed to address all NJSLS for narrative writing.	**PARCC Literary Analysis Tasks** The PARCC Literary Analysis Tasks, Lessons 8-26, can be found on the district website: http://www.paterson.k12.nj.us/11_departments/language_arts.php **Lessons for the LAT Essay** **Lesson 8.** Reading Paired Texts for LAT **Lesson 9**. Creating an Outline for LAT* **Lesson 10**. Writing Workshop, The Introductory Paragraph for LAT* **Lesson 11.** Evaluating an Exemplar Introductory Paragraph for LAT* **Lesson 12.** Writing Workshop, The First Body Paragraph for LAT **Lesson 13.** Evaluating an Exemplar First Body Paragraph for LAT* **Lesson 14.** Writing Workshop, The Second Body Paragraph for LAT **Lesson 15**. Evaluating an Exemplar Second Body Paragraph for LAT* **Lesson 16**. Writing Workshop, The Third Body Paragraph for LAT **Lesson 17**. Evaluating an Exemplar Third Body Paragraph for LAT* **Lesson 18**. Writing Workshop, The Concluding Paragraph for LAT **Lesson 19**. Evaluating an Exemplar Concluding Paragraph for LAT **Lesson 20**. Essay to Outline Analysis for Compare and Contrast Essay for LAT **Lesson 21**. Essay to Outline Analysis for Point of View Essay for LAT **Lesson 22**. Using a Template for a Compare and Contrast Essay for LAT **Lesson 23**. Using a Template for a Point of View Essay for LAT **Lesson 24**. Using a Writing Rubric for a Compare and Contrast Essay for LAT **Lesson 25**. Using a Rubric for a Point of View Essay for LAT **Lesson 26.** Classroom Quiz on Essay Terms and Skills for LAT	**Examples:** Reader's Response Notebook Journals Blogging Quick Writes Interactive Writing

Writing Rubric

GRADES 6-11 CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS (Revised July 29, 2014)*

Narrative Writing

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	The student response: is **effectively** developed with narrative elements and is **consistently appropriate** to the task; 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.	The student response: is **mostly effectively** developed with narrative elements and is **mostly appropriate** to the task: demonstrates coherence, clarity and cohesion, making it **fairly easy** to follow the writer's progression ideas: establishes and maintains a **mostly effective** style, while attending to the norms and conventions of the discipline.	The student response: is developed with **some** narrative elements and is **somewhat appropriate** to the task; demonstrates **some** coherence, clarity, and/or cohesion, making the writer's progression of ideas **usually discernible but not obvious**; has a style that is **somewhat** effective, **generally** attending to the norms and conventions of the discipline.	The student response: is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task; demonstrates **limited** coherence, clarity, and/or cohesion, making the writer's progression of ideas **somewhat unclear;** has a style that has **limited** effectiveness, with **limited** awareness of the norms of the discipline.	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.
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.**

Writing Rubrics

GRADE 6-12 Rubric
(Revised July 29, 2014)*
Research Simulation Task (RST) and Literary Analysis Task (LAT)

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

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

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

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

District Resources
Vocabulary

When teaching vocabulary,
Please introduce students to 10-12 words per week.
Use the identified words as those you are teaching to the students (additional words may be selected by the teacher).
Use the various learning modalities and sample menu in order to deliver instruction.
Have students see the word in context first before explicit vocabulary instruction.
Have students repeat the word to ensure proper pronunciation. They are much more likely to use the word if they are confident they are saying it correctly.
Note: Not all sample activities/modalities need to be used for each word. Base your instruction on the needs of your student population and select modalities/activities that meet their needs.

The Hobbit				
Chapters 1-4	**Chapters 5-8**	**Chapters 9-11**	**Chapters 12-14**	**Chapters 15-19**
depredation	gall	surly	esteemed	decrepit
haughty	brood	rouse	cringe	amend
flummox	haste	jostle	wrath	repent
audacious	abominable	ominous	calamity	vile
devour	onslaught	vagabond	infuriate	abode
reverence	clamor	obscure	overwhelming	hospitality
outlandish	scorch	desolation	impenetrable	regret
defray	tumult	wearisome	dubious	presumption
venerable	lament	loathsome	cunning	prosperous
ingenious		recede	wary	
			adornment	

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

<table>
<tr><th style="background-color: blue; color: white;">Novel</th></tr>
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Tolkien, J.R.R., *The Hobbit*
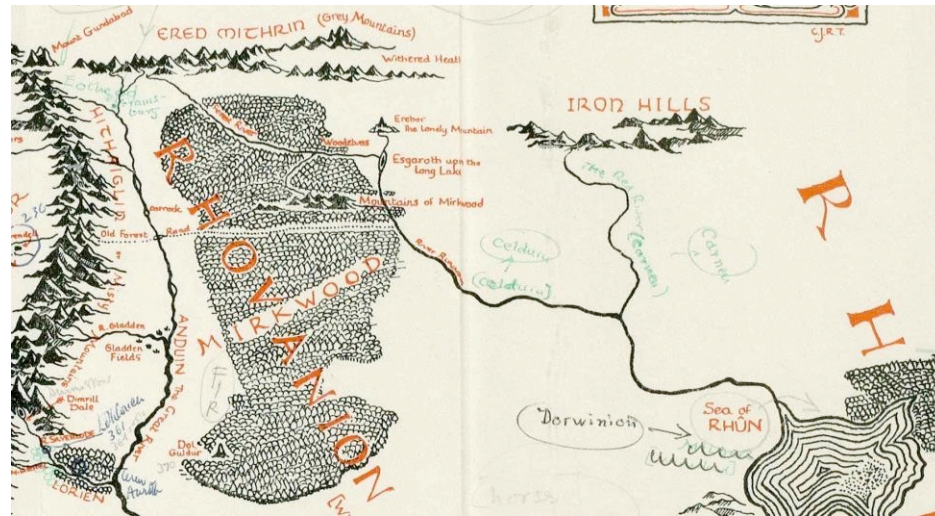
Bilbo Baggins lives a quiet, peaceful life in his comfortable hole at Bag End. Bilbo lives in a hole because he is a hobbit—one of a race of small, plump people about half the size of humans, with furry toes and a great love of good food and drink. Bilbo is quite content at Bag End, near the bustling hobbit village of Hobbiton, but one day his comfort is shattered by the arrival of the old wizard Gandalf, who persuades Bilbo to set out on an adventure with a group of thirteen militant dwarves.

http://www2.leon.k12.fl.us/sites/reading/LCS%20Common%20Core%20Literature%20Units/Seventh%20Grade%20CCSS%20Literature%20Units/The%20Hobbit.pdf

http://middle-earth.thehobbit.com/

http://lotrproject.com/thehobbit/map

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

<u>Animoto</u>

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

<u>Bookbuilder</u>

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.

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

<u>CAST</u>

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

<u>CoSketch</u>

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/

<u>Crayon</u>

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/