TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM

Content Area: ENGLISH LANGUAGE ARTS

Course Title: ELA | **Grade Level:** 10th

Unit Plan – SHORT STORIES/NOVELS	Ongoing
Unit Plan - DRAMAS	Ongoing
Unit Plan - POETRY	Ongoing
Unit Plan – INFORMATIONAL TEXTS	Ongoing
Unit Plan – RESEARCH	Ongoing
Unit Plan – WRITING	Ongoing

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TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Unit Overview

Content Area: English Language Arts

Unit Title: Short Stories/Novels

Target Course/Grade Level: 10th

Unit Summary:

Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, realistic fiction, and allegories. Introduce students to many different types of novels that will evoke critical thinking and analysis of: character relationship, conflict, and theme.

Primary interdisciplinary connections:

History, Science, Mathematics, Technology, Art, Music

Twenty First Century Themes: The unit will integrate the 21st Century Life and Career Strand 9.1 Strand A-D.

These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Career: Vision

- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Technology: Vision

- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.

- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies. - Model digital citizenship.	

Learning Targets

Content Standards

	Language Arts Literacy Common Core Standards
	READING: LITERATURE – Key Ideas and Details
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
	READING: LITERATURE – Craft & Structure
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
	READING: LITERATURE – Integration of Knowledge & Ideas
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
	READING: LITERATURE – Range of Reading & Level of Text Complexity
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stores, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
	READING: INFORMATIONAL – Key Ideas and Details
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI9-10.2	Determine a central idea of a text and analyze its development over the course of the

	text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
	READING: Craft and Structure
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
	READING: Integration of Knowledge and Ideas
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
	READING: Range of Reading and Level of Text Complexity
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed t the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high-end o f the grades 9-10 text complexity band independently and proficiently.
	WRITING – Text Types & Purposes
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and

	information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	WRITING – Production & Distribution of Writing
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	WRITING – Research to Build & Present Knowledge

W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. • .Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). • Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
	WRITING – Range of Writing
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.
	SPEAKING & LISTENING – Comprehension & Collaboration
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. • Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g.,

	visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
	SPEAKING & LISTENING – Presentation of Knowledge & Ideas
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE – Conventions of Standard English
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Use parallel structure.* • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation. • Spell correctly.
	LANGUAGE – Knowledge of Language
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
	LANGUAGE – Vocabulary Acquisition & Use
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. • 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).

L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	NJCCCS Technology and 21st Century Skills
8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
9.1.12.E.1.	Create messages for different purposes and audiences with sensitivity to culture, gender, and age diversity, sing various digital media outlets.
9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Unit Essential Questions	Unit Enduring Understandings
 • What if everyone were the same? • What makes something valuable? • Is survival a matter of chance? • Can progress be made without conflict? • What type of knowledge changes our lives? • What are the universal themes in literature that are of interest and concern to all cultures and societies? • Are we governed/guided by fate, free will, a greater power, or do we fall somewhere on the spectrum between?	*Students will understand…* • Culture and society are constructed through and by language • Themes can be represented by multiple events in a literary selection • The universality of themes • The concept of fate vs. free will

Unit Objectives	Unit Objectives
Students will know…	*Students will be able to…*
- How theme motivates and guides the selection - Appropriate vocabulary words from the selection - Reading takes people's minds to places they may not have personally experienced - Reading multiple genres exposes people's thinking beyond their community	- Read a wide range of literature to understand important universal themes and the human experience - Evaluate the contribution to society made by traditional, classic, and contemporary works of literature that deal with similar topics and problems - Relate a literary work to primary source documents of its literary period or historical setting. Realize the importance and relevance of setting - Analyze how literary components affect meaning. - Explain the relationship between author style and literary effect

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

- Response journals
- Class discussion
- Analysis worksheets
- Class participation
- Daily reading of a character's role
- Literary analysis
- Open-ended questions
- Peer conferencing/editing
- Writing assignments
- Co-op groups

Summative Assessments

- Group projects
- Tests
- Writing tasks
- Portfolio assessments
- Quarterly Exams

Modifications (ELLs, Special Education, Gifted and Talented)

- Extended time needed
- Modify tests and quizzes
- Follow all IEP modifications/504 plan
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Movement from teacher-directed learning to student-directed learning
- Supplemental materials and additional enrichment texts
- Appropriate scaffolding provided as necessary
- Differentiated instruction

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Textbook
- Dictionary
- Vocabulary lists
- Essay prompts
- LCD/Overhead projector
- Blackboard/whiteboard
- DVD/VCR
- Film version: *Flowers for Algernon, Of Mice and Men*
- Common Core Exemplars for short stories
- Common Core Exemplars for the novel
- *http://www.webenglishteacher.com*

Exemplars of Reading Text:
http://www.sacred--texts.com/cla/ovid/meta/index.htm **(Metamorphoses)**
http://www.gleeditions.com/literary works.htm **(Metamorphoses)**
http://onlineboks.library.upen.edu/webbin/gutbook/lookup?num=5200 **(Metamorphosis)**
http://www.gleeditions.com/literary works.html **(metamorphosis)**
http://matlally.com/fiction/the glassmenagerie.pdf **(The Glass Menagerie)**
http://www.gleeditions.com/loveliestoftrees/students/pages.asp?pg=4 **(Loveliest of Trees)**
http://eachingamericanhistory.og/library/index.asp?document=463 **(State of the Union Address)**
http://www.newsweek.com/2001/09/27/a--quilt--of--acountry.html **(A Quilt of a Country)**

http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/exemplar/ela.pdf **was used to locate websites. Websites span all literary genres and also include information texts.**

Curriculum documents of the following districts were referenced in the development of this curriculum:
Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt. Pleasant, Berkeley Twp., Manchester Twp., Brick Twp. Jackson Liberty & Jackson Memorial H.S., Wall Twp. H.S.

Teacher Notes:
- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:
    - Reread for clarification
    - Seeking meaning of unknown vocabulary
    - Make and revise predictions
    - Draw conclusions
    - Make connections: text to text, text to self, text to world

When working with my students, I identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which to focus. It takes 4-6 weeks to study ONE strategy. Students need the in-depth study.

The teacher should use mini-lessons and small groups to teach, demonstrate and investigate together how to use these strategies. Eventually, students understand the reading strategies and have the confidence to know when to apply each one.

IMPORTANT NOTE: There is no order for teaching these strategies, since we use them all at once anyway.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

T0MS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Unit Overview

Unit Title: Drama

Target Course/Grade Level: 10th grade

Unit Summary

Includes one act and multi-act plays, both in written form and on film.

Primary interdisciplinary connections:

History, Science, Mathematics, Technology, Art, Music

Twenty First Century Themes:

The unit will integrate the 21st Century Life and Career Strand 9.1 Strand A-D.

These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Careers: Vision

- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Technology: Vision

- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.
- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.
- Model digital citizenship.

Learning Targets	
Content Standards/Learning Target	
	[Language Arts Literacy Common Core Standards](#)
	READING: LITERATURE - Key Ideas & Details
RL. 9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL. 9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL. 9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
	READING: LITERATURE - Craft & Structure
RL. 9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RL. 9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RL. 9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
	READING: LITERATURE - Integration of Knowledge & Ideas
RL.9-10.7	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
RL.9-10.8	(Not applicable to literature).
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
	READING: LITERATURE - Range of Reading and Level of Text Complexity
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

	WRITING - Text Types and Purposes
W. 9-10. 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W. 9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

	• Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	WRITING - Production and Distribution of Writing
W. 9-10. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W. 9-10. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)
W. 9-10. 6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	WRITING - Research to Build and Present Knowledge
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W. 9-10. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

	• Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
	WRITING - Range of Writing
W. 9-10. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations-the former providing broad standards, the latter providing additional specificity.
	SPEAKING & LISTENING - Comprehension & Collaboration
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. • Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

	SPEAKING & LISTENING - Presentation of Knowledge & Ideas
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE - Conventions of Standard English
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Use parallel structure.* • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation. • Spell correctly.
	LANGUAGE - Knowledge of Language
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
	LANGUAGE - Vocabulary Acquisition & Use
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

	• Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. • 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).
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	NJCCCS Technology and 21st Century Skills
8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Unit Essential Questions	Unit Enduring Understandings
	Students will understand…
• **Is there a difference between reality and truth?** • **Can progress be made without conflict?** • **What type of knowledge changes our lives?** • **Does all communication serve a positive purpose?** • **To what extent does experience determine what we perceived?** • **What are the universal themes in literature that are of interest and concern to all cultures and societies?** • **Are we governed/guided by fate, free will, a greater power, or do we fall somewhere on the spectrum between?**	• **Culture and society are constructed through and by language** • **Themes can be represented by multiple events in a literary selection** • **The universality of themes** • **The concept of fate vs. free will**
Unit Objectives	**Unit Objectives**
Students will know…	*Students will be able to…*
• **How theme motivates/guides the selection** • **Appropriate vocabulary words from the selection** • **Reading takes people's minds to places they may not have experienced** • **Reading multiple genres exposes people's thinking beyond the community**	• **Read a wide range of literature to understand important universal themes and the human experience.** • **Evaluate the contribution to society made by traditional, classic, and contemporary works of literature that deal with similar topics and problems.** • **Relate a literary work to primary source documents of its literary period or historical setting.** • **Analyze how literary components affect meaning.** • **Explain the relationship between author style and literary effect.**

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

• Response journals
• Class discussion
• Analysis worksheets
• Class participation
• Daily reading of a character's role

Summative Assessments

- Group projects (scene writing)
- Tests
- Writing tasks
- Portfolio Assessment
- Quarterly Exams

Modifications (ELLs, Special Education, Gifted and Talented)

- Extended time as needed
- Modify test and quizzes
- Follow all IEP modifications/504 plan
- Differentiated topics/instructions/lengths based on students' abilities
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Textbook
- Dictionary
- Vocabulary lists
- Essay Prompts
- LCD/overhead projector
- Blackboard/whiteboard
- DVD/VCR
- Film: *Julius Caesar, A raisin in the Sun*

Exemplars of Reading Text:

- http://www.sacred--texts.com/cla/ovid/metal/index.htm (Metamorhoses)
- http://www.gleeditions.com/literaryworks.html (Metamorphoses)
- http://onlinebooks,library.upenn.edu/webbin/gutbook/lookup?num=5200 (Metamorphosis)
- http://www.gleeditions.com/literaryworks.htm (Metamorphosis)
- http://mattially.com/fiction/the glass_menagerie.pdf (*The Glass Menagerie*)
- http://www.gleeditions.com/loveliestoftreees/students/pages.asp?pg=4 (*Loveliest of Trees*)
- http://teachingamericanhistory.org/library/index.asp?document=463 (*State of the Union Address)*
- http://www.newsweek.com/2001/09/27/a---quilt---of---a---country.html (*A Quilt of a Country)*

- http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/exemplar/ela.pdf was used to locate websites. Websites span all literary genres and also include informational texts.

Curriculum documents of the following districts were referenced in the development of this curriculum:
Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt. Pleasant, Berkeley Twp., Manchester Twp., Brick Twp., Jackson Liberty & Jackson Memorial H.S., Wall Twp. H.S.

Teacher Notes:

• Infuse various literary genres throughout this unit.

• Start a writing portfolio for each student.

• The following foundational skills should be developed continuously throughout the year:

- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Like to Read

When working with my students, I identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which to focus. It takes 4-6 weeks to study ONE strategy. Students need the in-depth study.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn

to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.
9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Unit Overview

Content Area: English Language Arts

Unit Title: Poetry

Target Course/Grade Level: 10th grade

Unit Summary: The poetry unit will introduce students to a wide range of poems within the genre. Students will take a critical look at the different selections they are given in an effort to analyze poetic technique used by various writers. Students will also be introduced to different forms of poetic style and they will be asked to differentiate between the styles as the school year progresses. Finally, students will employ their knowledge of the different poetic styles and techniques as they construct their own poems.

Primary interdisciplinary connections:

History, Science, Mathematics, Technology, Art, Music

Twenty First Century Themes:

The unit will integrate the 21st Century Life and Career Strands A-D

These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Careers: Vision

- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Technology: Vision

- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.

	• Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies. • Model digital citizenship.

Core Content Standards

	Language Arts Literacy Common Core Standards
	READING: LITERATURE – Key Ideas & Details
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
	READING: LITERATURE – Craft & Structure
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
	READING: LITERATURE – Integration of Knowledge & Ideas
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.9-10.8	Not applicable to literature
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
	READING: LITERATURE – Range of Reading & Level of Text Complexity
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and

	poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
	READING: INFORMATIONAL – Key Ideas and Details
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Determine a central idea of a ext and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including he order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
	READING: LITERATURE – Craft & Structure
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RL.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RL.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
	READING: LITERATURE – Integration of Knowledge & Ideas
RL.9-10.7	Analyze the representation of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RL.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RL.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
	READING: LITERATURE – Range of Reading & Level of Text Complexity
RL.9-10.10	By the end of grade 9, read and comprehend literature, nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. |
| | **WRITING – Text Types & Purposes** |
| W.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
• Introduce precise claim(s), distinguish the claim(s) from alternate or opposing |

	claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
	• Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
	• Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	• Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	• Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	• Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	• Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	• Use precise language and domain-specific vocabulary to manage the complexity of the topic.
	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W. 9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	• Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
	• Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
	• Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
	• Use precise words and phrases, telling details, and sensory language to

	convey a vivid picture of the experiences, events, setting, and/or characters.
	• Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	WRITING – Production & Distribution of Writing
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically
	WRITING – Research to Build & Present Knowledge
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism an following a standard format for citation.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	• Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
	• Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
	WRITING – Range of Writing
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.
	SPEAKING & LISTENING – Comprehension & Collaboration
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

	• Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. • Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
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SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts an tasks, demonstrating command of
	LANGUAGE – Conventions of Standard English
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Use parallel structure. • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation. • Spell correctly.
	LANGUAGE – Knowledge of Language
L.9-10.3	Apply knowledge of language to understand how language functions in different

	contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
	LANGUAGE – Vocabulary Acquisition & Use
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. • 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).
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	[NJCCCS Technology and 21st Century Skills](#)
8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
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9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
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9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Unit Essential Questions	Unit Enduring Understandings
• **Is there a difference between reality and truth?** • **Can progress be made without conflict?** • **What type of knowledge changes our lives?** • **Does all communication serve a positive purpose?** • **To what extent does experience determine what we perceived?** • **What are the universal themes in literature that are of interest and concern to all cultures and societies?** • **Are we governed/guided by fate, free will, a greater power, or do we fall somewhere on the spectrum between?**	*Students will understand…* • **Culture and society are constructed through and by language** • **Themes can be represented by multiple events in a literary selection** • **The universality of themes** • **The concept of fate vs. free will**
Unit Objectives *Students will know…* • **How theme motivates/guides the selection** • **Appropriate vocabulary words from the selection** • **Reading takes people's minds to places they may not have experienced** • **Reading multiple genres exposes people's thinking beyond the community**	**Unit Objectives** *Students will be able to…* • **Read a wide range of literature to understand important universal themes and the human experience.** • **Evaluate the contribution to society made by traditional, classic, and contemporary works of literature that deal with similar topics and problems.** • **Relate a literary work to primary source documents of its literary period or historical setting.** • **Analyze how literary components affect meaning.** • **Explain the relationship between author style and literary effect.**

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments:

- Response journals
- Class discussion
- Analysis worksheets
- Class participation
- Daily reading of a character's role

Summative Assessments:

- Group projects (scene writing)
- Tests
- Writing tasks
- Portfolio Assessment
- Quarterly exams

Modifications (ELLs, Special Education, Gifted and Talented)

- Extended time as needed
- Modify test and quizzes
- Follow all IEP modifications/504 plan
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Textbook
- Dictionary
- Vocabulary lists
- Essay Prompts
- LCD/overhead projector
- Blackboard/whiteboard

Exemplars of Reading Text:

- http://www.sacred--texts.com/cla/ovid/metal/index.htm (Metamorhoses)
- http://www.gleeditions.com/literaryworks.html (Metamorphoses)
- http://onlinebooks,library.upenn.edu/webbin/gutbook/lookup?num=5200 (Metamorphosis)
- http://www.gleeditions.com/literaryworks.htm (Metamorphosis)
- http://mattially.com/fiction/the glass_menagerie.pdf (*The Glass Menagerie*)
- http://www.gleeditions.com/loveliestoftreees/students/pages.asp?pg=4 (*Loveliest of Trees*)
- http://teachingamericanhistory.org/library/index.asp?document=463 (*State of the Union Address)*
- http://www.newsweek.com/2001/09/27/a---quilt---of---a---country.html (*A Quilt of a Country)*

- http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/exemplar/ela.pdf was

used to locate websites. Websites span all literary genres and also include informational texts.

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Teacher Notes:

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:
  - Reread for clarification
  - Seeking meaning of unknown vocabulary
  - Make and revise predictions
  - Draw conclusions
  - Make connections: text to text, text to self, text to world

Like to Read

When working with my students, I identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which to focus. It takes 4-6 weeks to study ONE strategy. Students need the in-depth study

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was

originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

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4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

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6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Unit Overview

Content Area: English Language Arts

Unit Title: Informational Text

Target Course/Grade Level: 10th grade

Unit Summary

Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience.

Primary interdisciplinary connections:

History, Science, Mathematics, Technology, Art, Music

Twenty First Century Themes:

The unit will integrate the 21st Century Life and Career Strands A-D

These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Careers: Vision

- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Technology: Vision

- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural

- perspectives, differing points of view, and diverse values.
- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.
- Model digital citizenship.

Learning Targets	
Core Content Standards	
Number	[Language Arts Literacy Common Core Standards]
	READING: LITERATURE - Key Ideas & Details
RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
	READING: LITERATURE - Craft & Structure
RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RI.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RI.9-10-6	Analyze a particular point o view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
	READING: LITERATURE - Integration of Knowledge & Ideas
RI.9-10.7.	Analyze the representation of a subject of a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RI.9-10.8.	(Not applicable to literature)
RI.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
	READING: LITERATURE - Range of Reading & Level of Text Complexity
RI.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and

	poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
	READING: INFORMATIONAL – Key Ideas and Details
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Determine a central idea of a ext and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including he order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
	READING: LITERATURE – Craft & Structure
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RL.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RL.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
	READING: INTEGRATION OF KNOWLEDGE AND IDEAS
RL.9-10.7	Analyze the representation of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RL.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RL.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
	READING; RANGE OFREADNGAND LEVEL OF TEXT COMPLEXITY
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	WRITING - Text Types & Purposes
W.9-10.1	<u>Write arguments</u> to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among

	claim(s), counterclaims, reasons, and evidence.
	• Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
	• Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	• Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	• Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	• Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	• Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	• Use precise language and domain-specific vocabulary to manage the complexity of the topic.
	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
	•
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	• Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
	• Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
	• Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
	• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
	• Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

	WRITING – Production & Distribution of Writing
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically
	WRITING – Research to Build & Present Knowledge
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism an following a standard format for citation.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). • Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
	WRITING – Range of Writing
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.
	SPEAKING AND LISTENING: Comprehension and Collaboration
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

	• Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. • Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.9-10-2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
	SPEAKING & LISTENING - Presentation of Knowledge & Ideas
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)
	LANGUAGE - Conventions of Standard English
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Use parallel structure. • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	• Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation. • Spell correctly.
	LANGUAGE - Knowledge of Language
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
	LANGUAGE - Vocabulary Acquisition & Use
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. • 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).
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	NJCCCS Technology and 21st Century Skills

8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using a desktop publishing and/or graphic software.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
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9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Unit Essential Questions	Unit Enduring Understandings
- How does an author work to persuade readers to change their opinions? - What is the difference between text that is explicitly accurate and text that is explicitly logical? - How does an author alter readers' thoughts as they read a text? - How does a reader identify the main idea in an informational text? - How does awareness of purpose and audience improve understanding when reading non-fiction? - How is an author's point of view supported by structure and voice in non-fiction writing? - How does a reader analyze and evaluate the validity of an author's position in non-fiction? - What makes a piece of non-fiction successful?	*Students will understand that…* - Culture and society are constructed through and by language - Themes can be represented by multiple events in a literary selection - The universality of themes - The concept of fate vs. free will

Unit Objectives	Unit Objectives
Students will know…	*Students will be able to…*
• **How theme motivates/guides the selection** • **Appropriate vocabulary words from the selection** • **Reading takes people's minds to places they may not have experienced** • **Reading multiple genres exposes people's thinking beyond the community**	• **Read a wide range of literature to understand important universal themes and the human experience.** • **Evaluate the contribution to society made by traditional, classic, and contemporary works of literature that deal with similar topics and problems.** • **Relate a literary work to primary source documents of its literary period or historical setting.** • **Analyze how literary components affect meaning.** • **Explain the relationship between author style and literary effect.**

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• Effective teacher questioning; ranging from fact recall to higher order critical thinking questions

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• Textbook
• Dictionary
• Vocabulary lists
• Essay Prompts

- LCD/overhead projector
- Blackboard/whiteboard
- DVD/VCR
- Various film versions that correspond with the non=-fiction titles

Exemplars of Reading Text:
- http://www.sacred--texts.com/cla/ovid/metal/index.htm (Metamorhoses)
- http://www.gleeditions.com/literaryworks.html (Metamorphoses)
- http://onlinebooks,library.upenn.edu/webbin/gutbook/lookup?num=5200 (Metamorphosis)
- http://www.gleeditions.com/literaryworks.htm (Metamorphosis)
- http://mattially.com/fiction/the glass_menagerie.pdf (*The Glass Menagerie*)
- http://www.gleeditions.com/loveliestoftreees/students/pages.asp?pg=4 (*Loveliest of Trees*)
- http://teachingamericanhistory.org/library/index.asp?document=463 (*State of the Union Address)*
- http://www.newsweek.com/2001/09/27/a---quilt---of---a---country.html (*A Quilt of a Country)*

- http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/exemplar/ela.pdf was used to locate websites. Websites span all literary genres and also include informational texts.

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  - Make and revise predictions
  - Draw conclusions
  - Make connections: text to text, text to self, text to world
  - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

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2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to <u>visualize</u> the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to <u>infer (and predict)</u> information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to <u>discriminate what is important from what is not</u>. Children will be able to use this information to <u>determine main ideas and themes</u> of texts.

9. Students will stop often while reading to <u>synthesize</u> the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Unit Overview

Content Area: English Language Arts

Unit Title: Research

Target Course/Grade Level: 10thth grade

Unit Summary
Focus on extracting a thesis from a variety of texts and finding evidence to support. Determine themes and analyze characters, as well as analyze complex characters and his or her motivations. Analyze cultural perspectives, plot structure, and how an authors use allusions to refer to works from the past.
Primary interdisciplinary connections:
History, Science, Mathematics, Technology, Art, Music

Twenty First Century themes:
The unit will integrate the 21st Century Life and Career Strands A-D
These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Careers: Vision
- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Technology: Vision
- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.
- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.
- Model digital citizenship.

	Learning Targets
Core Content Standards	
	READING: LITERATURE – Key Ideas and Details
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
	READING: LITERATURE – Craft & Structure
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
	READING: LITERATURE – Integration of Knowledge & Ideas
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.9-10-8	(Not applicable to literature)
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
	READING: LITERATURE – Range of Reading & Level of Text Complexity
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stores, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
	READING: INFORMATIONAL – Key Ideas and Details
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
	READING: Craft and Structure
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
	READING: Integration of Knowledge and Ideas
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
	READING: Range of Reading and Level of Text Complexity
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed t the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high-end o f the grades 9-10 text complexity band independently and proficiently.
	WRITING – Text Types & Purposes
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

	• Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10-3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	WRITING – Production & Distribution of Writing
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other

	information and to display information flexibly and dynamically.
	WRITING – Research to Build & Present Knowledge
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply *grades 9-10 Reading standards t*o literature (e.g., "Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare"). • Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
	WRITING – Range of Writing
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. The CCR anchor standards and high school grade specific standards work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.
	SPEAKING AND LISTENING: Comprehension and Collaboration
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and

	conclusions.
	• Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	Integrate multiple sources of information presented to diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
	SPEAKING AND LISTENING: Presentation of Knowledge and Ideas
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE – Conventions of Standard English
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Use parallel structure. • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
SL.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation. • Spell correctly.
	LANGUAGE – Knowledge of Language
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

	• Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. • 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).
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	NJCCCS Technology and 21st Century Skills
8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school--based, or outside projects.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
9.1,12,E.1	Create messages for different purposes and audiences with sensitivity to culture, gender, and age diversity, using various digital media outlets.
9..1.12E.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Unit Essential Questions	Unit Enduring Understandings
• How does an author work to persuade readers to change their opinions? • What is the difference between text that is explicitly accurate and text that is explicitly logical? • How does an author alter readers'	*Students will understand that…* • Culture and society are constructed through and by language • Themes can be represented by multiple events in a literary selection • The universality of themes • The concept of fate vs. free will

- thoughts as they read a text?
- How does a reader identify the main idea in an informational text?
- How does awareness of purpose and audience improve understanding when reading non-fiction?
- How is an author's point of view supported by structure and voice in non-fiction writing?
- How does a reader analyze and evaluate the validity of an author's position in non-fiction?
- What makes a piece of non-fiction successful?

Unit Objectives	Unit Objectives
Students will know…	*Students will be able to…*
- How theme motivates/guides the selection - Appropriate vocabulary words from the selection - Reading takes people's minds to places they may not have experienced - Reading multiple genres exposes people's thinking beyond the community	- Read a wide range of literature to understand important universal themes and the human experience. - Evaluate the contribution to society made by traditional, classic, and contemporary works of literature that deal with similar topics and problems. - Relate a literary work to primary source documents of its literary period or historical setting. - Analyze how literary components affect meaning. - Explain the relationship between author style and literary effect.

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

Formative Assessments:

- Response journals
- Class discussion
- Analysis workshops
- Class participation

- Daily reading of a character's role

Summative Assessments:
- Group projects (scene writing)
- Tests
- Writings tasks
- Portfolio assessments
- Quarterly exams

Modifications (ELL's, Special Education, Gifted and Talented)
- Extended time as needed
- Modify tests/quizzes
- Follow all EIP modifications/504 plan
- Effective teacher questioning: ranging from fact, recall, to higher order critical thinking questions.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:
- Textbook
- Dictionary
- Vocabulary lists
- Essay Prompts
- LCD/overhead projector
- Blackboard/whiteboard
- DVD/VCR
- Various film versions that correspond with the non=-fiction titles

Exemplars of Reading Text:
- http://www.sacred--texts.com/cla/ovid/metal/index.htm (Metamorhoses)
- http://www.gleeditions.com/literaryworks.html (Metamorphoses)
- http://onlinebooks,library.upenn.edu/webbin/gutbook/lookup?num=5200 (Metamorphosis)
- http://www.gleeditions.com/literaryworks.htm (Metamorphosis)
- http://mattially.com/fiction/the glass_menagerie.pdf (*The Glass Menagerie*)
- http://www.gleeditions.com/loveliestoftreees/students/pages.asp?pg=4 (*Loveliest of Trees*)
- http://teachingamericanhistory.org/library/index.asp?document=463 (*State of the Union Address)*
- http://www.newsweek.com/2001/09/27/a---quilt---of---a---country.html (*A Quilt of a Country)*

- http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/exemplar/ela.pdf was used to locate websites. Websites span all literary genres and also include informational texts.

Curriculum documents of the following districts were referenced in the development of this curriculum:

Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt. Pleasant, Berkeley Twp., Manchester Twp., Brick Twp., Jackson Liberty & Jackson Memorial H.S., Wall Twp. H.S.

Teacher Notes:

• Infuse various literary genres throughout this unit.

• Start a writing portfolio for each student.

• The following foundational skills should be developed continuously throughout the year:

• Reread for clarification

• Seeking meaning of unknown vocabulary

• Make And revise predictions

• Draw conclusions

• Make connections: text to text, text to self, text to world

Like to Read

When working with my students, I identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which to focus. It takes 4-6 weeks to study ONE strategy. Students need the in-depth study.

The teacher should use mini-lessons and small groups to teach, demonstrate and investigate together how to use these strategies. Eventually, students understand the reading strategies and have the confidence to know when to apply each one.

IMPORTANT NOTE: There is no order for teaching these strategies. since we use them all at once anyway.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Unit Overview

Content Area: English Language Arts

Unit Title: Writing

Target Course/Grade Level: 10th

Unit Summary

Focus on writing arguments and using valid reasoning and relevant and sufficient evidence. Write explanatory texts to examine complex ideas. Write narratives to develop real or imagined experiences. Produce clear and coherent writing. Practice the planning, revising, editing and rewriting approach.

Primary interdisciplinary connections:

History, Science, Mathematics, Technology, Art, Music

Twenty First Century Themes: The unit will integrate the 21st Century Life and Career Strand 9.1 Strand A-D
These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Career: Vision

- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Technology: Vision

- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural

- perspectives, differing points of view, and diverse values.
- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.
- Model digital citizenship. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.
- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.
- Model digital citizenship.

Learning Targets	
Content Standards	
	Language Arts Literacy Common Core Standards
	READING: LITERATURE – Key Ideas and Details
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
	READING: LITERATURE – Craft & Structure
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
	READING: LITERATURE – Integration of Knowledge & Ideas
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.9-10.8	(Not applicable to literature)
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
	READING: LITERATURE – Range of Reading & Level of Text Complexity
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed

	at the high end of the range. By the end of grade 10, read and comprehend literature, including stores, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
	READING: INFORMATIONAL – Key Ideas and Details
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
	READING: Craft and Structure
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
	READING: Integration of Knowledge and Ideas
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
	READING: Range of Reading and Level of Text Complexity
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed t the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high-end o f the grades 9-10 text complexity band independently and proficiently.
	WRITING – Text Types & Purposes
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

	• Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	WRITING – Production & Distribution of Writing
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific

	purpose and audience.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	WRITING – Research to Build & Present Knowledge
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10-9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research • .Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare"). • Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
	WRITING – Range of Writing
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.
	SPEAKING & LISTENING – Comprehension & Collaboration
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

	• Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
	SPEAKING & LISTENING – Presentation of Knowledge & Ideas
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE – Conventions of Standard English
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Use parallel structure.* • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation. • Spell correctly.
	LANGUAGE – Knowledge of Language
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
	LANGUAGE – Vocabulary Acquisition & Use
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

	• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. • 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).
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	NJCCCS Technology and 21st Century Skills
8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
9.1.12.E.1.	Create messages for different purposes and audiences with sensitivity to culture, gender, and age diversity, sing various digital media outlets.
9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Unit Essential Questions	Unit Enduring Understandings
• What is most significant for a specific purpose and audience? • How does a student know what idea is reasonable and relevant? • How does a student adequately select, organize, and analyze content?	*Students will understand that…* • Writing must be coherent • Writing must be supported by reasonable and relevant evidence • Writing must be targeted to a specific audience and purpose

Unit Objectives	Unit Objectives
Students will know…	*Students will be able to…*
- How theme motivates/guides the selection - Appropriate vocabulary words from the selection - Reading takes people's minds to places they may not have experienced - Reading multiple genres exposes people's thinking beyond the community	- Read a wide range of literature to understand important universal themes and the human experience. - Evaluate the contribution to society made by traditional, classic, and contemporary works of literature that deal with similar topics and problems. - Relate a literary work to primary source documents of its literary period or historical setting. - Analyze how literary components affect meaning. - Explain the relationship between author style and literary effect.

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

- Response journals
- Class discussion
- Analysis worksheets
- Class participation
- Daily reading of a character's role
- Literary analysis
- Open-ended questions
- Peer conferencing/editing
- Writing assignments
- Co-op groups

Summative Assessments

- Group projects
- Tests
- Writing tasks
- Portfolio assessments
- Quarterly Exams

Modifications (ELLs, Special Education, Gifted and Talented)

- Extended time needed
- Modify tests and quizzes
- Follow all IEP modifications/504 plan

Effective teacher questioning; ranging from fact recall to higher order critical thinking questions

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Textbook
- Dictionary
- Vocabulary lists
- Essay prompts
- LCD/Overhead projector
- Blackbord/whiteboard
- DVD/VCR
- Various film versions that correspond with the no-fiction titles
-

Exemplars of Reading Text:

http://www.sacred--texts.com/cla/ovid/meta/index.htm **(Metamorphoses)**

http://www.gleeditions.com/literary works.htm **(Metamorphoses)**

http://onlineboks.library.upen.edu/webbin/gutbook/lookup?num=5200 **(Metamorphosis)**

http://www.gleeditions.com/literary works.html **(metamorphosis)**

http://matlally.com/fiction/the glassmenagerie.pdf **(The Glass Menagerie)**

http://www.gleeditions.com/loveliestoftrees/students/pages.asp?pg=4 **(Loveliest of Trees)**

http://eachingamericanhistory.og/library/index.asp?document=463 **(State of the Union Address)**

http://www.newsweek.com/2001/09/27/a--quilt--of--acountry.html **(A Quilt of a Country)**

http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/exemplar/ela.pdf **was used to locate websites. Websites span all literary genres and also include information texts.**

Curriculum documents of the following districts were referenced in the development of this curriculum:
Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt. Pleasant, Berkeley Twp., Manchester Twp., Brick Twp. Jackson Liberty & Jackson Memorial H.S., Wall Twp. H.S.

Teacher Notes:

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:
  - Reread for clarification
  - Seeking meaning of unknown vocabulary
  - Make and revise predictions
  - Draw conclusions
  - Make connections: text to text, text to self, text to world

Like to Read

When working with my students, I identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which to focus. It takes 4-6 weeks to study ONE strategy. Students need the in-depth study.

The teacher should use mini-lessons and small groups to teach, demonstrate and investigate together how to use these strategies. Eventually, students understand the reading strategies and have the confidence to know when to apply each one.

IMPORTANT NOTE: There is no order for teaching these strategies, since we use them all at once anyway.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to

pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.