

# **Pascack Valley Regional High School District**

**Pascack Hills High School, Montvale, New Jersey  
Pascack Valley High School, Hillsdale, New Jersey**

**Course Name: English 1 - 2  
Grade 9 - 10**

***Adapted Using:  
Dynamic Learning Maps Essential Elements for English Language Arts***

Born On: August, 2024  
Previous Revision: August, 2023  
Current Revision: August, 2024  
Board Approval: 8/26/24

# NJ Statutes & Administrative Mandates

[N.J.A.C. 6A:8-1.1](#): The New Jersey Student Learning Standards specify expectations in nine content areas. The standards are further delineated by performance expectations that outline what students should know and be able to do at individual grades or benchmark grades two, five, eight, and twelve.

[N.J.A.C. 6A:8-3.1](#): Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLs specified by the NJSLs and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented".

[N.J.A.C. 6A:8-3.1\(a\)3](#): Holds school districts accountable for "assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the NJSLs".

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

"In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year."

Amistad Law: [N.J.S.A. 18A:35-4.43](#) Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses of the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law: [N.J.S.A. 18A:35-28](#) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: [N.J.S.A. 18A:35-4.35](#) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards ([N.J.S.A. 18A:35-4.36](#)) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of [N.J.S.A. 18A:35-4.35](#).

Diversity and Inclusion Law: ([N.J.S.A. 18A:35-4.36a](#)) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district's implementation of the New Jersey Student Learning Standards.

**LLD English Curriculum**

**Unit 1: Writing**

**Time Allotted:** Ongoing, with 2-3 units of intensive focus on expository and argument writing in September, December, and March

**DLM Essential Elements**

**Text Types and Purposes**

**EE. W.9 - 10.1** Write claims about topics or texts.

**EE. W.9 - 10.2** Write to share information supported by details.

**EE. W.9 - 10.3** Write about events or personal experiences.

**Production and Distribution of Writing**

**EE. W.9 - 10.4** Produce writing that is appropriate for the task, purpose, and audience.

**EE. W.9 - 10.5** Develop writing by planning and revising own writing.

**EE. W.9 - 10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing project.

**Research to Build and Present Knowledge**

**EE. W.9 - 10.7** Conduct research projects to answer questions posed by self and others using multiple sources of information.

**EE. W.9 - 10.8** Write answers to research questions by selecting relevant information from multiple resources.

**EE. W.9 - 10.9** Use information from literary and informational text to support writing.

**Range of Writing**

**EE. W.9 - 10.10** Write routinely over time for a range of tasks, purposes, and audiences.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
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<p><b>Text Types and Purposes:</b></p> <ul style="list-style-type: none"> <li>- What does this resource tell me about the topic?</li> <li>- What do I think about the information?</li> <li>- What claim do I want to make?</li> <li>- How can I support the claim in a sentence?</li> <li>- How does this claim contribute to the argument that I want to make?</li> <li>- What is my purpose for writing?</li> <li>- What important information should be included in my writing?</li> <li>- What facts or details do I know</li> </ul>	<p><b>Text Types and Purposes</b></p> <ul style="list-style-type: none"> <li>- Introduce a topic and write a claim to support it with reasons or evidence.</li> <li>- Write to share information. - Decide what facts or evidence are to be included and write about it.</li> <li>- Include visual, tactual, or multimedia information to support writing as appropriate.</li> <li>- Organize events, facts, and evidence.</li> <li>- Write a narrative about a problem, situation or observation with at least one</li> </ul>	<ul style="list-style-type: none"> <li>- Whole class instruction for types of writing including: <ul style="list-style-type: none"> <li>- Writing a claim</li> <li>- Writing to share information</li> <li>- Writing a narrative</li> </ul> </li> <li>- Group reading of model writing types.</li> <li>- Class discussion of techniques and organization.</li> <li>- Introduce a topic clearly and allow for 5 minutes of free writing about the topic</li> <li>- Use graphic organizers to expand on topic utilizing visual, tactual, or multimedia information as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>- Multiple drafts of writing, giving feedback based on rubrics or checklist for acceptable writing.</li> <li>- Routine writing</li> <li>- Student/teacher conferences throughout the unit.</li> <li>- Students are evaluated using both formal and informal indicators of progress.</li> <li>- Class discussion and participation.</li> <li>- Computer based writing activities (ex: IXL).</li> <li>- Self-assessment checklist</li> <li>- Students edit/grade teacher created writing samples</li> <li>- Peer editing</li> <li>- Chart student's development</li> </ul>
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<p>that support the topic?</p> <ul style="list-style-type: none"> <li>- What descriptive words enhance my writing?</li> <li>- What happens first? Next? Last?</li> <li>- What graphics or multimedia will help support my writing?</li> <li>- How can I conclude my writing?</li> </ul> <p><b>Production and Distribution of Writing:</b></p> <ul style="list-style-type: none"> <li>- Identify the purpose for writing?</li> <li>- Write to accomplish the purpose?</li> <li>- Create a plan for writing.</li> <li>- Write and revise writing.</li> <li>- Edit and rewrite as needed. - Use technology to produce and publish writing.</li> </ul> <p><b>Research to Build and Present Knowledge:</b></p> <ul style="list-style-type: none"> <li>- What is the question I will research and write about?</li> <li>- What do I want to know about this?</li> <li>- What is my purpose for writing?</li> <li>- Where can I find information on this topic?</li> <li>- What information have I gathered?</li> <li>- What reasons can I use from my sources to support the claims and argument?</li> <li>- What do I need to write about that research?</li> <li>- How can I use writing to share what I have learned?</li> </ul>	<p>character, related details, and clearly sequenced events.</p> <ul style="list-style-type: none"> <li>- Use vocabulary specific to topic.</li> <li>- Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events.</li> <li>- Write complete simple sentences as appropriate.</li> <li>- Provide a closing or concluding statement when writing.</li> </ul> <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>- Identify the purpose and audience for writing.</li> <li>- Write to accomplish the purpose.</li> <li>- Create a plan for writing.</li> <li>- Write and revise writing as needed.</li> <li>- Interact with others to collaborate about writing.</li> <li>- Use technology to produce, update, and publish writing.</li> </ul> <p><b>Research to Build and Present Knowledge</b></p> <ul style="list-style-type: none"> <li>- Identify or develop the question to be answered.</li> <li>- Identify sources that will give information about a question or topic.</li> <li>- Identify information from multiple sources to support writing about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>- Use domain specific vocabulary when writing claims.</li> <li>- Develop the topic with facts or details.</li> <li>- Providing a closing or concluding statement.</li> </ul> <ul style="list-style-type: none"> <li>- Use complete, simple sentences as appropriate.</li> <li>- Write a narrative about a problem, situation, or observation, including at least one character, details, and clearly sequenced events. <ul style="list-style-type: none"> <li>- Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.</li> </ul> </li> <li>- Teacher demonstration of how to use graphic organizers and planning outlines.</li> <li>- Review of rubric or checklist for writing type. <ul style="list-style-type: none"> <li>- Revising and editing original writing and the writing of others through the use of focused checklists or rubrics.</li> </ul> </li> <li>- IXL practice of various skills such as: topic sentences, writing purpose, revising, organizing, sequencing, etc.</li> <li>- Answer the questions Who? What? Where? When? How? And Why? Think about your topic in terms of each question.</li> <li>- Pair/Share- explain claim to a partner prior to the writing process.</li> <li>- Diagram rough draft (underline</li> </ul>	
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	- Use compare and contrast in writing.		
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	- Use what was learned in reading to support writing.	<p>topic sentences, number the supporting sentences, highlight transition words etc.)</p> <p>- Create Writer Notebooks - tools helpful to writing process (works in progress, quick-write exercises, polished pieces, conference records; planning forms, revision and editing checklists; instructional materials)</p>	
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<b>Suggested Resources/Materials</b>	<ul style="list-style-type: none"> <li>- Teacher created graphic organizers</li> <li>- Teacher created outlines</li> <li>- Hands on materials</li> <li>- Visual aides</li> <li>- IXL</li> </ul>
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<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>- Writing about a historical topic, scientific event/phenomenon, etc.</li> <li>- Writing about a piece of art or a photograph.</li> <li>- Historical pen pals</li> <li>- Write biographies of historical figures and scientists</li> </ul> <p>WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p>
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<b>21st Century Life and Careers</b>	<p>The Pascack Valley Regional High School District’s LLD English curricula are aligned with the DLM Essential Elements and the NJSLS in ELA which address content knowledge and 21st century themes. The standards in this section address the skills, knowledge and expertise students should master to succeed in work and life in the 21st century. <b>9.2.12.C.1</b> Review career goals and determine the steps necessary for attainment.</p> <p><b>9.2.12.C.2</b> Modify Personalized Student Learning Plans to support declared career goals.</p> <p><b>9.2.12.C.3</b> Identify transferable career skills and design alternate career plans.</p> <p><b>9.2.12.C.5</b> Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p>
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<b>Technology Standards</b>	<b>8.1.12.A.1</b> Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.		
<b>Modifications</b>			
<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. In ELA, LEP students' capacity to learn can be greatly	Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in English classroom settings, grades K	Districts are required to administer grade level benchmark and/or interim assessments in ELA. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the	<b>N.J.A.C. 6A:8-3.1 Curriculum and Instruction</b> District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented

inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time.

**Sample Differentiation Strategies/ Techniques and Instructional Supports:**

**Grouping Strategies:**

- Flexible Grouping
- Paired Learning- Being sensitive to the language proficiency level of the LEP students.

**Oral and Written Language**

**Activities:** A student's capacity to become fluent will greatly enhance. Activities should connect one's own life in meaningful and engaging ways.

**Hands-On Materials:**

- Bilingual Dictionaries
- Visual Aids
- Teacher Made Adaptations
- Outlines/Graphic Organizers
- Study Guides
- Varied leveled texts of the same content

**Preparing Students for the Lesson:**

1. Building Background
2. Simplifying Language for Presentation
3. Developing Content Area Vocabulary
4. Concept Development
5. Giving Directions

12. The primary aim of English education is cultivating student comprehension, verbal and written communication. For students with disabilities, self-determination and independence applies directly to their educational needs and interests.

**Modifications:**

- **Student Motivation** - Expanding student motivation to learn content in English can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.
- **Instructional Presentations** - The primary purpose is to provide special education students with teacher initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process; structure and organize information to aid comprehension and recall; and foster understanding of new concepts and processes e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations,

strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who are at-risk.

**Modifications:**

- Ask students to restate information, directions and assignments.
- Repetition and practice
- Model skills/techniques to be mastered.
- Extended time to complete class work or home work.
- Provide copy of class notes.
- Provide oral reminders and check student work during independent work time.
- Assist students with long and short term planning of assignments.
- Encourage and model proofreading of assignments and assessments.
- More complex assignments should be broken up and explained in smaller units with work to be submitted in phases.
- Provide students with clearly stated (written) expectations and grading criteria for assignments.
- Restate, reread and clarify directions/questions.
- Establish procedures for accommodations/modifications for assessments.

students indicating content, process, products, and learning environment.

**Sample Differentiation Strategies and Techniques:**

**Anchor Activities:**

Self-directed specified ongoing activities in which students work independently.

**Curriculum Compacting:**

An instructional technique that is designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. The procedure involves (1) defining the goals and outcomes of a unit or segment of instruction, (2) determining and documenting which students have mastered most or all specified learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options.

**RAFT Assignments:**

RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

**Flexible Grouping:**

A range of grouping students together for delivering instruction. This can be as a whole class, small group, or with a



<p><b>Presenting the Lesson:</b></p> <ul style="list-style-type: none"> <li>● Use multiple strategies and</li> </ul>	<p>illustrations, models.</p> <ul style="list-style-type: none"> <li>● <b>Instructional Monitoring</b> – ELA instruction should include</li> </ul>		<p>partner. These groups can last an hour, a week, or even a month.</p>
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<p>varied instructional tools.</p> <ul style="list-style-type: none"> <li>● Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.</li> <li>● Provide students with opportunities to participate in numerous ELA discussions to increase ELLs competency and confidence in verbal discourse.</li> </ul>	<p>opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences. ●</p> <p><b>Classroom Organization-</b> The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.</p> <ul style="list-style-type: none"> <li>● <b>Student Response</b> - The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the ELA Framework activities.</li> </ul>		<p><b>Jigsaw Activities:</b> Provides students an opportunity to actively help each other build comprehension. This can be used to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.</p> <p><b>Graphic Organizers</b></p> <p><b>Advanced Discussion Techniques/Question Strategies</b></p> <p><b>Extension Menus:</b> Students select from a set of possible assignments. Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility.</p>
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<b>Time Allotted:</b> Ongoing, with 2-3 units of intensive focus on literature and information texts in September, December, and March
<b>DLM Essential Elements</b>
<b>Reading (Literature)</b>
<b>Key Ideas and Details</b>
<b>EE. RL.9 - 10.1</b> Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.
<b>EE. RL.9 - 10.2</b> Recount events related to the theme or central idea, including details about character and setting.
<b>EE. RL.9 - 10.3</b> Determine how characters change or develop over the course of a text.
<b>Craft and Structure</b>
<b>EE. RL.9 - 10.4</b> Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.
<b>EE. RL.9 - 10.5</b> Identify where a text deviates from a chronological presentation of events.
<b>EE. RL.9 - 10.6</b> Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience.
<b>Integration of Knowledge and Ideas</b>
<b>EE. RL.9 - 10.7</b> Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).
<b>EE. RL.9 - 10.8</b> (Not applicable to literature).
<b>EE. RL.9 - 10.9</b> Identify when an author draws upon or references a different text.
<b>Range of Reading and Level of Text Complexity</b>
<b>EE. RL.9 - 10.10</b> Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems.
<b>Reading (Information Texts)</b>
<b>Key Ideas and Details</b>
<b>EE. RI.9 - 10.1</b> Demonstrate which citations demonstrate what the text says explicitly as well as inferentially.
<b>EE. RI.9 - 10.2</b> Determine the central idea of the text and select details to support it.
<b>EE. RI.9 - 10.3</b> Determine logical connections between individuals, ideas, or events in a text.

**Craft and Structure**

**EE. RI.9 - 10.4** Determine the meaning of words and phrases as they are used in a text, including common idioms, analogies, and figures of speech.

**EE. RI.9 - 10.5** Locate sentences that support an author’s central idea or claim.

**EE. RI.9 - 10.6** Determine author’s point of view and compare with own point of view.

**Integration of Knowledge and Ideas**

**EE. RI.9 - 10.7** Analyze two accounts of a subject told in different mediums to determine how they are the same and different.

**EE. RI.9 - 10.8** Determine how the specific claims support the argument made in an informational text.

**EE. RI.9 - 10.9** Make connections between texts with related themes and concepts.

**Range of Reading and Level of Text Complexity**

**EE. RI.9 - 10.10** Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.

<b>Essential Questions</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessment)</b>

<p><b>Reading (Literature)</b>  <b>Key Ideas and Details:</b>  - What are the inferences within the text?  - What does the text say explicitly?  - What is the theme or central idea?  - How do the characters change or develop from the beginning to the end of the text?  <b>Craft and Structure:</b>  - What do these words mean?  - What figures of speech does the author use?  - What events does the author write about?  - What is the actual order of those events?  - What does the character experience in this story or drama?  - How are those experiences the same or different from my experiences?  <b>Integration of Knowledge and Ideas:</b>  - What is the topic or subject of this work?  - What is the author trying to get me to understand?  - How is it the same or different from another text?  <b>Range of Reading and Level of Text Complexity:</b>  - What is my purpose for</p>	<p><b>Reading (Literature)</b>  <b>Key Ideas and Details:</b>  - Analyze a text to determine its meaning citing text evidence to support explicit and implicit understandings.  - Recount events from the text that relate to the theme, central idea, character and setting.  - Determine how characters, change or develop over the course of a drama or text.  <b>Craft and Structure:</b>  - Determine the meaning of words in a text.  - Determine the meaning of simple analogies, idioms, and figures of speech in a text.  - Sequence events in a story that are presented out of order in the text.  - Identify similarities and differences between own experiences and experiences of characters in a story or drama.  <b>Integration of Knowledge and Ideas:</b>  - Determine how a subject or topic is represented in different texts,  - Compare and contrast the representation of a subject or topic in one text with its representation in another.  <b>Range of Reading and Level of Text Complexity:</b>  - Engage in reading for a purpose.  - Communicate thoughts and</p>	<ul style="list-style-type: none"> <li>- Reading assigned stories.</li> <li>- Answering comprehension questions through writing and class discussion.</li> <li>- Selected questions and activities assigned before, during, and after readings.</li> <li>- Book clubs: collaboratively working on assignments and discussing key details and important events in a text.</li> <li>- Independent reading and writing activities.</li> <li>- Completing assigned vocabulary activities. <ul style="list-style-type: none"> <li>- Reading and/or researching background information on the authors and settings of texts.</li> </ul> </li> <li>- Viewing multimedia materials.</li> <li>- IXL: practice of various skills.</li> <li>- Listen-Read-Discuss</li> <li>- Anticipation guides</li> <li>- Story maps</li> <li>- Visual imagery</li> </ul>	<ul style="list-style-type: none"> <li>- Technology-based resources such as CommonLit, IXL and Reading A-Z.</li> <li>- Guided reading questions.</li> <li>- Class discussion/participation.</li> <li>- Oral reports.</li> <li>- Individual/group projects.</li> <li>- Quizzes/Tests.</li> <li>- Creative technology-based assessment products and presentations that demonstrate understanding (ex: iMovie, Keynote, Pages).</li> <li>- Thumbs up/Thumbs down</li> <li>- Response Cards</li> <li>- Quick writes</li> <li>- Exit slips</li> <li>- Story sequencing</li> </ul>
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<p>reading/listening?  - What do I want to share about the text?</p> <p><b>Reading (Informational Texts)</b>  <b>Key Ideas and Details:</b></p> <ul style="list-style-type: none"> <li>- What does the text say Explicitly?</li> <li>- What inferences does the author expect me to make?</li> <li>- What is the theme or central idea?</li> <li>- What details in the text relate to the theme or central idea?</li> <li>- What are the key ideas in the text?</li> <li>- What are the key events in the text?</li> </ul> <p><b>Craft and Structure:</b></p> <ul style="list-style-type: none"> <li>- What do these words mean? - What figures of speech does the author use?</li> <li>- What claims is the author making?</li> <li>- What is the author's point of view or purpose?</li> <li>- How does my point of view compare with the author's point of view?</li> </ul> <p><b>Integration of Knowledge and Ideas:</b></p> <ul style="list-style-type: none"> <li>- What is the topic or subject of this work?</li> <li>- What are the authors trying to convey?</li> <li>- How is this piece the same or different from other texts?</li> <li>- What arguments or claims does the author make?</li> </ul> <p><b>Range of Reading and Level of</b></p>	<p>feelings about a text.  - Interact with adults and peers about a text.</p> <p><b>Reading (Information Texts)</b>  <b>Key Ideas and Details:</b></p> <ul style="list-style-type: none"> <li>- Analyze a text to determine its meaning citing text evidence to support explicit and implicit understandings.</li> <li>- Determine the theme or central idea of a text.</li> <li>- Select details from the text that relate to the theme or central idea.</li> <li>- Identify ideas or events in the text.</li> <li>- Determine how the ideas or events are connected.</li> </ul> <p><b>Craft and Structure:</b></p> <ul style="list-style-type: none"> <li>- Determine the meaning of words in a text.</li> <li>- Determine the meaning of analogies, idioms and figures of speech.</li> <li>- Identify the ideas or claims within the text.</li> <li>- Determine which sentences or paragraphs relate to the central idea or themes.</li> <li>- Identify the author's point of view or purpose.</li> </ul> <p><b>Integration of Knowledge and Ideas:</b></p> <ul style="list-style-type: none"> <li>- Determine how a subject is represented in different texts.</li> <li>- Analyze the similarities and differences between the representations of a subject in one text and another.</li> </ul>		
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<b>Text Complexity:</b> - What is my purpose for	<b>Range of Reading and Level of Text Complexity:</b>		
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reading/listening? - What do I want to share about the text?	<ul style="list-style-type: none"> <li>- Engage in reading for a purpose.</li> <li>- Communicate thoughts and feelings about a text.</li> <li>- Interact with adults and peers about a text.</li> </ul>		
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<b>Suggested Resources/Materials</b>	<ul style="list-style-type: none"> <li>- Classic Literature (Adapted Texts)</li> <li>- Short Story Basic Set (Pearson)</li> <li>- Plays (Adapted versions)</li> <li>- Independent Reading Books</li> <li>- A variety of non-fictional resources</li> <li>- Films and other related multimedia materials such as audiobooks</li> <li>- Technology-based resources:             <ul style="list-style-type: none"> <li>- Reading A-Z</li> <li>- Poetry 180</li> <li>- CommonLit</li> <li>- IXL</li> </ul> </li> </ul>		
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<b>Interdisciplinary Connections</b>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas, innovative ideas or innovation that can lead to career opportunities. → Connection Journals: Students keep journals in which they reflect on a weekly basis of any connections they saw between content area classes introduced that week.</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. → Give reference to real-life applications: establish links to the lives of students naturally and contextually.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.8. Determine if the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>		
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<p><b>21st Century Life and Careers</b></p>	<p>The Pascack Valley Regional High School District’s LLD English curricula are aligned with the DLM Essential Elements and the NJSL in ELA which address content knowledge and 21st century themes. The standards in this section address the skills, knowledge and expertise students should master to succeed in work and life in the 21st century. <b>9.2.12.C.1</b> Review career goals and determine the steps necessary for attainment.  <b>9.2.12.C.2</b> Modify Personalized Student Learning Plans to support declared career goals.  <b>9.2.12.C.3</b> Identify transferable career skills and design alternate career plans.  <b>9.2.12.C.5</b> Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p>		
<p><b>Technology Standards</b></p>	<p><b>8.1.12.A.1</b> Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p>		
<p><b>Modifications</b></p>			
<p><b>English Language Learners</b></p>	<p><b>Special Education</b></p>	<p><b>At-Risk</b></p>	<p><b>Gifted and Talented</b></p>
<p>The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. In ELA, LEP students’</p>	<p>Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in English</p>	<p>Districts are required to administer grade level benchmark and/or interim assessments in ELA. After each administration, districts should analyze the data to identify which students are</p>	<p><b>N.J.A.C. 6A:8-3.1 Curriculum and Instruction:</b>  District boards of education shall develop appropriate curricular and instructional modifications used for</p>

capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time.

**Sample Differentiation Strategies/Techniques and Instructional Supports:**

**Grouping Strategies:**

- Flexible Grouping
- Paired Learning
  - Being sensitive to the language proficiency level of the LEP students.

**Oral and Written Language**

**Activities:** A student's capacity to become fluent will greatly enhance. Activities should connect one's own life in meaningful and engaging ways.

**Hands-On Materials:**

- Bilingual Dictionaries
- Visual Aids
- Teacher Made Adaptations
- Outlines/Graphic Organizers
- Study Guides
- Varied leveled texts of the same content

**Preparing Students for the Lesson:**

1. Building Background
2. Simplifying Language for Presentation
3. Developing Content Area Vocabulary

classroom settings, grades K-12. The primary aim of English education is cultivating student comprehension, verbal and written communication. For students with disabilities, self determination and independence applies directly to their educational needs and interests.

**Modifications:**

- **Student Motivation** - Expanding student motivation to learn content in English can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.
- **Instructional Presentations** - The primary purpose is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process; structure and organize information to aid comprehension and recall; and foster understanding of new concepts and processes e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who are at-risk.

**Modifications:**

- Ask students to restate information, directions and assignments.
- Repetition and practice
- Model skills/techniques to be mastered.
- Extended time to complete class work or home work.
  - Provide copy of class notes.
  - Provide oral reminders and check student work during independent work time.
- Assist students with long and short term planning of assignments.
- Encourage and model proofreading of assignments and assessments.
- More complex assignments should be broken up and explained in smaller units with work to be submitted in phases.
  - Provide students with clearly stated (written) expectations and grading criteria for assignments.
- Restate, reread and clarify directions/questions.
- Establish procedures for accommodations/modifications for assessments.

gifted and talented students indicating content, process, products, and learning environment.

**Sample Differentiation Strategies and Techniques:**

**Anchor Activities:**

Self-directed specified ongoing activities in which students work independently.

**Curriculum Compacting:**

An instructional technique that is designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. The procedure involves (1) defining the goals and outcomes of a unit or segment of instruction, (2) determining and documenting which students have mastered most or all specified learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options.

**RAFT Assignments:**

RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

**Flexible Grouping:**

A range of grouping students



<p>4. Concept Development 5. Giving Directions</p>	<ul style="list-style-type: none"> <li>● <b>Instructional Monitoring</b> – ELA instruction should include opportunities for students to</li> </ul>		<p>together for delivering instruction. This can be as a whole class, small group, or with a</p>
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<p><b>Presenting the Lesson:</b></p> <ul style="list-style-type: none"> <li>● Use multiple strategies and varied instructional tools.</li> <li>● Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.</li> <li>● Provide students with opportunities to participate in numerous ELA discussions to increase ELLs competency and confidence in verbal discourse.</li> </ul>	<p>engage in goal setting, work with rubrics and checklists, reward systems, conferences.</p> <ul style="list-style-type: none"> <li>● <b>Classroom Organization-</b> The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.</li> <li>● <b>Student Response</b> - The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the ELA Framework activities.</li> </ul>		<p>partner. These groups can last an hour, a week, or even a month.</p> <p><b>Jigsaw Activities:</b> Provides students an opportunity to actively help each other build comprehension. This can be used to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.</p> <p><b>Graphic Organizers</b></p> <p><b>Advanced Discussion Techniques/Question Strategies</b></p> <p><b>Extension Menus:</b> Students select from a set of possible assignments. Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility.</p>
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**Unit 3: Speaking and Listening**

**Time Allotted:** Ongoing, with a focus on collaborative discussions and presentations throughout the year.

**DLM Essential Elements**

**Comprehension and Collaboration**

**EE. SL.9 - 10.1** Engage in collaborative discussions.

**EE. SL.9 - 10.2** Determine the credibility of information presented in diverse media or formats.

**EE. SL.9 - 10.3** Determine the speaker’s point of view on a topic.

**Presentation of Knowledge and Ideas**

**EE. SL.9 - 10.4** Present an argument on a topic with logically organized claims, reasons, and evidence.

**EE. SL.9 - 10.5** Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.

**EE. SL.9 - 10.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

<b>Essential Questions</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessment)</b>
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<p><b>Comprehension and Collaboration:</b> - Do I need to prepare for this conversation?</p> <ul style="list-style-type: none"> <li>- What have I studied that I can share in this discussion?</li> <li>- What will I say?</li> <li>- What can I add to that person's comment?</li> <li>- What are the other participants' opinions about this topic?</li> <li>- Do I agree or disagree with them?</li> </ul> <p><b>Presentation of Knowledge and Ideas:</b> - What did I find out about this? - How should I organize the information for my audience or purpose?</p> <ul style="list-style-type: none"> <li>- What multimedia can I add to this?</li> <li>- What can I add to make something that helps others understand this better?</li> <li>- Who will I be communicating with?</li> </ul>	<p><b>Comprehension and Collaboration:</b> - Engage in collaborative discussions.</p> <ul style="list-style-type: none"> <li>- Prepare for discussion.</li> <li>- Set goals.</li> <li>- Relate topics to broader themes.</li> <li>- Agree or disagree with others during discussion</li> <li>- Determine the credibility of the information presented in diverse media or formats.</li> </ul> <p><b>Presentation of Knowledge and Ideas:</b> - Identify findings related to a subject</p> <ul style="list-style-type: none"> <li>- Identify descriptions, facts or details related to findings.</li> <li>- Organize this information to support the purpose, audience and task.</li> <li>- Make choices or create visual, auditory representations to enhance a presentation.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare for discussions by collecting information on the topic.</li> <li>- Indicate agreement or disagreement with others during discussions.</li> <li>- Relate the topic of discussion to broader themes or ideas.</li> <li>- Think - Pair - Share.</li> <li>- Work with peers to set rules and goals for discussions.</li> <li>- Ask and answer questions to verify or clarify own ideas and understandings during a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>- Participation in class discussions.</li> <li>- Teacher vs. student conferencing.</li> <li>- Presenting oral reports.</li> <li>- Formal/Informal presentation(s) on a particular topic.</li> <li>- Writing samples on assigned topics.</li> <li>- Individual/group projects and presentations.</li> </ul>
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<p><b>Suggested Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>- Famous/influential speeches</li> <li>- Teacher generated class discussions</li> <li>- Exit slips to assess listening skills throughout class</li> <li>- Podcast Selections</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem. →Students debate/present on current event topics</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. →- Plans trips to different countries; presents the itinerary and budget to the class</p> <ul style="list-style-type: none"> <li>- Re-enact scenes from novels</li> <li>- Explore how historical factors influence books</li> </ul>

<b>21st Century Life and Careers</b>	<p>The Pascack Valley Regional High School District’s LLD English curricula are aligned with the DLM Essential Elements and the NJSL in ELA which address content knowledge and 21st century themes. The standards in this section address the skills, knowledge and expertise students should master to succeed in work and life in the 21st century. <b>9.2.12.C.1</b> Review career goals and determine the steps necessary for attainment.</p> <p><b>9.2.12.C.2</b> Modify Personalized Student Learning Plans to support declared career goals.</p> <p><b>9.2.12.C.3</b> Identify transferable career skills and design alternate career plans.</p> <p><b>9.2.12.C.5</b> Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p>
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<b>Technology Standards</b>	<b>8.1.12.A.1</b> Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
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**Modifications**

<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<p>The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. In ELA, LEP students’ capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time.</p> <p><b>Sample Differentiation Strategies/Techniques and Instructional Supports:</b></p> <p><b>Grouping Strategies:</b></p> <ul style="list-style-type: none"> <li>● Flexible Grouping</li> <li>● Paired Learning</li> </ul>	<p>Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in English classroom settings, grades K-12. The primary aim of English education is cultivating student comprehension, verbal and written communication. For students with disabilities, self determination and independence applies directly to their educational needs and interests.</p> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● <b>Student Motivation</b> - Expanding student motivation to learn content in English can occur through: activity choice, appeal</li> </ul>	<p>Districts are required to administer grade level benchmark and/or interim assessments in ELA. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who are at-risk.</p> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Ask students to restate information, directions and assignments.</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered.</li> <li>● Extended time to complete class</li> </ul>	<p><b>N.J.A.C. 6A:8-3.1 Curriculum and Instruction:</b></p> <p>District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.</p> <p><b>Sample Differentiation Strategies and Techniques:</b></p> <p><b>Anchor Activities:</b></p> <p>Self-directed specified ongoing activities in which students work independently.</p> <p><b>Curriculum Compacting:</b></p>

<p>Being sensitive to the language proficiency level of the LEP students.</p> <p><b>Oral and Written Language Activities:</b> A student's capacity to become fluent will greatly enhance. Activities should connect one's own life in meaningful and engaging ways.</p> <p><b>Hands-On Materials:</b></p> <ul style="list-style-type: none"> <li>● Bilingual Dictionaries</li> <li>● Visual Aids</li> <li>● Teacher Made Adaptations</li> <li>● Outlines/Graphic Organizers</li> <li>● Study Guides</li> <li>● Varied leveled texts of the same content</li> </ul> <p><b>Preparing Students for the Lesson:</b></p> <ol style="list-style-type: none"> <li>1. Building Background</li> <li>2. Simplifying Language for Presentation</li> <li>3. Developing Content Area Vocabulary</li> <li>4. Concept Development</li> <li>5. Giving Directions</li> </ol> <p><b>Presenting the Lesson:</b></p> <ul style="list-style-type: none"> <li>● Use multiple strategies and varied instructional tools.</li> <li>● Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.</li> <li>● Provide students with opportunities to participate in numerous ELA discussions to increase ELLs competency</li> </ul>	<p>to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.</p> <ul style="list-style-type: none"> <li>● <b>Instructional Presentations</b> <ul style="list-style-type: none"> <li>- The primary purpose is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process; structure and organize information to aid comprehension and recall; and foster understanding of new concepts and processes e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.</li> </ul> </li> <li>● <b>Instructional Monitoring</b> – ELA instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.</li> <li>● <b>Classroom Organization</b> - The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer</li> </ul>	<p>work or home work.</p> <ul style="list-style-type: none"> <li>● Provide copy of class notes.</li> <li>● Provide oral reminders and check student work during independent work time.</li> <li>● Assist students with long and short term planning of assignments.</li> <li>● Encourage and model proofreading of assignments and assessments.</li> <li>● More complex assignments should be broken up and explained in smaller units with work to be submitted in phases. <ul style="list-style-type: none"> <li>● Provide students with clearly stated (written) expectations and grading criteria for assignments.</li> </ul> </li> <li>● Restate, reread and clarify directions/questions.</li> <li>● Establish procedures for accommodations/modifications for assessments.</li> </ul>	<p>An instructional technique that is designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. The procedure involves (1) defining the goals and outcomes of a unit or segment of instruction, (2) determining and documenting which students have mastered most or all specified learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options.</p> <p><b>RAFT Assignments:</b> RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.</p> <p><b>Flexible Grouping:</b> A range of grouping students together for delivering instruction. This can be as a whole class, small group, or with a partner. These groups can last an hour, a week, or even a month.</p> <p><b>Jigsaw Activities:</b> Provides students an opportunity to actively help each other build comprehension. This can be used to assign students to reading groups composed of varying skill levels. Each group member is</p>
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and confidence in verbal discourse.	and adult communication and interaction; and to provide accessibility to information, materials, and equipment.		responsible for becoming an "expert" on one section of the assigned material and then
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	<ul style="list-style-type: none"> <li>● <b>Student Response</b> - The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the ELA Framework activities.</li> </ul>		<p>"teaching" it to the other members of the team.</p> <p><b>Graphic Organizers</b></p> <p><b>Advanced Discussion Techniques/Question Strategies</b></p> <p><b>Extension Menus:</b> Students select from a set of possible assignments. Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility.</p>
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<b>LLD English Curriculum</b>
<b>Unit 4: Language</b>
<b>Time Allotted:</b> Ongoing, with 2-3 units of intensive focus on grammar and usage and vocabulary acquisition.
<b>DLM Essential Elements</b>
<b>Conventions of Standard English</b>
<b>EE. L.9 - 10.1</b> Demonstrate standard English grammar and usage when communicating.

**EE. L.9 - 10.2** Demonstrate understanding of conventions of standard English.

**Knowledge of Language**

**EE. L.9 - 10.3** Use language to achieve desired outcomes when communicating.

**Vocabulary Acquisition and Use**

**EE. L.9 - 10.4** Demonstrate knowledge of word meanings.

**EE. L.9 - 10.5** Demonstrate understanding of word relationships and use.

**EE. L.9 - 10.6** Use general academic and domain-specific words and phrases across contexts.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<p><b>Conventions of Standard English:</b> -            What word or words can I use to describe a person, place, thing or action?            - What words can I use to describe something?            - What mark should I use at the end of a sentence?            - What mark should I use at the end of a question?            - What mark should I use at the end of an exclamation?            - Do I need a comma here?            - How do I spell that word?            - What sounds do I hear in the word?            - What letters make that sound?            - What word or word chunk can help me spell this word?</p> <p><b>Knowledge of Language:</b>            - What words will help communicate my desired message?</p>	<p><b>Conventions of Standard English:</b> -            Use, nouns, verbs, pronouns, adjectives &amp; prepositions when communicating.            - Demonstrate understanding of conventions of standard English including a comma and a conjunction to combine two simple sentences.            - Spell words using letter-sound relationships and/or apply knowledge of word chunks (digraphs and blends--two letters together that make a different sound) in spelling longer words.</p> <p><b>Knowledge of Language:</b>            - Select a variety of words that convey and communicate intended message when writing and communicating.            - Use knowledge of words and word order to support desired</p>	<ul style="list-style-type: none"> <li>- Completing vocabulary exercises requiring definitions, synonyms/antonyms, and sentences.</li> <li>- Incorporating literary terminology in writing and speaking assignments.</li> <li>- Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.</li> <li>- Use a comma or conjunction to combine two simple sentences.</li> <li>- Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.</li> <li>- Vary syntax when writing and communicating.</li> <li>- Use context to determine the meaning of unknown.</li> <li>- Identify and use root words and</li> </ul>	<ul style="list-style-type: none"> <li>- Writing assignments.</li> <li>- Class activities/worksheets.</li> <li>- Class discussions/ student vs. student conferencing.</li> <li>- IXL scores.</li> <li>- Teacher observations.</li> <li>- Student writing.</li> <li>- Word journals.</li> <li>- Word maps.</li> <li>- Oral reports.</li> </ul>

<p>- Was I understood? If not, how can I clarify my message?</p> <p><b>Vocabulary Acquisition and Use:</b></p> <ul style="list-style-type: none"> <li>- What word do I know that makes sense here?</li> <li>- What reference materials can I use to clarify meaning of unfamiliar words?</li> <li>- How does the meaning of the word change when I add or remove an affix to a root word? - Does that phrase mean exactly what it says (e.g., raining cats and dogs)? If it doesn't, what is the author's intended meaning? - How can I figure out what that word or phrase means here?</li> </ul>	<p>outcomes when communicating.</p> <p><b>Vocabulary Acquisition and Use:</b></p> <ul style="list-style-type: none"> <li>- Use the context to determine unknown meaning of a word.</li> <li>- Identify and use root words that result when affixes are added or removed.</li> <li>- Seek clarification when a word is not understood.</li> <li>- Use reference materials to clarify the meaning of unknown words.</li> <li>- Use words across contexts; analyze the context to determine the meaning of multiple meaning words.</li> <li>- Interpret figures of speech.</li> </ul>	<p>the words that result when affixes are added or removed.</p> <ul style="list-style-type: none"> <li>- Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</li> <li>- Determine the intended meaning of multiple meaning words.</li> <li>- Interpret common figures of speech.</li> <li>- Identifying and correcting errors in sentence structure in his/her own writing and in the writing of others.</li> </ul>	
<p><b>Suggested Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>- Technology-based resources: <ul style="list-style-type: none"> <li>- IXL</li> <li>- Quizlet</li> </ul> </li> </ul>		
<p><b>Interdisciplinary Connections</b></p>	<p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>		



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<p><b>Modifications</b></p>			
<p><b>English Language Learners</b></p>	<p><b>Special Education</b></p>	<p><b>At-Risk</b></p>	<p><b>Gifted and Talented</b></p>
<p>The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English</p>	<p>Instructional adaptations for students with disabilities include, but are not limited to, the below approaches.  These</p>	<p>Districts are required to administer grade level benchmark and/or interim assessments in ELA. After each</p>	<p><b>N.J.A.C. 6A:8-3.1 Curriculum and Instruction</b></p>

used in such lessons as comprehensible as possible. In ELA, LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time.

**Sample Differentiation Strategies/ Techniques and Instructional Supports:**

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- Flexible Grouping
- Paired Learning
  - Being sensitive to the language proficiency level of the LEP students.

**Oral and Written Language**

**Activities:** A student's capacity to become fluent will greatly enhance. Activities should connect one's own life in meaningful and engaging ways.

**Hands-On Materials:**

- Bilingual Dictionaries
- Visual Aids
- Teacher Made Adaptations
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**Preparing Students for the Lesson:** 1. Building Background  
2. Simplifying Language for Presentation

general suggestions are particularly resonant with students in English classroom settings, grades K-12. The primary aim of English education is cultivating student comprehension, verbal and written communication. For students with disabilities, self determination and independence applies directly to their educational needs and interests.

**Modifications:**

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- **Instructional Presentations** - The primary purpose is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process; structure and organize information to aid comprehension and recall; and foster understanding of new concepts and processes e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies;

administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who are at-risk.

**Modifications:**

- Ask students to restate information, directions and assignments.
- Repetition and practice
- Model skills/techniques to be mastered.
- Extended time to complete class work or home work.
- Provide copy of class notes.
- Provide oral reminders and check student work during independent work time.
- Assist students with long and short term planning of assignments.
- Encourage and model proofreading of assignments and assessments.
- More complex assignments should be broken up and explained in smaller units with work to be submitted in phases.
- Provide students with clearly stated (written) expectations and grading criteria for assignments.
- Restate, reread and clarify directions/questions.
- Establish procedures for accommodations/modificatio

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

**Sample Differentiation Strategies and Techniques:**

**Anchor Activities:**

Self-directed specified ongoing activities in which students work independently.

**Curriculum Compacting:**

An instructional technique that is designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. The procedure involves (1) defining the goals and outcomes of a unit or segment of instruction, (2) determining and documenting which students have mastered most or all specified learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options.

**RAFT Assignments:**

RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than

<p>3. Developing Content Area Vocabulary</p> <p>4. Concept Development</p>	<p>visual demonstrations, illustrations, models.</p> <p>● <b>Instructional Monitoring</b> – ELA</p>	<p>ns for assessments.</p>	<p>the teacher.</p>
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<p>5. Giving Directions</p> <p><b>Presenting the Lesson:</b></p> <ul style="list-style-type: none"> <li>● Use multiple strategies and varied instructional tools.</li> <li>● Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.</li> <li>● Provide students with opportunities to participate in numerous ELA discussions to increase ELLs competency and confidence in verbal discourse.</li> </ul>	<p>instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.</p> <ul style="list-style-type: none"> <li>● <b>Classroom Organization-</b> The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.</li> <li>● <b>Student Response</b> - The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the ELA Framework activities.</li> </ul>		<p><b>Flexible Grouping:</b> A range of grouping students together for delivering instruction. This can be as a whole class, small group, or with a partner. These groups can last an hour, a week, or even a month.</p> <p><b>Jigsaw Activities:</b> Provides students an opportunity to actively help each other build comprehension. This can be used to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.</p> <p><b>Graphic Organizers</b></p> <p><b>Advanced Discussion Techniques/Question Strategies</b></p> <p><b>Extension Menus:</b> Students select from a set of possible assignments. Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility.</p>
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