

Pascack Valley Regional High School District

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

**Course Name: English 3 – 4
Grades 11 - 12**

***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 at 2-3 points throughout the year

DLM Essential Elements

Text Types and Purposes

EE. W.11 - 12.1 Write arguments to support claims.

EE. W.11 - 12.2 Write to share information supported by details.

EE. W.11 - 12.3 Write about events or personal experiences.

Production and Distribution of Writing

EE. W.11 - 12.4 Produce writing that is appropriate for the task, purpose, and audience.

EE. W.11 - 12.5 Develop and strengthen writing as needed by planning, revising, editing, and rewriting.

EE. W.11 - 12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing projects.

Research to Build and Present Knowledge

EE. W.11 - 12.7 Conduct research projects to answer questions posed by self and others using multiple sources of information.

EE. W.11 - 12.8 Write answers to research questions by selecting relevant information from multiple resources.

EE. W.11 - 12.9 Cite evidence from literary or informational texts.

Range of Writing

EE. W.11 - 12.10 Write routinely over extended time frames (time for research, reflection, and revision) 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>Text Types and Purposes:</p> <ul style="list-style-type: none"> - What does this resource tell me about the topic? - What do I think about the information? - What claim do I want to make? - How can I support the claim in a sentence? - How does this claim contribute to the argument that I want to make? - What is my purpose for writing? - What important information should be included in my writing? 	<p>STUDENTS WILL, WITH MILD TO MODERATE SUPPORT:</p> <p>Text Types and Purposes:</p> <ul style="list-style-type: none"> - Write arguments and supporting claims based on information from studying a topic or reading a text. - Support claims with reasons and evidence drawn from the text. - Write to share information with relevant facts, details, and quotes. - Introduce a topic. - Write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate. 	<ul style="list-style-type: none"> - Whole class instruction for types of writing that focuses on: <ul style="list-style-type: none"> - Arguments/claims - Informative/Explanatory Writing - Narrative Writing - Group reading of model writing types. - Class discussion of techniques and organization. - Introduce a topic clearly and allow for 5 minutes of free writing about the topic <ul style="list-style-type: none"> - Use graphic organizers to expand on the topic utilizing visual, tactual, or multimedia information as appropriate. 	<ul style="list-style-type: none"> - Multiple drafts of writing giving feedback based on rubrics or checklist for acceptable writing. - Routine writing - Student/teacher conferences throughout the unit. - Students are evaluated using both formal and informal indicators of progress. - Class discussion and participation. - Computer based writing activities (ex: IXL). - Self-assessment checklist - Students edit/grade teacher
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<ul style="list-style-type: none"> - What facts or details do I know that support the topic? - What descriptive words enhance my writing? - What happens first? Next? Last? - What graphics or multimedia will help support my writing? - How can I conclude my writing? <p>Production and Distribution of Writing:</p> <ul style="list-style-type: none"> - Identify the purpose for writing? - Write to accomplish the purpose? - Create a plan for writing. - Write and revise writing. - Edit and rewrite as needed. - Use technology to produce and publish writing. <p>Research to Build and Present Knowledge:</p> <ul style="list-style-type: none"> - What is the question I will research and write about? - What do I want to know about this? - What is my purpose for writing? - Where can I find information on this topic? - What information have I gathered? - What reasons can I use from my sources to support the claims and argument? - What do I need to write about that research? - How can I use writing to share what I have 	<ul style="list-style-type: none"> - Write an argument using simple sentence or compound and complex sentences. - Use vocabulary specific to topic. - Write a closing or concluding statement. - Write a narrative about a problem, situation, or observation, including at least one character, details, and clearly sequenced events. - Use temporal words to describe event order. - Use descriptive words and phrases. <p>Production and Distribution of Writing:</p> <ul style="list-style-type: none"> - Identify the purpose for writing. - Write to accomplish the purpose. - Create a plan for writing. - Write and revise writing. - Use technology to produce and publish writing. <p>Research to Build and Present Knowledge:</p> <ul style="list-style-type: none"> - Identify or develop the question to be answered. - Identify sources that will give information about a question or topic. - Identify information from multiple sources to support writing about a topic. - Use compare and contrast in writing. - Use what was learned in reading to support writing. 	<ul style="list-style-type: none"> - Use domain specific vocabulary when writing claims. - Teach how to develop the topic with facts or details. - Lessons focused on providing a closing or concluding statement. - Teacher demonstration of how to use graphic organizers and planning outlines. - Review of rubric or checklist for writing type. - Revising and editing original writing and the writing of others through the use of focused checklists or rubrics. - IXL practice of various skills such as: topic sentences, writing purpose, revising, organizing, sequencing, etc. - Answer the questions Who? What? Where? When? How? And Why? Think about the topic in terms of each question. - Pair/Share- explain claim to a partner prior to the writing process. - Diagram rough draft (underline topic sentences, number the supporting sentences, highlight transition words etc.) - 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) - Prompted writing and sentence combination - Practice paraphrasing and annotating sources 	<ul style="list-style-type: none"> created writing samples - Peer editing - Chart student's development -
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learned?			
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Resources/Materials	<ul style="list-style-type: none"> - Teacher created graphic organizers <ul style="list-style-type: none"> - Teacher created outlines - IXL - Hands on materials - Visual aides - Historical pen pals - Write biographies of historical figures and scientists
Interdisciplinary Connections	<ul style="list-style-type: none"> - Writing about a historical topic, scientific event/phenomenon, etc. - Writing a claim in a foreign language that the student may be taking - Writing about a piece of art or a photograph - Utilize cross-curricular research that connects students to an authentic real-world experience of critical and creative thinking to solve problems. - Give reference to real-life applications: establish links to the lives of students naturally and contextually. <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.</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.</p>
21st Century Life and Careers	<p>The Pascack Valley Regional High School District’s LLD English Curriculum is 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. 9.2.12.C.1 Review career goals and determine the steps necessary for attainment.</p> <p>9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p>
Technology Standards	<p>8.1.12.A.1 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>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>

Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented
<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>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>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>N.J.A.C. 6A:8-3.1 Curriculum and Instruction 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>Sample Differentiation Strategies and Techniques:</p>

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

Presenting the Lesson:

- Use multiple strategies and varied instructional tools.
- Provide students with

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.
- **Instructional Monitoring** – ELA instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.
- **Classroom Organization** - The primary purpose of these classroom organization adaptations is to maximize student attention, participation,

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.

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

	independence, mobility, and comfort; to promote peer and		a partner. These groups can last an hour, a week, or even a month.
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<p>opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.</p> <ul style="list-style-type: none"> ● Provide students with opportunities to participate in numerous ELA discussions to increase ELLs competency and confidence in verbal discourse. 	<p>adult communication and interaction; and to provide accessibility to information, materials, and equipment.</p> <ul style="list-style-type: none"> ● Student Response - 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. 		<p>Jigsaw Activities: 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>Graphic Organizers</p> <p>Advanced Discussion Techniques/Question Strategies</p> <p>Extension Menus: 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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Time Allotted: Ongoing, with 2-3 units of intensive focus on informational texts and American literature throughout the year.
DLM Essential Elements
Reading (Literature)
Key Ideas and Details
EE. RL.11 - 12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.
EE. RL.11 - 12.2 Recount the main events of the text which are related to the theme or central idea.
EE. RL.11 - 12.3 Determine how characters, the setting or events change over the course of the story or drama.
Craft and Structure
EE. RL.11 - 12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.
EE. RL.11 - 12.5 Determine how the author’s choice of where to end the story contributes to the meaning.
EE. RL.11 - 12.6 Determine the point of view when there is a difference between the author’s actual language and intended meaning.
Integration of Knowledge and Ideas
EE. RL.11 - 12.7 Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.
EE. RL.11 - 12.8 (Not applicable to literature).
EE. RL.11 - 12.9 Demonstrate explicit understanding of recounted versions of foundational works of American literature.
Range of Reading and Level of Text Complexity
EE. RL.11 - 12.10 Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems.
Reading (Information Texts)
Key Ideas and Details
EE. RI.11 - 12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.
EE. RI.11 - 12.2 Determine the central idea of a text; recount the text.
EE. RI.11 - 12.3 Determine how individuals, ideas, or events change over the course of the text.
Craft and Structure

EE. RI.11 - 12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.

EE. RI.11 - 12.5 Determine whether the structure of a text enhances an author's claim.

EE. RI.11 - 12.6 Determine author's point of view and compare and contrast it with own point of view.

Integration of Knowledge and Ideas

EE. RI.11 - 12.7 Analyze information presented in different media on related topics to answer questions or solve problems.

EE. RI.11 - 12.8 Determine whether the claims and reasoning enhance the author's argument in an informational text.

EE. RI.11 - 12.9 Compare and contrast arguments made by two different texts on the same topic.

Range of Reading and Level of Text Complexity

EE. RI.11 - 12.10 Demonstrate understanding while actively engaged in reading or listening to literary non-fiction.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
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<p>LITERATURE: Key Ideas and Details</p> <ul style="list-style-type: none"> - What are the inferences within the text? - What evidence from the text supports that inference? - What does the text say explicitly? - What is the theme or central idea? - How can I recount those details so someone else will understand the theme or central idea? - What details about the characters and setting do I need to include? - How do the characters, settings, and events change or develop from the beginning to the end of the text? <p>Craft and Structure</p> <ul style="list-style-type: none"> - What do these words mean? - How does the end of the story contribute to the meaning of the story? - How would the meaning change if the author chose to end the story in a different way? - How does the language or intended meaning impact the author's point of view? - What changes if the narrator or character interprets it differently? <p>Integration of Knowledge and Ideas - How do these stories, dramas or poems compare?</p> <ul style="list-style-type: none"> - What does this text say? What does it mean? - What details can you provide to demonstrate understanding of recounted versions of foundational 	<p>LITERATURE: Key Ideas and Details</p> <ul style="list-style-type: none"> - 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, the setting or events change or develop over the course of a drama or text. Craft and Structure - Determine how words and phrases in a text impact the meaning. - Determine how words with multiple meanings and figurative language, impact the meaning. - Determine how the author's choice of where to end the story contributes to the meaning. - Determine the point of view when there is a difference between the author's actual language and intended meaning. <p>Integration of Knowledge and Ideas - Compare two or more stories, interpretations of a story, drama or poem.</p> <ul style="list-style-type: none"> - Determine how two or more interpretations of a story, drama or poem relate to the original version. - Demonstrate explicit understanding of retold versions or accounts of foundational works of American literature. 	<ul style="list-style-type: none"> - Reading assigned texts. - Answering comprehension questions through writing. - Viewing films and other related multimedia materials. - Participating in class discussions. - Writing on assigned topics related to readings. - Completing assigned in-text vocabulary activities - Reading and/or researching background information prior to readings. - Reading correlative material, including literary selections by other authors. - Reading/writing critical reviews of novels and/or films. - Use various technology based resources including Common Lit, IXL and Reading A-Z. - Reading and discussing informational text. - Review American Literature by reading excerpts, novel adaptations, and viewing film adaptations of recommended texts such as: <i>The Scarlet Letter, The Great Gatsby, The Crucible, etc...</i> - Short Story Unit: In-class readings, discussions and activities centered around 	<ul style="list-style-type: none"> - Technology-based resources such as Common Lit, IXL and Reading A-Z for assessment of reading comprehension and vocabulary usage. - Guided reading questions - Class discussions/participation - Individual/group projects - Research based written and oral reports - Creative technology-based assessment products and presentations that demonstrate understanding (iMovie, Keynote, Pages, for example) - Quizzes/Tests - Exit slips for listening retention. - Quick writes - Story Sequencing activities
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<p>American literature?</p> <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> - What is my purpose for reading/listening? - What do I want to share about the text? - How do I communicate my thoughts with others? - What do I want to say? <p>INFORMATIONAL TEXTS:</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> - What does the text say explicitly? - What inferences does the author expect me to make? - What evidence from the text supports that inference? - What is the theme or central idea? - What details in the text relate to the theme or central idea? - What are the key ideas in the text? - How are those ideas related? What are the key events in the text? <ul style="list-style-type: none"> - How are those events related? - How do the individuals, ideas, or events change or develop from the beginning to the end of the text? - If I don't know, what can I do to figure it out? <p>Craft and Structure</p> <ul style="list-style-type: none"> - How does the author's choice of words affect the text meaning? - How does the organization or structure help me understand an author's claim? - What information did the author provide to support their claim? - Why did the author organize it that way? 	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> - Engage in reading for a purpose. - Communicate thoughts and feelings about a text. - Interact with adults and peers about a text. <p>INFORMATIONAL TEXTS:</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> - Analyze a text to determine its meaning citing text evidence to support explicit and implicit understandings. - Determine the theme or central idea of a text. - Recount the text. - Select details from the text that relate to the theme or central idea. - Determine how individuals, ideas, or events change over the course of the text. <p>Craft and Structure</p> <ul style="list-style-type: none"> - Determine how the words or phrases impact the meaning of text. - Determine whether the structure of a text enhances an author's claim. - Determine an author's point of view. - Compare and contrast the author's point of view with own point of view. <p>Integration of Knowledge and Ideas -</p> <ul style="list-style-type: none"> - Identify information in text or other media formats. - Use the information to answer questions or solve problems. - Identify whether claims and reasoning enhance the author's argument in informational text. - Compare and contrast arguments 	<p>various short stories and ending with a compare/contrast writing.</p> <ul style="list-style-type: none"> - Listen - Read - Discuss - Anticipation Guides - Story maps focusing on the elements of plot <ul style="list-style-type: none"> - Book clubs: collaboratively working on assignments and discussing key details and important events in a text. 	
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- What is the author's point of view?			
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<p>- How does the author's point of view compare or contrast to my own?</p> <p>Integration of Knowledge and Ideas - IWhat information from the texts help me answer the question or solve problems?</p> <p>- What claims or arguments support the author's argument? What are the arguments made in this text?</p> <p>- How do the arguments between two different texts on the same topic compare and contrast?</p> <p>Range of Reading and Level of Text - What is my purpose for reading/listening?</p> <p>- What do I want to share about the text?</p> <p>- How do I communicate my thoughts with others? What do I want to say?</p>	<p>made by two different texts on the same topic.</p> <p>Range of Reading and Level of Text - Engage in reading for a purpose. - Communicate thoughts and feelings about a text.</p> <p>- Interact with adults and peers about a text.</p>		
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Suggested Resources/Materials	<ul style="list-style-type: none"> - Technology-based resources such as Common Lit, IXL and Reading A-Z - Classic Literature (adapted texts) - Independent Reading Selections - Short Stories (Basic Set Pearson or PVRHSD Short Story books as appropriate) - Summer Reading Long Way Down by Jason Reynolds - Poetry 180 (website) - Plays (adapted versions) - A variety of non-fictional resources - Films and other related multimedia materials such as audiobooks. - <i>No Fear Shakespeare</i> - Storyboard That - Quizlet 		
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<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> - Reading about a historical topic, scientific event/phenomenon, etc. - Reading a claim in a foreign language that the student may be taking - Reading about a piece of art or a photograph - Explore a brief overview of American Literature in a historical and thematic context. - Utilize cross-curricular research that connects students to an authentic real-world experience of critical and creative thinking to solve problems. - Give reference to real-life applications: establish links to the lives of students naturally and contextually. <p>VPA 1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.</p> <p>VPA 1.2.12prof.Pr6b: Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others.</p>
<p>21st Century Life and Careers</p>	<p>The Pascack Valley Regional High School District’s LLD English curricula are aligned with the DLM Essential Elements</p>

	<p>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. 9.2.12.C.1 Review career goals and determine the steps necessary for attainment.</p> <p>9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p>
<p>Technology Standards</p>	<p>8.1.12.A.1 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>

Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented

<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>Sample Differentiation Strategies/ Techniques and Instructional Supports:</p> <p>Grouping Strategies:</p> <ul style="list-style-type: none"> ● Flexible Grouping ● Paired Learning <p>Being sensitive to the language proficiency level of the LEP students.</p> <p>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.</p> <p>Hands-On Materials:</p> <ul style="list-style-type: none"> ● Bilingual Dictionaries 	<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>Modifications:</p> <ul style="list-style-type: none"> ● 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; 	<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>Modifications:</p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ● 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 	<p>N.J.A.C. 6A:8-3.1 Curriculum and Instruction</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>Sample Differentiation Strategies and Techniques:</p> <p>Anchor Activities: Self-directed specified ongoing activities in which students work independently.</p> <p>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</p>
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<ul style="list-style-type: none"> ● Visual Aids ● Teacher Made Adaptations ● Outlines/Graphic Organizers ● Study Guides ● Varied leveled texts of the same content <p>Preparing Students for the Lesson:</p> <ol style="list-style-type: none"> 1. Building Background 2. Simplifying Language for Presentation 3. Developing Content Area Vocabulary 4. Concept Development 5. Giving Directions <p>Presenting the Lesson:</p> <ul style="list-style-type: none"> ● Use multiple strategies and varied instructional tools. ● Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication. ● Provide students with opportunities to participate in numerous ELA discussions to increase ELLs competency and confidence in verbal discourse. 	<p>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.</p> <ul style="list-style-type: none"> ● Instructional Monitoring – ELA instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences. ● Classroom Organization - 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. ● Student Response - 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. 	<p>assignments.</p> <ul style="list-style-type: none"> ● 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. 	<p>mastered most or all specified learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options.</p> <p>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.</p> <p>Flexible Grouping: A range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. These groups can last an hour, a week, or even a month.</p> <p>Jigsaw Activities: 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</p>
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			<p>Graphic Organizers</p> <p>Advanced Discussion Techniques/Question Strategies</p> <p>Extension Menus: 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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LLD English Curriculum			
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.11 - 12.1 Engage in collaborative discussions.			
EE. SL.11 - 12.2 Determine the credibility and accuracy of the information presented across diverse media or formats.			
EE. SL.11 - 12.3 Determine whether the claims and reasoning enhance the speaker’s argument on a topic.			
Presentation of Knowledge and Ideas			
EE. SL.11 - 12.4 Present an argument on a topic using an organization appropriate to the purpose, audience, and task.			
EE. SL.11 - 12.5 Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.			

EE. SL.11 - 12.6 Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<p>Comprehension and Collaboration - What do I want to say?</p> <ul style="list-style-type: none"> - How do I need to prepare? - What is my goal? - What are the rules? - What is my role? - What is the topic? - What more do I want to know about this topic? - Do I have a question? - How do I answer the question? - Can I change the topic? - Did someone else change the topic? - If someone tells me something, how do I determine the credibility and accuracy of the information? - What claim and reasoning supports the speaker's argument? <p>Presentation and Knowledge of Ideas - What did I find out about this? - How can I describe it?</p>	<p>Comprehension and Collaboration - Prepare for discussion</p> <ul style="list-style-type: none"> - Set goals - Follow rules - Carry out assigned roles - Ask and respond to questions about reasoning and evidence. - Determine and remain on topic when participating in discussion. - Provide a logical link when changing topics, answering questions, or making a connection. - Determine when the topic shifts. - Adjust comments and questions to new topic. - Determine whether the information presented in a variety of media is credible and accurate. - Determine whether a speaker's claims are reasonable and 	<ul style="list-style-type: none"> - Prepare for discussions by collecting information on the topic. - Work with peers to set rules and goals for discussions. - Ask and answer questions to verify or clarify own ideas and understandings during a discussion. - Respond to agreements and disagreements in a discussion. - View various audio/visual materials and hold discussions related to them. - Model particular methods/styles found in selected speeches, podcasts or presentations. - Give oral presentations which include digital media - Prepare and deliver persuasive speeches that focus on the audience, purpose, and task. - Think - Pair - Share - Socratic Seminars 	<ul style="list-style-type: none"> - Participation in class discussions and Socratic Seminars - Writing samples on assigned topics. - Formal/Informal presentations on a particular topic. - Individual/group projects and presentations. - Peer critiques of student work and presentations. - Self-evaluation of work and presentations skills. - Teacher and student conferencing.

<ul style="list-style-type: none"> - What facts or details are related to my findings? - How should I organize the information for my audience or purpose? - What multimedia can I add to this? - What can I add to make something that helps others understand this better? - Who will I be communicating with? - How can I say that more clearly? 	<p style="text-align: center;">enhance the argument.</p> <p>Presentation of Knowledge and Ideas - Identify findings related to a subject</p> <ul style="list-style-type: none"> - Identify descriptions, facts or details related to findings - Organize this information to support the purpose, audience and task - Report on findings - Make choices or create visual, tactile or auditory representations to enhance a presentation - Identify the communication context - Identify the communication partner - Determine whether it is best to use messages that are precise or messages that are quick and efficient - Use complete sentences when appropriate. 		
<p>Resources/Materials</p>	<ul style="list-style-type: none"> - Famous/influential speeches - Teacher generated class discussions/Socratic Seminars - Exit slips to assess listening skills throughout class - Self-reflection and observation forms - <i>Naked Presenter</i> by Garr Reynolds - Podcast Selections 		
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> - Listen to news podcasts and use graphic organizers to record what was learned - Develop speaking and listening skills for decision-making, negotiating, and problem solving across all areas - Research and role-play an interview with a historical figure - Reenact scenes from novels and dramas <p>VPA1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.</p> <p>VPA1.4.12acc.Cr2a: Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural</p>		

	<p>influences in a devised or scripted theatre work.</p> <p>VPA1.4.12acc.Cr2b: Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.</p>
21st Century Life and Careers	<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.</p>

	<p>9.2.12.C.1 Review career goals and determine the steps necessary for attainment.</p> <p>9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p>
Technology Standards	<p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>8.1.12.A.1 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>

Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented

<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>Sample Differentiation Strategies/ Techniques and Instructional Supports:</p> <p>Grouping Strategies:</p> <ul style="list-style-type: none"> ● Flexible Grouping ● Paired Learning <ul style="list-style-type: none"> Being sensitive to the language proficiency level of the LEP students. <p>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.</p> <p>Hands-On Materials:</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 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>Modifications:</p> <ul style="list-style-type: none"> ● 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 	<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>Modifications:</p> <ul style="list-style-type: none"> ● 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 	<p>N.J.A.C. 6A:8-3.1 Curriculum and Instruction</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>Sample Differentiation Strategies and Techniques:</p> <p>Anchor Activities: Self-directed specified ongoing activities in which students work independently.</p> <p>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)</p>
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	toward the lesson objectives related to the ELA Framework activities.		Strategies Extension Menus:
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LLD English Curriculum	
Unit 4: Language	
Time Allotted: Ongoing with 2-3 units of intensive focus on grammar and usage and vocabulary acquisition	
DLM Essential Elements	
Conventions of Standard English	
EE. L.11 - 12.1 Demonstrate standard English grammar and usage when communicating.	
EE. L.11 - 12.2 Demonstrate understanding of conventions of standard English.	
Knowledge of Language	
EE. L.11 - 12.3 Use language to achieve desired outcomes when communicating.	
Vocabulary Acquisition and Use	
EE. L.11 - 12.4 Demonstrate knowledge of word meanings.	
EE. L.11 - 12.5 Demonstrate understanding of word relationships and use.	

EE. L.11 - 12.6 Use general academic and domain-specific words and phrases across contexts.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<p>Conventions of Standard English</p> <ul style="list-style-type: none"> - What is my purpose for writing? - How careful do I have to be? - Does it have to be perfect? - Who can help me edit it? - Does my message say what I want? If not, what do I need to clarify? - What sounds do I hear in the word? - What word chunks helps me know how to spell longer words? - What word or words do I need to capitalize? - What punctuation mark completes this thought? - Can I fix what is wrong? - What tools can I use to improve my language? <p>Knowledge of Language</p> <ul style="list-style-type: none"> - What words help communicate my desired outcome? - Was I understood? - If not how can I clarify my message? 	<p>Conventions of Standard English</p> <ul style="list-style-type: none"> - Consider the context when determining the need for Standard English. - Demonstrate understanding of conventions of standard English including capitalization and ending punctuation. - 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 - Use digital, electronic, and other resources and tools to improve language. <p>Knowledge of Language</p> <ul style="list-style-type: none"> - Determine desired meaning; select words that convey desired meaning. 	<ul style="list-style-type: none"> - Completing vocabulary activities (word maps) requiring definitions, synonyms, antonyms, sentences, etc... - Incorporating words and literary terminology in writing and speaking assignments and activities. - Analyzing vocabulary in literary works studied (think pair-share) - IXL for grammar and usage skills - Ongoing discussion and application of literary terms during literary readings. - Keeping lists of words encountered in writing - Word part studies (greek and latin roots, morphology) - Vocabulary games (ex. 	<ul style="list-style-type: none"> - Quizzes and tests - Formal and informal class participation and discussions: Does the student use vocabulary to predict, reason, show knowledge of the word, etc... - Teacher observations - Student writing - Word journals - Word maps - Oral reports - IXL scores

<ul style="list-style-type: none"> - Did I vary my sentence structure? - If not how can I vary my sentence structure? <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> - What word do I know that makes sense here? - What does that word mean? - What else could that word mean? - What reference materials can I use to clarify meaning of unfamiliar words? - 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? 	<ul style="list-style-type: none"> - Use words in sentences to communicate precise intended message. - Use background knowledge to understand spoken or written communication. - Select words to vary simple and compound sentences to convey desired outcome. <p>Vocabulary Acquisition and Use - Use the context of a sentence to determine unknown meaning of a word.</p> <ul style="list-style-type: none"> - Identify and use root words that result when affixes are added or removed. - Seek clarification when a word is not understood. - Use reference materials to clarify the meaning of unknown words. - Use words across contexts; - Interpret simple figures of speech. 	<p>students act out the meanings of the words)</p>	
<p>Resources/Materials</p>	<ul style="list-style-type: none"> - Teacher created tests/quizzes - IXL for grammar and usage - Storyboard That - Quizlet 		
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> - Current Events articles for in-context vocabulary activities - Trace global roots of words - Use words across contents - Analyze the context to determine the meaning of multiple meaning words <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.</p> <p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.</p>		

21st Century Life and Careers	<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.</p> <p>9.2.12.C.1 Review career goals and determine the steps necessary for attainment.</p> <p>9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p>

	<p>9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p>
Technology Standards	<p>8.1.12.A.1 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>

Modifications			
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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

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.

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

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.

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.
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N.J.A.C. 6A:8-3.1 Curriculum and Instruction

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.

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