



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE ELA Enrichment

Curriculum Development Timeline

School: Ocean Township High School

Course: ELA Enrichment

Department: English

Board Approval	Supervisor	Notes
August 2023	Ian Schwartz	Born Date
August 2024	Ian Schwartz	Updated to include New State Mandates

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 2
1	Reading Skills and Comprehension Unit	6	Writing Skills Unit
2	Reading Skills and Comprehension Unit	7	Writing Skills Unit
3	Reading Skills and Comprehension Unit	8	Writing Skills Unit
4	Reading Skills and Comprehension Unit	9	Writing Skills Unit
5	Reading Skills and Comprehension Unit	10	Writing Skills Unit

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Core Instructional & Supplemental Materials including various levels of Texts

CommonLit

- Fiction, Nonfiction and Poetry selections at, below, and above grade level standards

Newsela

- Nonfiction selections related to climate change, current events, and selections that include charts or graphs

Quill

- Diagnostic, small group, and individual lessons as needed

IXL

- Diagnostic, small group, and individual lessons as needed

Standards-aligned Benchmarks

- Used as a baseline to determine individual student needs

Scholarly articles on Search Engines through school library website

- Focus on topics related to climate change

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DEPARTMENT English

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Time Frame	5 Weeks
Topic	
Reading Skills and Comprehension Unit	
Alignment to Standards	
RI.CR.9-10.1 Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.CI.9-10.2 Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text. RI.TS.9-10.4 Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.PP.9-10.5 Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose. RI.AA.9-10.7 Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. RL.CR.9-10.1 Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. RL.CI.9-10.2 Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

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COURSE ELA Enrichment

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the purposes for reading narrative texts?
- What are the purposes for reading nonfiction texts?
- What literary elements are used within narrative texts?
- How do literary elements aid in developing a story?
- How are literary elements used in questions on standardized tests?
- How do readers find the author's message, theme or purpose of writing in fiction and non-fiction texts?
- How do charts and graphs influence the meaning of a nonfiction text?
- How do skilled readers use various strategies when taking standardized texts?
- What strategies do writers use to create effective arguments?

SWBAT demonstrate understanding of the following:

- Inferences are made through analysis of narrative texts and can be supported with textual evidence
- Context clues and word part analysis can be used to determine the meaning of unfamiliar words and phrases in both fiction and non-fiction texts
- Various reading purposes are acquired: reading for pleasure through SSR, reading to learn through narrative and information texts, and reading to answer questions for various standardized tests
- Students are able to assess their own performance with a variety of practice activities and writing assignments

Learning Activities:

- Apply strategies for comprehension and analysis of fiction and nonfiction texts
- Make inferences that draw upon evidence from the text
- Identify the author's tone, theme, and purpose within texts
- Analyze how the author established the tone and purpose within a text
- Determine the meaning of familiar words based on context clues within fiction and nonfiction texts
- Participate in small and large group discussions
- Prepare for discussions through reading assigned material
- Interpret charts and graphs as they relate to a text

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Assessments

Formative:

- Annotating a text - CommonLit fiction and nonfiction
- Multiple choice and open ended question strategies
- Author's purpose activities
- Close reading activities - CommonLit poetry, fiction, and nonfiction
- Comparing texts with common themes
- Literary elements practice activities
- Literary analysis essay practice & rough draft
- Interpreting charts and graphs connected to nonfiction texts
- Creating charts and graphs to reflect meaning in nonfiction texts
- Independent reading checkpoints and reflections
- IXL diagnostic assessment

Summative:

- Literary Analysis Final Draft
- Independent reading reflection project

Benchmark:

- Standards-aligned Benchmark Assessments

Alternative:

- Do-Now, Exit Slip
- Discussions and Participation

Interdisciplinary Connections

Students will evaluate nonfiction selections related to history, science -- including information about climate change -- and social science that include charts or graphs to determine meaning, make connections, and respond in writing.

HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

Career Readiness, Life Literacies, and Key Skills

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Students will assess charts, graphs, and other forms of visual data to make connections to a text and answer multiple choice and open ended questions related to the sciences and social sciences.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

Technology Integration

Students will use Google Suite for education, IXL, and reading materials on CommonLit and Newsela to create charts and graphs that reflect the meaning of a nonfiction text in a visual format.

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

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COURSE ELA Enrichment

Time Frame	5 weeks
Topic	
Writing Skills Unit	
Alignment to Standards	
W.AW.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. 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. E. Provide a concluding paragraph or section that supports the argument presented. W.IW.9-10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	

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COURSE ELA Enrichment

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.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

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

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9-10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L.SS.9-10.1 Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.

B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

D. Use a colon to introduce a list or quotation.

E. Recognize spelling conventions.

L.SS.9-10.1 Demonstrate command of the system and structure of the English language when writing or speaking.

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- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the standard conventions to follow for formal research and writing?
- Why does database research supersede web searches for formal writing?
- What are the learners' responsibilities regarding crediting information?
- What individual and collaborative tools are useful for gathering, drafting , and editing a formal document?
- What literary conventions are most effective for narrative writing?
- How can dialogue move a narrative forward and establish character traits?

SWBAT demonstrate understanding of the following:

- Students will be able to navigate online databases in order to gather and organize credible research.
- Students will understand the difference between standard English conventions for research writing versus creative writing.
- Students will understand what constitutes plagiarism and be able to use appropriate citations using an accepted research format.
- Students will be able to access and use an online citation generator as a functional tool to create and edit citations.

Learning Activities:

- Evaluate online sources for credibility.
- Determine information for inclusion as “research worthy” content requiring citations.
- Reevaluate information for inclusion and organization in a formal defense of a logical argument that is supported by credible research
- Construct a thesis statement

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- Create an outline of ideas in logical order for a research paper
- Construct a draft of a research paper using MLA format including a works cited page
- Engage in peer, teacher, and self editing process
- Revise and edit writing to create a final draft of a research paper using MLA format.

Assessments

Formative:

- Evaluating sources activity
- Practice citing sources for research
- Searching for and evaluating sources - topics related to climate change
- Outline of research paper
- Rough draft of research paper
- Creating a works cited page
- Peer editing
- Reflection on writing
- Journal writing
- Creating a story map for narrative writing
- Practice writing dialogue
- Indirect characterization practice
- The Narrative - rough draft
- Quill.org Diagnostic Assessment

Summative:

- The Research Paper - Final Draft
- The Narrative - Final Draft

Alternative:

- Do-Now, Exit Card
- Discussions and Participation

Interdisciplinary Connections

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COURSE ELA Enrichment

Career Readiness, Life Literacies, and Key Skills

Students will complete a research project that requires them to use academic search engines, determine accuracy and relevance of sources, and organize data appropriately

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, *Social Studies Practice: Gathering and Evaluating Sources*).

Technology Integration

StudentsIn this process, they will also utilize and evaluate online tools' value for construction and collaboration of formal documents.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

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COURSE ELA Enrichment

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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