



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 Pre-AP English I

Curriculum Development Timeline

School: Ocean Township High School

Course: Pre-AP English I

Department: English

Board Approval	Supervisor	Notes
September 2012	Jayne VanNosdall	Born Date
August 2018	Ian Schwartz	Revisions
March 2019	Ian Schwartz	Review
August 2022	Ian Schwartz	Revisions Incorporate State Mandates
August 2024	Ian Schwartz	Updated to include New State Mandates
August 2025	Ian Schwartz	Revisions

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Unit 1: Telling Details	21	Unit 3: Compelling Evidence
2	Unit 1: Telling Details	22	Unit 3: Compelling Evidence
3	Unit 1: Telling Details	23	Unit 3: Compelling Evidence
4	Unit 1: Telling Details	24	Unit 3: Compelling Evidence
5	Unit 1: Telling Details	25	Unit 3: Compelling Evidence
6	Unit 1: Telling Details	26	Unit 3: Compelling Evidence
7	Unit 1: Telling Details	27	Unit 3: Compelling Evidence
8	Unit 1: Telling Details	28	Unit 3: Compelling Evidence
9	Unit 1: Telling Details	29	Unit 3: Compelling Evidence
10	Unit 1: Telling Details	30	Unit 3: Compelling Evidence
Week	Marking Period 2	Week	Marking Period 4
11	Unit 2: Pivotal Words and Phrases	31	Unit 4: Powerful Openings
12	Unit 2: Pivotal Words and Phrases	32	Unit 4: Powerful Openings
13	Unit 2: Pivotal Words and Phrases	33	Unit 4: Powerful Openings
14	Unit 2: Pivotal Words and Phrases	34	Unit 4: Powerful Openings
15	Unit 2: Pivotal Words and Phrases	35	Unit 4: Powerful Openings
16	Unit 2: Pivotal Words and Phrases	36	Unit 4: Powerful Openings
17	Unit 2: Pivotal Words and Phrases	37	Unit 4: Powerful Openings
18	Unit 2: Pivotal Words and Phrases	38	Unit 4: Powerful Openings
19	Unit 2: Pivotal Words and Phrases	39	Unit 4: Powerful Openings

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20	Unit 2: Pivotal Words and Phrases	40	Unit 4: Powerful Openings
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Core Instructional & Supplemental Materials including various levels of Texts

All Levels:

Pre-AP English I Student Reader; The Outsiders; Long Way Down; Romeo and Juliet; The Sniper

Supplemental Texts for Honors:

All My Sons; A View From the Bridge; Animal Farm; Inherit the Wind; Through the Tunnel; Great Expectations

CommonLit.org (Differentiated by Reading Level for Struggling Learners; Advanced Learners)

Quill.org

IXL

[NJ Climate Change Educational Resources](#)*

[NJ Diversity, Equity, and Inclusion Educational Resources](#)**

* NJ Climate Change Education

**NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

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Time Frame	10 Weeks
Topic	
Unit 1: Telling Details	
Alignment to Standards	
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. RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. RL.TS.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). RL.PP.9-10.5 Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. RL.MF.9-10.6 Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively). RL.CT.9-10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts. 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	

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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.

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.

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- 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."

Learning Objectives and Activities

SWBAT answer the following questions:

- How do authors use telling details to shape meaning and influence the reader's perception of a character, setting, or event?
- What is the relationship between close reading and effective literary analysis?
- How do sentence structures and word choices contribute to meaning and tone in a text?
- In what ways does writing about literature deepen our understanding of both texts and ourselves as readers and writers?
- How can narrative techniques be used to develop characters and themes in short fiction?
- How do shifts in language and perspective shape a reader's understanding of a text?
- What role does collaboration and discussion play in deepening literary analysis?

SWBAT demonstrate understanding of the following:

- Close reading enhances comprehension – Careful observation of literary and visual texts reveals both explicit and implicit meanings.
- Literary analysis requires multiple skills – Analyzing a text involves making inferences, recognizing patterns, and understanding how an author's choices affect the overall meaning.
- Writing is a recursive process – Effective composition, whether analytical or narrative, requires drafting, revision, and refinement to fully develop ideas.
- Language choices shape meaning – Authors use precise word choices and sentence structures to evoke emotions and guide the reader's interpretation.
- Academic discourse is collaborative – Engaging in discussion helps refine ideas, deepen understanding, and strengthen arguments.
- Narrative techniques impact storytelling – The use of point of view, imagery,

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and structure influences a story's impact and meaning.

- Grammar and conventions have purpose – Standard English conventions enhance clarity, while deviations from conventions can serve stylistic and artistic purposes.

Learning Activities:

- Analyze a photo essay in order to identify visual details and explain how specific details shape the viewer's perception
- Students annotate a short story to identify direct and indirect character traits of a key character, then write complex sentences that highlight contrasting aspects of the character's personality.
- Students will expand kernel sentences with specific details from the text
- Students will closely read and annotate a complex text, identifying explicit and implicit meanings to deepen their comprehension.
- Students will analyze a literary work by making inferences, examining literary and stylistic elements, and drawing conclusions about its overall meaning.
- Students will write an analytical essay that interprets key details and features of a text and explains their significance to the work's overall meaning.
- Students will craft a narrative that conveys an experience, reflects a unique perspective, or deepens their understanding of a theme or idea.
- Students will investigate unfamiliar words in a text by using context clues, word parts, and reference materials to enhance their vocabulary.
- Students will revise their writing to incorporate precise word choice and compelling language patterns that engage and influence their audience.
- Students will analyze how authors use or break conventions of Standard English to create stylistic effects and apply this understanding to their own writing.
- Students will engage in collaborative discussions, sharing ideas and building on others' perspectives to deepen their understanding of a text or topic.

Assessments

Summative:

- Narrative Writing- Sniper Perspective Rewrite
- Literary Analysis Writing- Lamb to the Slaughter and An Occurrence at Owl Creek Bridge
- Final Unit Test- content
- Pre-AP Unit 1 Performance Task: Telling Details: Students will craft

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well-organized literary analysis paragraphs that explain how specific details contribute to the overall meaning of a work of fiction.

Formative:

- Writing Checks
- Grammar Practice- Quill, IXL, No Red Ink
- Exit Tickets
- Pre-AP Learning Checkpoints

Alternative:

- Creative project (oral presentation, visual presentation, etc.)
- Class discussion
- Study guides (if applicable)
- Completion of graphic organizers

Benchmark:

- Literary Analysis Benchmark - Opening Essay

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Short Story Theme Project:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Short Story Theme Project:

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP2. Apply appropriate academic and technical skills.

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CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Time Frame	10 Weeks
Topic	
Unit 2: Pivotal Words and Phrases	
Alignment to Standards	
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. RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. RL.TS.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). RL.PP.9-10.5 Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. RL.MF.9-10.6 Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively). RL.CT.9-10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts. 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.	

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- 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.
- SL.PE.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.II.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.ES.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.





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SL.UM.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do individual words and phrases shape meaning, tone, and impact in poetry, performance, and drama?
- In what ways does revision enhance the effectiveness of a written piece?
- How does an author's or speaker's word choice influence audience interpretation?
- What role does performance play in deepening our understanding of a text?
- How do poetic and dramatic conventions affect meaning and audience engagement?
- How can analyzing multiple versions of a text enhance our understanding of the writing process?
- In what ways does language reflect and shape identity, culture, and human experience?

SWBAT demonstrate understanding of the following:

- Word choice matters. The careful selection of words and phrases influences meaning, tone, and audience response.
- Revision is a powerful tool. Writing is a recursive process that allows writers to refine ideas and enhance clarity through revision.
- Performance brings language to life. Spoken word, drama, and poetry use auditory and visual elements to deepen meaning and engagement.
- Literature is an evolving conversation. Writers revise and refine their work over time to achieve greater precision and impact.
- Texts interact with each other. Literature and performance can be read in conversation with other works or their historical and cultural contexts.
- Language has power. Word choice can evoke strong emotions, influence opinions, and reflect cultural values.
- Writers make deliberate stylistic choices. The use (or defiance) of conventional grammar and form can serve distinct artistic and rhetorical purposes.

Learning Activities:

- Students will extract key words and phrases from unit texts in order to compose a found poem, experimenting with revision to understand how word

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choices impact meaning.

- Students will identify how specific words and phrases shape tone and meaning in performances of poetry or drama
- Students will act out excerpts from Romeo and Juliet, focusing on how Shakespeare's word choices and phrasing influence character interpretation and dramatic effect.
- Students will read and analyze complex literary and nonfiction texts to determine both explicit and implicit meanings.
- Students will make inferences, examine literary and stylistic elements, and draw conclusions to interpret the overall meaning of a text.
- Students will compare and connect texts to each other and to their historical, cultural, or literary contexts (Eg. Conducting historical background research on the Elizabethan period alongside reading "Romeo and Juliet").
- Students will engage in the recursive writing process to generate, develop, and refine their ideas.
- Students will write analytical responses that interpret key details and explain their significance to a text's overall meaning.
- Students will investigate word meanings, consider nuances, and analyze how language shapes understanding.
- Students will select precise words and craft language patterns to create specific effects on readers.
- Students will apply and analyze the conventions of Standard English, recognizing when authors use or break them for stylistic impact.
- Students will engage in collaborative discussions to explore ideas, challenge perspectives, and deepen their understanding of texts.
- Students will plan and deliver presentations that are suited to their subject, purpose, audience, and occasion.
- Students will research an author's life, historical context, and influences to analyze how these factors shape their writing.
- Students will read, analyze, and discuss the poetry of Jennifer Barlett, Langston Hughes and Nikki Giovanni, noting the poets' social and artistic contributions as members of the LGBT and Persons with Disabilities communities**

**NJ Diversity, Equity, and Inclusion Education/NJ LGBT and Persons with Disabilities Education

Assessments

Summative:

- Pre-AP Unit 2 Performance Task: Analyzing Pivotal Words and Phrases:

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Students will write an analysis of how a poet uses pivotal words and phrases to communicate a key idea

- The Outsiders Found Poem

Formative:

- Writing Checks
- Grammar Practice- Quill, IXL, No Red Ink
- Exit Tickets
- Pre-AP Learning Checkpoints

Alternative:

- Creative project (oral presentation, visual presentation, etc.)
- Class discussion
- Study guides (if applicable)
- Completion of graphic organizers

Interdisciplinary Connections

Analysis and critique of poetry/drama performances:

1.4.12prof.Re7b: Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions

Career Readiness, Life Literacies, and Key Skills

Students will collaborate with peers on author study/historical research:

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Technology Integration

Students will collaborate with peers on author study/historical research, including using digital tools to strategize, organizes materials, and facilitate communication:

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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CRP7. Employ valid and reliable research strategies.

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

CRP11. Use technology to enhance productivity.

Time Frame	10 Weeks
Topic	
Unit 3: Compelling Evidence	
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.IT.9-10.3 Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 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.MF.9-10.6 Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. 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. RI.CT.9-10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. RL.CR.9-10.1 Cite a range of thorough textual evidence and make relevant	

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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.

RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP.9-10.5 Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RL.MF.9-10.6 Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9-10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

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.

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E. Provide a concluding paragraph or section that supports the argument presented.

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.

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.UM.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

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.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.

L.VL.9-10.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical

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meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9-10.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper). "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.IT.9-10.3 Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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.MF.9-10.6 Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9-10.7 Describe and evaluate the argument and specific claims in an





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informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.CT.9-10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

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.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.

W.SE.9-10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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SL.PE.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

Learning Objectives and Activities

SWBAT answer the following questions:

- What makes evidence compelling in an argument?
- How do authors use different types of evidence (anecdotal, logical, statistical) to support their claims?
- How can we distinguish between what an argument says and what it does?
- What role does rhetorical strategy play in shaping an argument?
- In what ways can analyzing multiple perspectives on a topic deepen our understanding of an issue?
- How does the ability to evaluate arguments prepare us for academic, professional, and civic life?

SWBAT demonstrate understanding of the following:

- Strong arguments rely on compelling evidence. Writers use different types of evidence—anecdotal, statistical, and logical—to persuade their audience.
- Analyzing an argument requires more than identifying its claims.

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Understanding an argument involves examining both what a writer is saying and how they are crafting their argument.

- Persuasive writing requires intentional rhetorical choices. Writers use rhetorical devices, organization, and tone to engage their audience and strengthen their argument.
- Context matters. The effectiveness of an argument depends on its audience, purpose, and the cultural or historical setting in which it is written.
- Critical reading strengthens writing. Evaluating strong arguments helps writers develop their own persuasive and analytical writing skills.
- Academic discourse is a conversation. Arguments build on or respond to existing ideas, shaping ongoing discussions about work, responsibility, and societal expectations.

Learning Activities:

- Students identify and analyze key contrasts in unit texts, writing analytical sentences that explore how these contrasts contribute to the theme.
- After analyzing examples of argumentative writing, students write their own argument in response, using evidence and reasoning to support their stance.
- Students will read the article "I'm a Flint Resident. I'm Done Paying For Water That Is Not Safe," and answer the assessment questions on CommonLit. Students will discuss whether people are treated differently based on the types of communities they live in and how people create change in their environments.*
- Students will read and analyze complex literary and nonfiction texts to determine both explicit and implicit meanings.
- Students will evaluate arguments by analyzing claims, reasoning, evidence, and stylistic choices.
- Students will identify how data, anecdotes, and reasoning support claims in argumentative writing
- Students will construct arguments with clear claims, logical reasoning, and relevant evidence for various academic and real-world contexts.
- Students will apply and analyze conventions of Standard English, recognizing when authors use or break them for stylistic impact.
- Students will conduct research to gather, evaluate, and synthesize information to deepen understanding and support informed decision-making.
- Students will engage in collaborative discussions to explore ideas, challenge perspectives, and refine their thinking about texts and topics.

*NJ Climate Change Education

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Assessments

Summative:

- Pre-AP Performance Task: Compelling Evidence: Students will craft an essay in which they analyze how an author uses evidence, reasoning, and stylistic or persuasive elements.

Formative:

- Writing Checks
- Grammar Practice- Quill, IXL, No Red Ink
- Exit Tickets
- Pre-AP Learning Checkpoints

Alternative:

- Creative project (oral presentation, visual presentation, etc.)
- Class discussion
- Study guides (if applicable)
- Completion of graphic organizers

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Evaluating and Crafting Evidence-Based Arguments: Students will research a contemporary issue using credible digital sources, evaluate the reliability and relevance of the evidence, and compose a well-supported argumentative essay or multimedia presentation that demonstrates critical analysis and creative reasoning. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Evaluating and Crafting Evidence-Based Arguments: Students will research a contemporary issue using credible digital sources, evaluate the reliability and relevance of the evidence, and compose a well-supported argumentative essay or multimedia presentation that demonstrates critical analysis and creative reasoning. **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.

Career Education

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CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Time Frame	10 Weeks
Topic	
Unit 4: Powerful Openings	
Alignment to Standards	
RI.CR.910.1 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.IT.9-10.3 Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
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.MF.9-10.6 Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.	
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.	
RI.CT.9-10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural	

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context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

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.

RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP.9-10.5 Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RL.MF.9-10.6 Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9-10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

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

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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.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.

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.UM.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

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.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.

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C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9-10.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9-10.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Learning Objectives and Activities

SWBAT answer the following questions:

- How do novelists craft compelling openings that engage readers?
- What literary techniques do authors use to establish setting, character, and tone in a novel's first lines?
- How does a novel's opening influence the reader's interpretation of the story?
- What is the role of narrative voice in shaping our understanding of a text?
- How do different narrative perspectives affect the way we engage with a story?
- What clues do authors provide in the first few pages to immerse readers in their fictional worlds?
- How can studying novel openings improve our own writing and storytelling?
- What are the elements of the novel as a genre?
- What differentiates the novel from other types of writing?
- How does the novelist develop the plot?
- What are key elements of a powerful opening in a novel?

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- How does the novel develop complex interrelationships of characters as they move from scene to scene and from incident to incident?

SWBAT demonstrate understanding of the following:

- Strong openings shape reader engagement. A novel's opening establishes critical details about setting, tone, and characters, influencing how readers connect with the text.
- Authors use deliberate literary techniques. Writers employ figurative language, sentence structure, and diction to captivate readers and create mood.
- Perspective shapes meaning. A narrator's point of view influences how the reader interprets characters, events, and themes.
- Readers must actively interpret literary clues. Close reading of an opening passage allows readers to make inferences about themes, conflicts, and tone.
- Novels create immersive experiences. Effective storytelling relies on vivid descriptions, sensory details, and carefully chosen words to draw readers into the fictional world.
- Writers manipulate language to guide interpretation. Sentence structure, punctuation, and word choice impact the way a reader experiences a story's opening.
- Studying narrative structure strengthens writing skills. Understanding how authors introduce their stories helps students craft their own compelling narratives.
- The ability to identify relationships between and among characters, plot, theme, conflict, and resolution and their influence on the effectiveness of a literary piece.
- The ability to explore a novel and the techniques that authors use to convey messages and evoke responses.
- The ability for students to connect literature to their own lives and daily experiences.

Learning Activities:

- Students analyze the opening of various novels, identifying details that establish the novel's world and creating a setting map to illustrate the emotional impact of each opening scene.
- Students will watch the opening scenes of a movie and compare the techniques used to establish setting with those used in a novel, discussing the role of detail and atmosphere in drawing readers/viewers in.
- Students will analyze how writing choices disorient or intrigue the reader and shape their understanding of the narrator.
- Students will write their own novel opening, applying techniques studied in

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class to introduce setting, character, and tone, while considering how language shapes a reader's first impressions.

- Using imagery and sensory details, students will craft their own mysterious opening line inspired by unit texts.
- Students will read and analyze complex literary and nonfiction texts to identify both explicit and implicit meanings.
- Students will make inferences, examine an author's use of literary and stylistic elements, and draw conclusions about a text's overall meaning.
- Students will explore how a text connects with other works or the historical, cultural, and literary contexts in which it was written.
- Students will engage in the recursive writing process to generate, refine, and communicate their ideas effectively.
- Students will write analytical responses that interpret key details and explain their significance to a text's overall meaning.
- Students will craft narratives that convey personal experiences, explore perspectives, or deepen their understanding of a topic.
- Students will investigate word meanings, explore nuances, and analyze how language shapes comprehension.
- Students will select precise words and create language patterns that influence readers' thoughts, emotions, and actions.
- Students will apply and analyze the conventions of Standard English, recognizing when authors use or defy them for stylistic effect.
- Students will engage in collaborative discussions to explore ideas, challenge perspectives, and deepen their understanding of texts and topics.

Assessments

Summative:

- Pre-AP Performance Task: Unit 4: Powerful Openings: Students will write an essay in which they consider how narrative voice shapes their interpretations of a novel's opening and how that perspective acts as a lens through which they view not only setting but the characters they meet in those settings.

Formative:

- Writing Checks
- Grammar Practice- Quill, IXL, No Red Ink
- Exit Tickets
- Pre-AP Learning Checkpoints

Alternative:

- Creative project (oral presentation, visual presentation, etc.)

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- Class discussion
- Study guides (if applicable)
- Completion of graphic organizers

Benchmark

- Closing Literary Analysis task

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Students will reflect on film openings, and how filmmakers use techniques similar to authors to create an effective entry into the narrative.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Students will research and evaluate digital sources discussing the narrative techniques of various novel/film openings, assessing their credibility, accuracy, and perspective before using them to support their analysis.

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.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

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

CRP11. Use technology to enhance productivity.

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

ELL:

- Work toward longer passages as skills in English increase
- Use visuals

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- 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)
- 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

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- 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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