



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 LA Test Prep

Curriculum Development Timeline

School: Ocean Township High School

Course: LA Test Prep

Department: English

Board Approval	Supervisor	Notes
August 2019	Ian Schwartz	Born Date
August 2022	Ian Schwartz	Alignment to Standards
August 2024	Ian Schwartz	Updated to include New State Mandates
August 2024	Ian Schwartz	Revisions
August 2025	Ian Schwartz	Revisions

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COURSE LA Test Prep

Township of Ocean Pacing Guide			
Week	Unit	Week	Unit
1	Reading Narrative and Informational Texts; Preparation for Various Tests	11	Analyzing Literature; Conducting Research and Writing about Research; Reading Informational Texts; Preparation for Various Tests
2	Reading Narrative and Informational Texts; Preparation for Various Tests	12	Analyzing Literature; Conducting Research and Writing about Research; Reading Informational Texts; Preparation for Various Tests
3	Reading Narrative and Informational Texts; Preparation for Various Tests	13	Analyzing Literature; Conducting Research and Writing about Research; Reading Informational Texts; Preparation for Various Tests
4	Reading Narrative and Informational Texts; Preparation for Various Tests	14	Analyzing Literature; Conducting Research and Writing about Research; Reading Informational Texts; Preparation for Various Tests
5	Reading Narrative and Informational Texts; Preparation for Various Tests	15	Analyzing Literature; Conducting Research and Writing about Research; Reading Informational Texts; Preparation for Various Tests
6	Reading Narrative and Informational Texts; Preparation	16	Analyzing Literature; Conducting Research and Writing

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	for Various Tests		about Research; Reading Informational Texts; Preparation for Various Tests
7	Reading Narrative and Informational Texts; Preparation for Various Tests	17	Analyzing Literature; Conducting Research and Writing about Research; Reading Informational Texts; Preparation for Various Tests
8	Reading Narrative and Informational Texts; Preparation for Various Tests	18	Analyzing Literature; Conducting Research and Writing about Research; Reading Informational Texts; Preparation for Various Tests
9	Reading Narrative and Informational Texts; Preparation for Various Tests	19	Analyzing Literature; Conducting Research and Writing about Research; Reading Informational Texts; Preparation for Various Tests
10	Reading Narrative and Informational Texts; Preparation for Various Tests	20	Analyzing Literature; Conducting Research and Writing about Research; Reading Informational Texts; Preparation for Various Tests

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Core Instructional & Supplemental Materials including various levels of Texts

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

ACCUPLACER Prep - <https://accuplacer.collegeboard.org/student/practice>

ASVAB Prep - <https://asvabtutor.com/asvab-practice-tests/>

SAT Prep - <https://collegereadiness.collegeboard.org/sat/practice>

ACT Prep -

<http://www.act.org/content/dam/act/unsecured/documents/Preparing-for-the-ACT.pdf>

Youtube - Ted Talks and ESPN E60 Videos - Tone, Mood, Theme Analysis practice.

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COURSE LA Test Prep

Time Frame	10 Weeks
Topic	
Reading Narrative and Informational Texts; Preparation for Various Tests	
Alignment to Standards	
RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.CI.11-12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. RI.PP.11-12.5. Analyze an author's purpose in a text, distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. RI.CT.11-12.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RL.CI.11-12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RL.IT.11-12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.TS.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning as well as its aesthetic impact. RL.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics	

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COURSE LA Test Prep

and justify the more cogent viewpoint (e.g. different accounts of the same event or issue, use of different media or formats).

RL.CT.11-12.8. Demonstrate knowledge of, analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

W.NW.11-12.3. 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 and its significance, 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

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."

SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 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 promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.PI.11-12.4 Present information, findings and supporting evidence clearly,

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DEPARTMENT English

COURSE LA Test Prep

concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.AS.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.SS.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

B. Observe hyphenation conventions.

C. Recognize spelling conventions.

L.VL.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 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., conceive, conception, conceivable).

C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

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, its etymology, or its standard usage.

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).

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the purposes for reading narrative 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 skilled readers use various strategies when taking standardized texts?
- What are the purposes for reading a variety of types of non-fiction text?
- How does varied vocabulary help the reader with comprehension and analysis?

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COURSE LA Test Prep

SWBAT demonstrate understanding of the following:

- Readers apply reading strategies to comprehend both fiction and non-fiction texts
- Learners are able to take their understanding of literary terms and find their purpose through various narrative short texts as well as their own reading selection
- 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
- Identify the author's tone, theme, and purpose within texts
- Analyze how the author established the tone and purpose within a text
- Use textual evidence in order to back up their claims
- Use content specific vocabulary to analyze fiction and nonfiction texts
- Use context clues and partword analysis to define meanings of unknown words
- Understand the use of literary elements in fiction texts
- Use knowledge of literary techniques in order respond to a variety of standardized test questions and writing prompts
- Understand the layout, scoring, and strategies associated with a variety of standardized tests relevant to students, including: ACT, ACCUPLACER, NJGPA, and SAT
- Participate in small and large group discussions
- Prepare for discussions through reading assigned material
- Use creativity to produce an original piece of writing that draws on the elements of narrative writing
- Autobiography Project as an icebreaker, oral presentation, and offers a baseline for their ability to analyze literature. They are asked to find songs in which the words/tone/mood of the song is directly related to important events in their life, and give an explanation why.
- Vocabulary words from two books: VocabuLit and Greek and Latin Roots. The

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VocabuLit books offer words and activities that relate to common words used in everyday language and on standardized tests. The Greek and Latin Roots book offers skills for students to help them determine the meaning of unknown words by looking for their root.

- Creation of Kahoot! and Google Slide vocabulary presentations are created each week by students to enhance their understanding of the words, their parts, and usage.
- Newsela assignments and quizzes that assess the reader's ability to find the central theme of an article, important moments in the article that helped develop the theme (using textual evidence), the author's tone, define unknown vocabulary words through context clues, and give a brief summary of the main idea.
- TedTalk assignments in which students are asked to watch a TedTalk and find the theme of the TedTalk, the tone of the presenter, the presenters overall purpose, and the moments/techniques the presenter uses in order to help the audience understand this purpose.
- UpFront Magazine assignments that assess the reader's ability to find the central theme of an article, important moments in the article that helped develop the theme (using textual evidence), the author's tone, define unknown vocabulary words through context clues, and give a brief summary of the main idea.
- Socratic Seminars designed around response to various non-fiction assignments. These seminars are meant to help further develop understanding of the texts at hand and to help all students reach a maximum level of analysis.
- SSR independent reading selections are chosen at the beginning of the quarter and are read throughout the course.
- Reader Responses #1-5 related to their SSR novel and the literary elements learned that week (completed on Google Classroom)
- Literary Elements Project: based on the students independent reading novel, they are to create either a children's book or a "book trailer" that conveys their understanding of all the literary terms

Assessments

Benchmark

- Objective assessment of reading/writing skills; Expository Writing tasks

Formative Assessments:

- Vocabulary Quizzes
- Multimedia presentations
- Reader Responses

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COURSE LA Test Prep

- Non-Fiction assignments and quizzes

Alternative:

- Do-Now, Exit Card
- Discussions and Participation

Summative Assessment:

- Practice Tests
- Projects

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Students will track their progress towards mastery of grade level skills and standards through frequent teacher conferences, as well as participating in small and large group discussions.

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

Creation of Kahoot! and Google Slide vocabulary presentations are created each week by students to enhance their understanding of the words, their parts, and usage; Newsela assignments and quizzes that assess the reader's ability to find the central theme of an article, important moments in the article that helped develop the theme (using textual evidence), the author's tone, define unknown vocabulary words through context clues, and give a brief summary of the main idea:

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

Socratic Seminars designed around response to various non-fiction assignments. These seminars are meant to help further develop understanding of the texts at hand and to help all students reach a maximum level of analysis. Students will communicate and collaborate through a variety of digital platforms, including Google Classroom, Padlet, and Flipgrid:

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.

Career Education

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DEPARTMENT English

COURSE LA Test Prep

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP11. Use technology to enhance productivity.

Time Frame	10 Weeks
Fol	
Analyzing Literature Conducting Research and Writing about Research Reading Informational Texts Preparation for Various Tests	
Alignment to Standards	
RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.CI.11-12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. RI.PP.11-12.5. Analyze an author's purpose in a text, distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. RI.CT.11-12.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RL.CI.11-12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RL.IT.11-12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama	

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DEPARTMENT English

COURSE LA Test Prep

(e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

W.IW.11-12.2. 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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant 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 and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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 argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g. using portfolios, journals, conferencing); or 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.11-12.5. 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. CC

W.SE.11-12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12

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COURSE LA Test Prep

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 promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.PI.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.AS.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.SS.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

B. Observe hyphenation conventions.

C. Recognize spelling conventions.

L.VL.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 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., conceive, conception, conceivable).

C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

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DEPARTMENT English

COURSE LA Test Prep

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, its etymology, or its standard usage.
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).

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the purposes for reading narrative texts?
- How do authors convey the theme of their story?
- What connections do literary texts have to modern society?
- What is a credible source?
- How do writers avoid plagiarism?
- How do skilled readers/writers use various strategies when taking standardized tests and responding to prompts?
- What are the purposes for reading a variety of types of non-fiction texts?
- How does varied vocabulary help the reader with comprehension and analysis?

SWBAT demonstrate understanding of the following:

- Readers apply reading strategies to comprehend both fiction and non-fiction texts
- Learners are able to draw conclusions from texts based on the information given
- Students are able to connect their independent reading to modern day society and its controversial issues.
- 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
- Students possess the understanding of "credible sources" and uses this knowledge to find appropriate research.
- Students are able to delineate their research to create their own thesis and build connections with a novel of their choices.
- Students show their ability to write over extended time frames to produce a completed essay that connects research with literature.
- Students are able to assess their own performance with a variety of practice activities and writing assignments

Learning Activities:

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COURSE LA Test Prep

- Apply strategies for comprehension and analysis of fiction and nonfiction texts
- Identify the author's tone, theme, and purpose within texts
- Analyze how the author established the tone and purpose within a text
- Use textual evidence in order to back up their claims
- Use content specific vocabulary to analyze fiction and nonfiction texts
- Use context clues and partword analysis to define meanings of unknown words
- Participate in small and large group discussions
- Prepare for discussions through reading assigned material
- Use knowledge of research to conduct research on a controversial issue in today's society
- Deeply analyze a text for its connection to modern society and its relevant issues
- Write over extended time frames in order to produce a coherent, organized, and original research paper
- Use the standard conventions of the English language to produce coherent and thoughtful responses to writing prompt and explanation of research
- Students will practice their grammar skills through activities in their WriteSource skills books.
- Vocabulary words from two books: VocabuLit and Greek and Latin Roots. The VocabuLit books offer words and activities that relate to common words used in everyday language and on standardized tests. The Greek and Latin Roots book offers skills for students to help them determine the meaning of unknown words by looking for their root.
- Creation of Kahoot! and Google Slide vocabulary presentations are created each week by students to enhance their understanding of the words, their parts, and usage.
- Newsela assignments and quizzes that assess the reader's ability to find the central theme of an article, important moments in the article that helped develop the theme (using textual evidence), the author's tone, define unknown vocabulary words through context clues, and give a brief summary of the main idea.
- TedTalk assignments in which students are asked to watch a TedTalk and find the theme of the TedTalk, the tone of the presenter, the presenters overall purpose, and the moments/techniques the presenter uses in order to help the audience understand this purpose.
- UpFront Magazine assignments that assess the reader's ability to find the central theme of an article, important moments in the article that helped develop the theme (using textual evidence), the author's tone, define unknown vocabulary words through context clues, and give a brief summary of the main

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DEPARTMENT English

COURSE LA Test Prep

idea.

- Socratic Seminars designed around response to various nonfiction assignments. These seminars are meant to help further develop understanding of the texts at hand and to help all students reach a maximum level of analysis.
- Students continue to read their SSR selections and fill out a reading journal each day. This reading journal will help them track important moments in their stories, the pages, and quotes. They will refer back these journals while writing their research papers
- The learner's Literary Analysis paper is meant for the student to take their independent reading novel and relate it to current controversial issues. They will decide on this issue early on in the quarter and track the issue throughout the course as they read their novel. Their final paper will be a comparison of this issue portrayed in both fiction (novel) and nonfiction (research) texts.
- Conduct research in order to analyze the ways American culture is disseminated via social media

Assessments

Benchmark

- Objective assessment of reading/writing skills; Literary Analysis Writing tasks

Formative Assessments:

- Vocabulary Quizzes
- Multimedia presentations
- Reader Responses
- Non-Fiction assignments and quizzes

Alternative:

- Do-Now, Exit Card
- Discussions and Participation

Summative Assessment:

- Practice Tests
- Projects

Interdisciplinary Connections

Nonfiction readings, focusing on interdisciplinary connections to History/Social Studies, including informational texts on the role of social media in the dissemination of American culture and ideas:

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures

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DEPARTMENT English

COURSE LA Test Prep

and determine the impact of social media on the dissemination of American culture.

Career Readiness, Life Literacies, and Key Skills

Students will track their progress towards mastery of grade level skills and standards through frequent teacher conferences, as well as participating in small and large group discussions.

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 select, assess, and utilize digital platforms for sharing information with classmates, demonstrating their learning, and collaborating with peers:

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.

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
- 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

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Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

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DEPARTMENT English

COURSE LA Test Prep

- 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
- 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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