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Cliffside Park Public Schools

GRADE:

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Unit Name: Unit 3 Reading Information/Writing Arguments

Duration: 6-8 weeks

Essential Questions:

How can you effectively examine a primary source?
Where can you find appropriate (and trustworthy) external support for a thesis?
How can the choices we make affect the outcome of our lives?
How does society prescribe the lines between sane and insane?
How does society control female and male norms?
Does the system dictate the proper behavior for people?

Enduring Understandings:

Readers can recognize a viable thesis statement.
Readers can understand techniques for utilization of primary and external quotations including framing and parenthetical citation.
Writers can compile appropriate support from various external sources.
Writers can create proper citations for works cited and parenthetical citation.
Readers can recognize the role of choice and its connection to a character's consequences.
Readers can understand the structure of a novel or play.
Readers can identify themes of confinement, insanity, avenues to freedom, conformity, heroism and control.

Focus of Standards



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<p>Skills:</p> <ul style="list-style-type: none">● Analyzing complex characters● Using text evidence to validate opinions● Close reading skills; fluency; analyze how particular elements of a story interact.● Engaging in discussions● Monitoring and repairing comprehension● Making inferences● Synthesizing● Determining themes● Determining importance of historical/cultural contexts within literature● Responding to text in oral and written form● How setting shapes the characters; how plot shapes the characters;● Analyze how author develops and/or contracts points of view of different character or narrator.● Determine the meaning of words and phrases and analyze impact of rhyme, alliteration, in specific verses, stanzas or sections of a story or drama● Comprehend the role of perspective as applied by the author to skew the perception of the reader.	<p>Assessment:</p> <p>Summative</p> <ul style="list-style-type: none">● Guided reading questions● Reader's and Writer's Notebook● Quizzes● Tests● Vocabulary Quiz● Short-constructed responses● Research paper● Expository Essay● Argumentative Essay● Student Debate● <p>Formative</p> <ul style="list-style-type: none">● Conference questions● Do Now● Exit Tickets● Turn and Talk● Summaries● Observation of group work <p>Benchmark Assessments (fall, winter, spring)</p> <ul style="list-style-type: none">● Edconnect benchmarks	<p>Resources:</p> <p>The Language of Literature</p> <ul style="list-style-type: none">● Yellow Wallpaper <p>Classroom Novels:</p> <ul style="list-style-type: none">● Death of a Salesman● 12 Angry Men, Reginald Rose● Ordinary People, Judith Guest <p>Digital Texts</p> <ul style="list-style-type: none">● newsela.com <p>Classroom Materials and Digital Resources</p> <ul style="list-style-type: none">● Reader's Notebook● Writer's Notebook● Graphic Organizers● Chromebooks● Promethean technology <p>Word Study/ Spelling/Vocabulary</p> <ul style="list-style-type: none">● vocabulary.com
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<ul style="list-style-type: none">• Develop a thesis.• Employ proper search techniques using library and internet sources.• Support a thesis using primary and secondary sources.• Develop strong body paragraphs with well-structured supporting details• Determine clear and strong sources• Develop clear introductions and conclusions• Understand the function of parallel structure• Identify and repair fragmented and run-on sentences• Write a conclusion that ties thesis to supporting details.• Sentence Structure• Demonstrate command of conventions of standard English spelling and grammar• Clarify meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content.• Acquire and use grade-appropriate general academic and domain-specific words and phrases.		
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New Jersey Student Learning Standards

READING

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

READING INFORMATION



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RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. 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 primary source documents relevant to U.S. and/or global history.

WRITING ARGUMENTS



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W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.**
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.**
- 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 (e.g., articulating implications or the significance of the topic).**

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, 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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.



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W.11-12.8. 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).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

21st Century Themes and Skills/Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies

CRP 11: Use technology to enhance productivity.

2014 NJCCCS - Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.



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Interdisciplinary Connections:

- Students will take a theme from what they are studying in Science or Social Studies to weave into their argument. Students will research both sides of a political, cultural or historical issue. They will analyze the different forms of currency and how it is used to exchange goods and services.
- **21st Century Life and Careers: 9.1.12.A.8**
- **History 6.1-6.3**
- **Science HS-ESS1, HS-LS4**

Literacy in History/Social Studies, Science and Technical Subjects

- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.



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- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.
- RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- RST.11-12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
- RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.



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- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integrated Differentiation/Accommodations/Modifications for ELA
(Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Integrate Higher Order Thinking Skills through research and extension projects specific to that unit of study.</p> <p>Explore concepts in depth. Encourage independent study/research Connect, analyze and synthesize literature to local, national and international stories and events.</p> <p>Research the historical and cultural background as well as the biography of author to see how they relate to events in story and enhance and deepen understanding of novel and its themes.</p>	<p>When introducing the story, use a Think-Pair-Write-Share to provide written and oral language processing</p> <p>Graphic Organizer for comprehension, to make inferences (partially filled in) Provide wait time to allow students to process orally presented information and questions relating to the unit. Give students a chance to Turn and Talk to process information before responding to the whole class.</p> <p>Native Language Supports (peer, online assistive technology, bilingual dictionary, Google translate)</p>	<p>Have students use post-its to summarize the main action in each paragraph or chapter. Then have students combine their notes into a chart to review key elements in the passage.</p> <p>Have students create an Anticipation Guide where they respond to the events of the story.</p> <p>Modify guided reading questions</p> <p>Unit specific vocabulary and literary terms pre-taught before reading.</p>



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<p>Invite students to explore different points of view on a topic</p> <p>Challenge students to create and perform a monologue based on a scene from the story.</p> <p>Have students pick a particular scene and analyze in depth.</p>	<p>Anticipation guide before reading to determine what the student knows about topic.</p> <p>Dialogue journal to help the student write frequently & informally.</p> <p>Students listen to selection on CD-ROM. Have them visualize while listening. Have students reread passage to discuss how the audio helped them visualize the story.</p> <p>Students take notes of their ideas. Have them meet in groups to discuss notes, ask questions, clarify confusion, and make predictions.</p>	<p>Use graphic organizers with some of the information partially completed for comprehension support.</p> <p>Provide wait time. Give students a chance to Turn and Talk to process information before responding to the whole class.</p> <p>Provide small group or remedial instruction to review essential questions/big ideas, to provide additional explanations and examples.</p> <p>Utilize visual aids such as charts, maps, and timelines and provide explicit instruction in how to analyze or use the data or information.</p> <p>Provide writing templates specific to the genre. Include a framework for organizing informational writing.</p> <p>Students can listen to selection on CD-ROM. Have them visualize while listening. Have students reread passage. Discuss how the audio helped them visualize the story.</p>
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Core Instructional Materials/Resources/Digital Tools: (i.e., specific textbooks, classroom resources, digital tools, links to websites and videos)



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Class novels
Newsela.com
Vocabulary.com
Turnitin.com
Infotrac.galegroup.com
Jstor.org
Search.epnet.com
Scienceflix.digital.scholastic.com
Questiaschool.com
belsnj.follettdestiny.com