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**Summit Public Schools  
Summit, New Jersey**

**Summit High School  
Grade 11 / English 3 Honors  
Length of Course: Full Year**

**Course Description:** Juniors read classic and contemporary works of American literature that examine the elusive nature of the American Dream and its frequent corruption by materialism. Related themes of individualism and self-reliance, the critical distinction between private illusion and public reality, and the understanding of self in society form the basis for continued student growth in active reading and listening, analytical and creative writing, persuasive speaking, and critical viewership. Students' understanding of our society and its history—and their ability to recognize and appreciate the difference and diversity of the population in terms of gender, age, social class, religion, and ethnicity—are expanded as they read primary texts from across a wide demographic spectrum. Students study a broad range of print and nonprint texts to build an understanding of themselves and respect for the diverse cultures of the United States and the world; to develop and fine-tune an expanding repertoire of capacities for communicating with others in society; to respond to the needs and demands of the modern workplace; and for personal fulfillment. Emphasis on library and Internet research skills, media and technology integration, vocabulary enrichment, and the further development of a polished prose writing style prepares students for successful testing experiences and future academic study.

Students who have applied and been accepted to this honors program will read, write, speak about, and listen to material of a more sophisticated nature. The pace and depth of study will be rigorous.

**ANCHOR STANDARD: READING**

**Key Ideas and Details:**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure:**

4. 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.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas:**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the

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<p>reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p><b>Big Ideas: Course objectives / Content statements</b></p> <p>The ability to read a variety of texts from a number of American literary movements and cultures with fluency and comprehension requires an understanding of language of the nation's literary traditions and influences that have shaped it.</p>	
<p><b>Essential Questions</b></p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b></p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li>• What do readers do to understand a writer's purpose and meaning?</li> <li>• How does the language and word choice a writer uses reflect the period, region, culture and literary tradition in which it was written?</li> <li>• How do readers understand and evaluate a culture's literary heritage?</li> <li>• How do writers responsibly and effectively conduct research to develop and advance an argument or position?</li> <li>• How can readers explore historical texts without applying a modern bias?</li> </ul>	<ul style="list-style-type: none"> <li>• Good readers anticipate, question, visualize, summarize, and evaluate the content and structure of a work to understand the author's meaning and purpose.</li> <li>• Language and word choice affect our understanding of the period, region, culture and literary tradition in which a text was written.</li> <li>• Good readers compare, infer, synthesize, and make connections regarding content and style to understand a culture's literary traditions.</li> <li>• Researchers gather and critique information from different sources to develop and support an argument and persuade an audience.</li> <li>• Effective readers build schema about the socio-historical background of the text and the author's life.</li> <li>• Good readers make world, personal and text-to-text connections by incorporating emotions, knowledge, experiences and understanding to help evaluate, synthesize, and analyze difficult texts.</li> </ul>
<p><b>Areas of Focus: Proficiencies</b></p>	<p><b>Examples, Outcomes and Assessments</b></p>
<p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• (LIT) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>• (LIT) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and</li> </ul>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• Assessing and applying reading strategies</li> <li>• Analyzing organizational structure</li> <li>• Comparing/Contrasting past literary traditions and contemporary writing</li> <li>• Analyze the context and influence of a work on the time period, culture, and literary movement in which it was written, as well as its impact on contemporary American and global literary traditions.</li> <li>• Analyzing foundational documents for their historical and literary significance.</li> <li>• Identify common structures, vocabulary, and</li> </ul>

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<p>build on one another to produce a complex account; provide an objective summary of the text.</p> <ul style="list-style-type: none"> <li>• (LIT) Analyze the impact of the author's choices 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).</li> <li>• (INF) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>• (INF) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</li> <li>• (INF) 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.</li> </ul>	<p>literary devices used by writers of a particular literary movement.</p> <ul style="list-style-type: none"> <li>• Compare American texts from different literary and historical periods to discuss how they reflect elements of a shared American culture over time.</li> <li>• Select works to support a research topic and demonstrate synthesis.</li> </ul> <p><b>Sample Assessments:</b></p> <p>Literary Movements through Great American Short Stories Unit: A survey approach to literary time periods.</p> <p><b>Instructional Strategies:</b></p> <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> <li>• Students identify the historical events and social conditions that influence the literature of the period.</li> </ul> <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> <li>• Students will listen to NPR radio show, "Selected Shorts" and analyze based on literary movement.</li> </ul> <p><u>Global Perspectives</u></p> <ul style="list-style-type: none"> <li>• Students read from a variety of short works that reflect diverse cultural experiences.</li> </ul> <p><u>Culturally Responsive Teaching</u></p> <ul style="list-style-type: none"> <li>• Students will analyze short stories for cultural and gender issues. Unit includes a focus on short stories by women and short stories by African Americans.</li> </ul>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• (LIT) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</li> <li>• (LIT) Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.</li> </ul>	<p><b>Sample Assessments:</b></p> <p>American Identity Project. Students will analyze American identity and culture through multiple mediums, genres and disciplines.</p> <p><b>Instructional Strategies:</b></p> <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> <li>• Focus on American identity and culture through materials pulled from different disciplines (historical, cultural, scientific, athletic etc).</li> </ul> <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> <li>• Create bulletin boards using visual images culled from the Internet.</li> </ul>

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<ul style="list-style-type: none"> <li>• (LIT) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</li> <li>• (INF) 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.</li> <li>• (INF) 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..</li> <li>• (INF) 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.</li> </ul>	<p><u>Global Perspectives</u></p> <ul style="list-style-type: none"> <li>• Students will interview their families to understand their cultural backgrounds specific to their countries of origin and circumstances surrounding their immigration to the United States. They will also use Ancestry.com to further their research. Family histories will be presented to the class.</li> </ul> <p><u>Media Literacy Integration</u></p> <ul style="list-style-type: none"> <li>• Students will find a persuasive media clip that presents an argument about what defines American Culture.</li> </ul> <p><u>Culturally Responsive Teaching</u></p> <ul style="list-style-type: none"> <li>• Students will learn about their own cultural heritage and the cultural heritage of classmates through research and presentation of family histories.</li> </ul> <p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• Examining the commonalities and conflicts between the visual and print media messages</li> <li>• Comparing/contrasting how the techniques of three or more media sources affect the message</li> <li>• Identifying and critiquing the forms and techniques used in various media</li> </ul>
<p><b>Integration of Knowledge and Idea</b></p> <ul style="list-style-type: none"> <li>• (LIT) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</li> <li>• (LIT) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</li> <li>• (INF) 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.</li> <li>• (INF) Delineate and evaluate the</li> </ul>	<p><b>Sample Assessments:</b></p> <p>Individualism Unit: Compare three texts (film, essay and podcast) directly related to the content of a works read in class on the theme of Individualism and Self-Reliance . Write a paper analyzing the messages communicated through these various forms.</p> <p><b>Instructional Strategies:</b></p> <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> <li>• Brainstorm connections to other content areas (history, science, foreign affairs, politics, health) to help students focus paper topics.</li> </ul> <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> <li>• Compile posts from online discussion forums pertaining to selected topic. Present all or part of final writing piece in an online media forum.</li> </ul> <p><u>Global Perspectives</u></p> <ul style="list-style-type: none"> <li>• Select topics and texts pertaining to relevant global issues.</li> </ul> <p><b>Instructional Focus:</b></p>

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<p>reasoning in seminal U.S. 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., <i>The Federalist</i>, presidential addresses).</p> <ul style="list-style-type: none"> <li>• (INF) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and selecting media forms appropriate to viewer's/reader's purpose.</li> <li>• Analyzing the effects of media presentations and the techniques to create them.</li> </ul> <p><b>Sample Assessments:</b></p> <p><i>The Great Gatsby</i>: Incorporate visuals and music from the Internet into bulletin boards and class presentations to provide context on The Roaring 20s while reading <i>The Great Gatsby</i>. (Flapper Day)</p> <p>Generate visual presentation rubrics for use in evaluating visual presentations.</p> <p><b>Instructional Strategies:</b></p> <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> <li>• Compile various fine art photographs, and photographs of fashion, cars, architecture, and famous people of the time. Find and play music of the 20's. Students will also dress up and learn the Charleston to give a flavor of the buoyant frenzy of the era, and watch a documentary on the period.</li> </ul>
<p><b>Range of Text and Level of Text Complexity</b></p>	
<ul style="list-style-type: none"> <li>• By the end of Grade 11, read and comprehend literature and literary non-fiction in the 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>	<p><u>Technology Integration</u></p> <ul style="list-style-type: none"> <li>• Materials will be pulled from the Internet and iTunes. Students will also learn how to create a works cited to attribute non-print media: photos, music, interviews, radio programs, and film.</li> </ul> <p><u>Global Perspectives</u></p> <ul style="list-style-type: none"> <li>• Examine images and music from other countries during the 1920's to see how the era is distinctly American, and to examine how it was exported to other countries. Look at the American expatriate writers and artists (especially F. Scott Fitzgerald and Ernest Hemingway) who lived in Paris in the 1920's. See excerpts from Woody Allen's <i>Midnight in Paris</i>.</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> </ul> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• S.T.E.A.M.</li> </ul>

# ANCHOR STANDARDS: WRITING

## Text Type and Purposes:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Range of Writing:

10. 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.

## Big Ideas: Course Objectives/Content Statements

Writing is the process of communicating a point of view that supports and advances a position for a variety of audiences and purposes.

<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"><li>• How do writers use the writing process to synthesize an argument?</li><li>• How do writers develop and support a well-written position?</li><li>• How do rules of language affect written communication?</li><li>• How do writers develop a connection with and affect an audience through writing?</li><li>• How do writers develop a style and distinct voice in their writing?</li></ul>	<ul style="list-style-type: none"><li>• Good writers define and refine their ideas through frequent and varied writing and revision.</li><li>• Good writers apply a variety of forms and strategies to refine their ideas into an effective product supported by the thesis, content and organization of the writing.</li><li>• Rules, conventions of language, help readers understand what is being communicated.</li><li>• Good writers connect with readers by applying a variety of writing strategies that develop reader interest and which are suited to the writer's purpose.</li></ul>

	<ul style="list-style-type: none"> <li>Sophisticated writers take compositional risks with language and syntax to develop a style of their own.</li> </ul>
Areas of Focus: Proficiencies	Examples, Outcomes and Assessments
Text Types and Purposes	I. Instructional Focus
<p>I. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Develop claim(s) and counterclaims fairly, supplying 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.</li> <li>Use words, phrases, and 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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li>Engaging in the full writing process</li> <li>Analyzing/revising writing</li> <li>Excluding extraneous details</li> <li>Using the computer and online tools as part of the writing process</li> <li>Using graphic organizers in planning</li> </ul> <p><b>Sample Assessments:</b></p> <p>Once a week students will take part in Writing Workshop, which consists of a mini-lesson on a particular aspect of writing (multiple genres), free writing time, peer conferencing, and revision.</p> <p><b>Instructional Strategies:</b></p> <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> <li>Students have the opportunity to write using any content they choose--historical, personal, scientific, etc. In addition, Students are encouraged to illustrate their work when appropriate (cartoons, graphic novels, children's books) or work entirely in a different genre (a cookbook for example).</li> </ul> <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> <li>Students will be using on-line critique groups to post their work and get feedback from peers.</li> </ul> <p><u>Global Perspectives</u></p> <ul style="list-style-type: none"> <li>Models for writing will be chosen from global writers to show both universality and stylistic difference.</li> </ul>
<p>II. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>Establishing goals</li> <li>Drafting an original thesis</li> <li>Using secondary sources</li> <li>Foreseeing readers' (listeners') needs</li> <li>Analyzing argument</li> </ul> <p><b>Sample Assessments:</b></p> <p>Students will create a research-based paper on a classic American Novel. Activities include: Creating an</p>

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<p>multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>	<p>original thesis, researching literary criticism, drafting, revising, peer editing.</p> <p><b>Instructional Strategies:</b></p> <p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> <li>• Literary Criticism draws on other disciplines and cultural influences such as feminism, psychoanalysis, Marxism, New Historicism, gender studies etc.</li> </ul> <p><u>Technology Integration:</u></p> <ul style="list-style-type: none"> <li>• Students will use library databases for research and computers for drafting and editing.</li> </ul> <p><u>Global Perspectives:</u></p> <ul style="list-style-type: none"> <li>• Sources are international and provide a global perspective on classics in American Literature.</li> </ul> <p><u>Media Literacy Integration</u></p> <ul style="list-style-type: none"> <li>• Students will do a meta-analysis of sources in order to understand the political agendas behind post-modern literary criticism.</li> </ul> <p><u>Culturally Responsive Teaching</u></p> <ul style="list-style-type: none"> <li>• Unit is based on choice of novel, thesis and topic allowing for individual expression and responsiveness to student interest and background.</li> </ul>
<p>III. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>• Use a variety of techniques to sequence events so that they build on one another to create a</li> </ul>	



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<p>coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <ul style="list-style-type: none"> <li>• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>• Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>	
<p><b>Production and Distribution of Writing</b></p>	
<ul style="list-style-type: none"> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>• Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> </ul>	
<p><b>Research to Build and Present Knowledge</b></p>	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>	

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<p>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.</p> <ul style="list-style-type: none"> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	
<b>Range of Writing</b>	
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.	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<p>21<sup>st</sup> Century Skills:</p> <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> </ul> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• S.T.E.A.M.</li> </ul>

### ANCHOR STANDARDS: SPEAKING & LISTENING

#### Comprehension and Collaboration:

1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas:

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### **Big Ideas:** *Course Objectives/Content Statements*

The ability to express one's ideas clearly and concisely through both discussion and rhetorical speaking is necessary for communicating, thinking, and learning.

#### **Essential Questions**

#### **Enduring Understandings**

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<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>• How does understanding multiple points of view help strengthen an argument?</li> <li>• In what ways do discussion groups come to understand a text?</li> <li>• How does understanding the use of rhetorical language and devices improve one's oral communication?</li> <li>• How does a speaker choose and refine an organizational strategy to suit the audience and purpose?</li> <li>• How can one learn to listen?</li> <li>• How does a listener understand a message?</li> <li>• How does being an effective listener strengthen speaking abilities?</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in oral discussion allows us to encounter other points of view in the process of shaping our own ideas.</li> <li>• Questioning and contributing help groups engage with a text by asking probing questions and sharing opinions and ideas about literary works.</li> <li>• Use of rhetorical devices can influence a speaker's audience.</li> <li>• A speaker must have a clear purpose and a deep understanding of the audience to determine how an oral presentation should be organized.</li> <li>• There is a difference between the act of hearing and the act of listening to ensure comprehension.</li> <li>• Listening, as opposed to hearing, involves empathy and seeing multiple perspectives.</li> <li>• A listener comprehends a message by interpreting both text and subtext and by evaluating the content and purpose.</li> </ul>
<p><b>Comprehension and Collaboration</b></p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>• 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.</li> </ul>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• Selecting a poem</li> <li>• Interpreting the poem (language and meaning)</li> <li>• Memorizing the poem</li> <li>• Speaking for dramatization</li> <li>• Using a rubric to self-evaluate</li> <li>• Listening to and evaluating peers</li> </ul> <p><b>Sample Assessments:</b></p> <p>Students will select a poem to analyze, interpret, memorize and present to class in a PowerPoint with music and artwork that compliments the interpretation of the poem.</p> <p><b>Instructional Strategies:</b></p> <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> <li>• Select music and artwork that connects to the tone, mood, and theme of the poem.</li> </ul> <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> <li>• Present the poem in a PowerPoint or Prezi.</li> </ul> <p><u>Global Perspectives</u></p> <ul style="list-style-type: none"> <li>• Learn the history of the oral tradition in poetry and incorporate into presentation.</li> </ul> <p><u>Media Literacy Integration</u></p>

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<ul style="list-style-type: none"> <li>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.</li> </ul> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<ul style="list-style-type: none"> <li>Closely examine the use of language in the poem to see how poetic craft effectively communicates meaning and emotion.</li> </ul> <p><u>Culturally Responsive Teaching</u></p> <ul style="list-style-type: none"> <li>Choice of poem and artwork allows students to create projects that reflect their personal and cultural background.</li> </ul> <p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>Supporting a position integrating multiple perspectives</li> <li>Assuming leadership roles in student directed discussion</li> <li>Analyzing, evaluating, and modifying group processes</li> <li>Speaking for persuasion</li> </ul> <p><b>Sample Assessments:</b></p> <p>Based on readings of articles and editorials, take a position on the nature of the American Dream and participate in Socratic Seminars.</p> <p><b>Instructional Strategies:</b></p> <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> <li>Research multiple disciplines to assess the meaning of the American Dream.</li> </ul> <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> <li>Use a wiki to collaborate and prepare team arguments and evidence.</li> </ul> <p><u>Global Perspectives</u></p> <ul style="list-style-type: none"> <li>Research non-American perspectives on The American Dream.</li> </ul> <p><u>Media Literacy Integration</u></p> <ul style="list-style-type: none"> <li>Analyze the use of the concept of the American Dream historically and politically. Articles begin with the first use of the term and continue to present. Students will find one recent reference and compare to historical references.</li> </ul> <p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>Distinguishing emotive from persuasive oral rhetoric</li> <li>Summarizing, making judgments, and evaluating the content and delivery of oral presentations</li> <li>Listening and responding appropriately to debate</li> </ul>
<p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>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.</li> <li>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>	

	<p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"><li>• Memoir Unit: Conduct literature circle discussions, using memoirs, with a focus on literary analysis. Students may choose a position based on a work, author, literary time period, etc. Use rubrics to provide feedback to participants based on your listening observations.</li><li>• Tell a personal story (mini-memoir) to the class and use an oral presentation rubric to evaluate.</li></ul> <p><b>Instructional Strategies:</b></p> <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"><li>• Apply knowledge gained in U.S. History course to analyze the historical context of the memoir .</li></ul> <p><u>Technology Integration</u></p> <ul style="list-style-type: none"><li>• Listen to the radio programs “This American Life” and “The Moth” as storytelling models.</li></ul> <p><u>Global Perspectives</u></p> <ul style="list-style-type: none"><li>• In literature circles, students will discuss what is quintessentially American about the story, speculating on what would have been different if they had lived in another country or at another time period.</li></ul> <p><u>Culturally Responsive Teaching</u></p> <ul style="list-style-type: none"><li>• Personal stories will reflect a wide range of individual cultural backgrounds.</li></ul> <p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"><li>• Summarizing, making judgments, and evaluating the content and delivery of oral presentations.</li><li>• Identifying and defining unfamiliar vocabulary through context in oral communication.</li><li>• Analyzing the ways in which the style and structure of a speech supports or confuses its meaning or purpose.</li></ul> <p><b>Sample Assessments:</b></p> <p>Listen to audio excerpts of an author/poet reading his/her work. Compare/contrast your understanding of the text before and after listening. Determine how the tone of voice contributes to your interpretation. Before reading, highlight new vocabulary words and use the</p>
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	<p>audio to predict meanings.</p> <p><b>Instructional Strategies:</b></p> <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> <li>Use American writers who also write in Spanish to analyze the political implications of language in the United States, especially among Latino writers.</li> </ul> <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> <li>Record yourself reading the same text. Listen to the recording while paying close attention to your speech patterns, emphasis and tone. Play the recording for others and ask for feedback.</li> </ul> <p><u>Global Perspectives</u></p> <ul style="list-style-type: none"> <li>Choose texts or writers from other cultures who write about America, or American writers who write about other countries/cultures.</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving</li> <li>Communication and Collaboration</li> <li>Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> </ul> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> <li>Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>Civic Literacy</li> <li>Health Literacy</li> <li>S.T.E.A.M.</li> </ul>

#### ANCHOR STANDARDS: LANGUAGE

##### Conventions of Standard English:

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

##### Knowledge of Language:

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

##### Vocabulary Acquisition and Use:

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized

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<p>reference materials as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p><b>Big Ideas: Course Objectives/Content Statements</b></p> <p>The ability to use Standard English effectively and purposefully is a powerful tool for communicating through writing, speaking and multimedia. Understanding the denotative and connotative associations of words improves one's ability to persuade, explain, or tell a story.</p>	
<p><b>Essential Questions</b></p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b></p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li>• When is it most effective to use different styles of language in writing or speaking (i.e. formal, informal, etc.)?</li> <li>• How do diction and the use of well-chosen vocabulary impact the effectiveness (i.e. clarity, persuasiveness, etc.) of written or spoken language?</li> <li>• How do writers use connotative and denotative meaning of words to improve the effectiveness of written and spoken language?</li> <li>• How do writers use context—both textual and topical—and subtext to convey meaning?</li> <li>• How do writers use symbolic language to both create and transcend cultural difference?</li> <li>• How do linguistic differences in culture and geography create barriers between people who share the same language?</li> </ul>	<ul style="list-style-type: none"> <li>• Effective writers and speakers understand their audience and use language that is well suited to the occasion and purpose.</li> <li>• Carefully managed diction and use of vocabulary can greatly affect the clarity and persuasiveness of a writer or speaker's message.</li> <li>• Writers and speakers can create complex meaning, both literal and figurative, by being sensitive to the connotative and denotative meaning of the language they use</li> <li>• Compelling writers use context and subtext to convey meaning and sway readers.</li> <li>• Speakers and writers use symbolic language—idioms, metaphors, irony—to create communities, demonstrate social status, and delineate hierarchies</li> <li>• Writers draw on regional and colloquial language to create, maintain, and destroy cultures, communities, and status</li> </ul>
<p><b>Conventions of Standard English</b></p> <p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>• Resolve issues of complex or contested usage, consulting references as needed.</li> </ul> <p>Demonstrate command of the</p>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• Effectively use standard written English rules of grammar, syntax, and spelling to establish personal voice and style and to convey precise meaning</li> <li>• Effectively use varied sentence structure to convey tone, increase complexity of thought, and engage different audiences</li> <li>• Use reference tools to build understandings of how change in language and syntax over time reflects larger socio-cultural patterns</li> <li>• Interpret and be able to make inferences about word choice to make claims about broader</li> </ul>

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<p>conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Observe hyphenation conventions.</li> <li>• Spell correctly.</li> </ul>	<p>meanings</p> <ul style="list-style-type: none"> <li>• Grapple with and understand unfamiliar words using context clues</li> <li>• Understand and use literary terms and devices to close read texts.</li> </ul>
<p><b>Knowledge of Language</b></p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> <li>• Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ul>	<p><b>Sample Assessments:</b></p> <ol style="list-style-type: none"> <li>1. Study vocabulary from vocabulary workbook. Students will be responsible for learning 80 new words per marking period and will be assessed with 2 quizzes and 1 test per marking period.</li> <li>2. Pull profound quotes from both non-fictional and fictional text. Practice close reading skills by deciphering the important words, analyzing the deeper meaning and evaluating the author's purpose. Write an analytical body paragraph explaining the quotes significance.</li> </ol>
<p><b>Vocabulary Acquisition and Use</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</li> <li>• 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, or its standard usage.</li> <li>• 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).</li> </ul> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> </ul>	<ol style="list-style-type: none"> <li>3. Revise writing in Writing Workshop. Each week students will freewrite in class and then revise at home (add, subtract, change, correct). Revised work will be shared with peers for feedback. Students will hand in one finished piece per marking period that has been revised multiple times.</li> <li>4. Students will learn to analyze poetry on Poetry Monday's by understanding literary terms, and using literary vocabulary to comprehend how a writer uses language to create meaning.</li> </ol> <p><b>Instructional Strategies:</b></p> <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> <li>• Vocabulary study will enhance fluency and understanding of multi-disciplinary texts.</li> </ul> <p><u>Technology integration</u></p> <ul style="list-style-type: none"> <li>• Use computer for revision and online critique groups for feedback.</li> </ul> <p><u>Global Perspectives</u></p> <ul style="list-style-type: none"> <li>• Examine how the language of the poems are culturally universal by selecting poems with global appeal.</li> </ul> <p><u>Media Literacy Integration</u></p> <ul style="list-style-type: none"> <li>• In both vocabulary study and analysis of language</li> </ul>



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<ul style="list-style-type: none"> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ul> <p>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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>in fiction, non-fiction and poetry, examine the difference between the denotation and the connotation of words and show how writers use words to subtly communicate emotion, bias and sub-text.</p> <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> <li>Free choice of topics and direction for revision will allow for a wide range of styles and subjects reflecting the cultural diversity of the classroom.</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving</li> <li>Communication and Collaboration</li> <li>Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> </ul> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> <li>Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>Civic Literacy</li> <li>Health Literacy</li> <li>S.T.E.A.M.</li> </ul>

## Texts and Resources:

<i>Anderson</i>	Winesburg, Ohio
<i>Angelou</i>	I Know Why the Caged Bird Sings
<i>Baker</i>	Growing Up
<i>Baldwin</i>	Go Tell it on the Mountain
<i>Caputo</i>	A Rumor of War
<i>Cather</i>	My Antonia
<i>Chopin</i>	A Pair of Silk Stockings and Other Stories
<i>Cisneros</i>	Woman Hollering Creek
<i>Crane</i>	Red Badge of Courage
<i>Crane</i>	War is Kind and other Poems
<i>Crane</i>	Maggie: Girl of the Streets
<i>Dickenson</i>	Selected Poems
<i>Douglass</i>	Narrative of the Life of Frederick Douglass
<i>Eggers</i>	What is the What
<i>Ehrenreich</i>	Nickel & Dime
<i>Emerson</i>	Self Reliance
<i>Faulkner</i>	The Sound and the Fury
<i>Fitzgerald</i>	The Great Gatsby
<i>Gaines</i>	A Gathering of Old Men

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<i>Gladwell</i>	Outliers
<i>Hawthorne</i>	Scarlett Letter
<i>Hemingway</i>	The Nick Adams Stories
<i>Hemingway</i>	Old Man and the Sea
<i>Hurston</i>	Their Eyes Were Watching God
<i>Kingsolver</i>	The Bean Trees
<i>Masters, Edgar Lee</i>	Spoon River Anthology
<i>Miller</i>	The Crucible
<i>Miller</i>	Death of a Salesman
<i>O'Brien</i>	The Things They Carried
<i>Salinger</i>	Catcher in the Rye
<i>Shakespeare</i>	King Lear
<i>Shakespeare</i>	Othello
<i>Simon</i>	Brighton Beach Memoirs
<i>Stegner</i>	Big Rock Candy Mountain
<i>Steinbeck</i>	The Grapes of Wrath
<i>Steinbeck</i>	The Moon is Down
<i>Thoreau</i>	Walden and Civil Disobedience
<i>Twain</i>	Adventures of Huck Finn
<i>Various Black Authors</i>	Memory of Kin
<i>Vonnegut</i>	Slaughterhouse Five
<i>Walker</i>	The Color Purple
<i>Wharton</i>	Ethan Frome
<i>Wharton</i>	The House of Mirth
<i>Wharton</i>	Short Stories
<i>Whitman</i>	Selected Poems
<i>Wilder</i>	Our Town
<i>Williams</i>	The Glass Menagerie
<i>Wolfe</i>	Old School
<i>Wolfe</i>	This Boy's Life
<i>Yezierska</i>	Bread Givers
	Great Stories By American Women
	American Short Story
	American Short Story II
	Dramas of Individualism
	50 Great American Short Stories
	American Experience: Poetry
	American Experience: Drama
	Common Ground
	Art of the Personal Essay
	American Experience: Non-Fiction
	Modern American Memoir

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# Summit Public Schools

Summit, New Jersey

## Curricular Addendum

### **Career-Ready Practices**

**CRP1:** Act as a responsible and contributing citizen and employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies.

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

**CRP9:** Model integrity, ethical leadership and effective management.

**CRP10:** Plan education and career paths aligned to personal goals.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections**

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

### **Technology Integration**

#### Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

#### Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

### Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

### Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

### Global Perspectives

- [The Global Learning Resource Library](#)

### Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading