



**ORANGE PUBLIC SCHOOLS**

**THE COMMON CORE STATE STANDARDS**

**ELA HANDBOOK**



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### **Office of English Language Arts (ELA)**

The Office of ELA provides literacy leadership and guidance on standards-based curriculum and evidence based literacy practices. The intention is to ensure that students become proficient readers, writers, and communicators, ready to graduate from high school prepared for the rigor of postsecondary education and 21st century careers.

To meet the needs of all students in the Orange Public Schools, the Office of ELA provides rigorous curriculum frameworks, professional development, embedded coaching, school support, intervention strategies, and opportunities for enrichment. Further, the Office of ELA contributes to the efforts of every school to nurture the joy of reading, expose learners to the power of language and imagination, deepen the understanding of various literary genres, and embrace the significance of self-discovery and self-expression.

### **Curriculum**

Our ELA Curriculum Guides focus on world class standards. What is important to remember is that each of the guides will always be considered living documents. The department continues to refine them to ensure rigorous content and alignment to the most current state and federal standards.

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### **Data Driven Instruction**

In collaboration with the Office of Data Assessment and the District Data Team, the Office of ELA works to engage in ongoing, systematic data driven discussions that impact student academic performance. Data is used to track student progress and guide all stakeholders in making informed decisions about instructional practices.

### **Professional Development**

All ELA teachers receive support in a variety of ways. Under the guidance of the Office of Professional Development, focused department meetings are conducted on a monthly basis. Further, job-embedded support, such as individual and small group coaching as well as PLC's, are structured to strengthen teaching and learning in literacy. District professional development days focus on the CCSS ELA standards, the PARCC assessment, close reading, text dependent questions, using informational texts, and Readers' and Writers' Workshops.

## **Purpose of the ELA Handbook**

A great deal of research shows that teachers can make a substantial difference in student learning (Rockoff, 2004; Boyd, Lankford, Loeb, Rockoff, & Wyckoff, 2008; Clotfelter, Ladd, & Vigdor, 2007a; Clotfelter, Ladd, & Vigdor, 2007b; Ladd, 2008; Nye, Konstantopoulos, & Hedges, 2004). Further, teacher quality is one of the most important school-level factors explaining variation in student achievement (Coleman et al. 1966; Rockoff 2004; Clotfelter, Ladd, and Vigdor 2007). Therefore, the ELA handbook was designed to provide the essential resources and instructional models for the alignment between standards, instruction, curriculum, and assessment. This document provides guidance and assistance as teachers develop successful instructional practices and deepen their knowledge in the following:

- ❖ Grade expectations of the ELA CCSS
- ❖ Shifts in the ELA Common Core State Standards (CCSS)
- ❖ ELA CCSS Anchor Standards for Reading, Writing, Speaking and Listening, and Language
- ❖ Research requirements in the ELA CCSS
- ❖ ELA Student Growth Objectives (SGO's)
- ❖ Writers workshop model
- ❖ Guided reading
- ❖ Relevant literacy internet resources
- ❖ ELA grade level portfolio requirements
- ❖ ELA non-negotiables
- ❖ Measuring Text Complexity

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## ANCHOR STANDARDS FOR READING

### Key Ideas and Details

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- **CCSS.ELA-Literacy.CCRA.R.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.
- **CCSS.ELA-Literacy.CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### Craft and Structure

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- **CCSS.ELA-Literacy.CCRA.R.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.
- **CCSS.ELA-Literacy.CCRA.R.5** 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.
- **CCSS.ELA-Literacy.CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

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- **CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup>
- **CCSS.ELA-Literacy.CCRA.R.8** 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**.
- **CCSS.ELA-Literacy.CCRA.R.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.

### Range of Reading and Level of Text Complexity

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- **CCSS.ELA-Literacy.CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

#### **Note on range and content of student reading**

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To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.



## **ANCHOR STANDARDS FOR WRITING**

### **Text Types and Purposes<sup>1</sup>**

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- CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.CCRA.W.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.
- CCSS.ELA-Literacy.CCRA.W.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**

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

### **Research to Build and Present Knowledge**

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- CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-Literacy.CCRA.W.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.
- CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

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- CCSS.ELA-Literacy.CCRA.W.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.

#### **Note on range and content in student writing**

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To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year

## **ANCHOR STANDARDS FOR SPEAKING AND LISTENING**

### **Comprehension and Collaboration**

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

### **Presentation of Knowledge and Ideas**

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- CCSS.ELA-Literacy.CCRA.SL.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.
- CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Note on range and content of student speaking and listening**

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To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

## ANCHOR STANDARDS FOR LANGUAGE

### Conventions of Standard English

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- CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

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- CCSS.ELA-Literacy.CCRA.L.3 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

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- CCSS.ELA-Literacy.CCRA.L.4 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 reference materials, as appropriate.
- CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-Literacy.CCRA.L.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 encountering an unknown term important to comprehension or expression.

### Note on range and content of student language use

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To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

## Key Shifts in English Language Arts

The following are key shifts called for by the Common Core:

### 1. Regular practice with complex texts and their academic language

- growing complexity of texts students must read to be ready for the demands of college, career, and life.
- a staircase of increasing complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school.
- progressive development of reading comprehension so that students advancing through the grades are able to gain more from what they read.
- focus on academic vocabulary: words that appear in a variety of content areas
- critical types of content for all students including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare

### 2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational

- evidence from texts to present careful analyses, well-defended claims, and clear information
- focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text.
- *text-dependent* questions requiring inferences based on careful attention to the text
- narrative throughout the grades
- a command of sequence and detail that are essential for effective argumentative and informative writing
- evidence-based writing along with the ability to inform and persuade is a significant shift from current practice

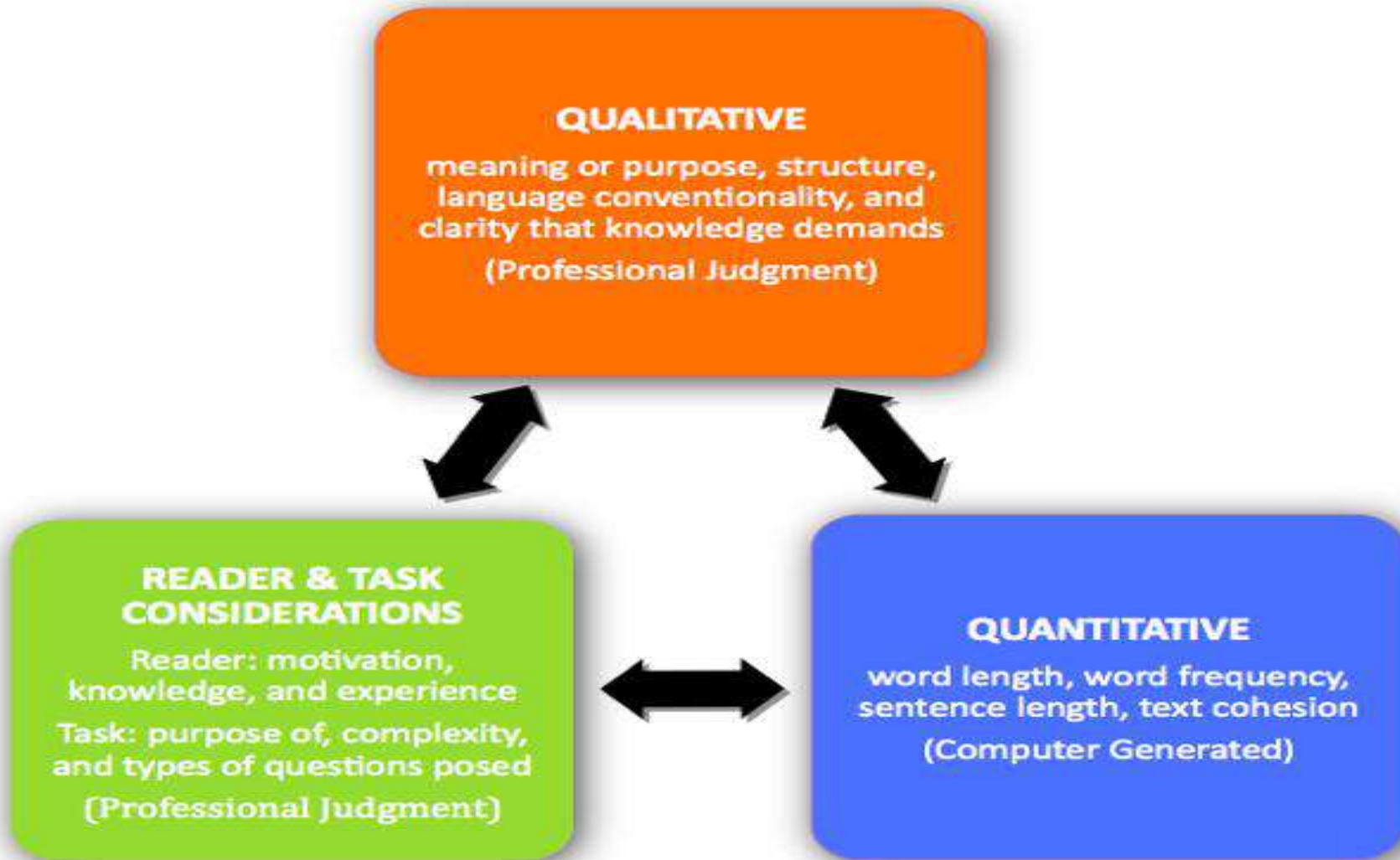
### 3. Building knowledge through content-rich nonfiction

- immersion in information about the world leading to develop the strong general knowledge and vocabulary for successful readers prepared for college, career and life.
- extensive opportunities to build knowledge through texts so they can learn independently

**Distribution of Literary and Informational Passages by Grade**

Grade	Literary	Information
K-4	50%	50%
5-8	45%	55%
9-12	30%	70%

# Common Core Model of Text Complexity



Adapted from Appendix A of The CCSS for Literacy and English Language Arts

1. Texts must demonstrate a “staircase” of complexity and progressive development of reading comprehension. Three criteria are used to evaluate the level of text complexity: Qualitative, Quantitative, Reader, and Task. The model of text complexity diagram to the right was created using information taken from [Appendix A](#) of the CCSS for Literacy and English Language Arts.
2. Include a combination of classical and contemporary literature and challenging informational texts on a variety of topics. The chosen texts must help students to “gain insights, explore possibilities, and broaden their perspectives.”
3. The Common Core mandates specific content: classical myths and stories from around the world, Shakespeare, American literature, and foundational U.S. documents. This suggests we must include folklore and multicultural literature.

The Common Core Initiative provides a detailed comparison of the qualitative characteristics of low-level and high-level complex texts to help you easily see the difference. I took the information from this section and created this chart called [Qualitative Dimension of Text Complexity](#).

According to the [Common Core Initiative](#), there are varying reasons for a 350L (Lexile) gap between high school and college level reading.

<b>Grade Bands in the Standards</b>	<b>Old Lexile Levels</b>	<b>Common Core Lexile Levels</b>
<b>K-1</b>	<b>NA</b>	<b>NA</b>
<b>2-3</b>	<b>450-725</b>	<b>450-790</b>
<b>4-5</b>	<b>645-845</b>	<b>770-980</b>
<b>6-8</b>	<b>860-1010</b>	<b>995-1115</b>
<b>9-10</b>	<b>960-1115</b>	<b>1080-1305</b>
<b>11-CCRR</b>	<b>1070-1220</b>	<b>1215-1355</b>

*(Credits: Common Core Appendix A)*

<http://www.scholastic.com/teachers/post/what-common-core-canon>



## Close Reading and the CCSS

### Close Reading Defined

- methodical investigation of a complex text through answering text dependent questions geared to unpack the text’s meaning.
- directs students to examine and analyze the text through a series of activities that focus students on the meanings of individual words and sentences as well as the overall development of events and ideas.
- calls on students to extract evidence from the text as well as draw non-trivial inferences that logically follow from what they have read.
- allows students to assemble — through discussion and in writing — an overarching picture of the text as a whole as well as grasp the fine details on which that understanding rests.
- prepares students for the kinds of detailed reading tasks they will encounter after graduation.
- motivates students by rewarding them for reading inquisitively and discovering the meaning and insight within the text that makes it worthy of attention.

**The ultimate goal of close reading is for students to be able to use close reading strategies independently in order to read and comprehend complex text proficiently.**

### Close Reading and the CCSS

Anchor Standards for Reading prioritize the close reading skill of extracting evidence and making inferences (Standard 1) when reading complex text (Standard 10).

All of the intervening standards (Standards 2-9) call on students to answer specific text dependent questions — from determining the central idea or theme (Standard 2) to building knowledge by comparing two or more texts (Standard 9) — but each intervening standard critically relies on the core close reading skill of “citing specific textual evidence” when reading complex text to “support conclusions” (Standards 1 and 10).

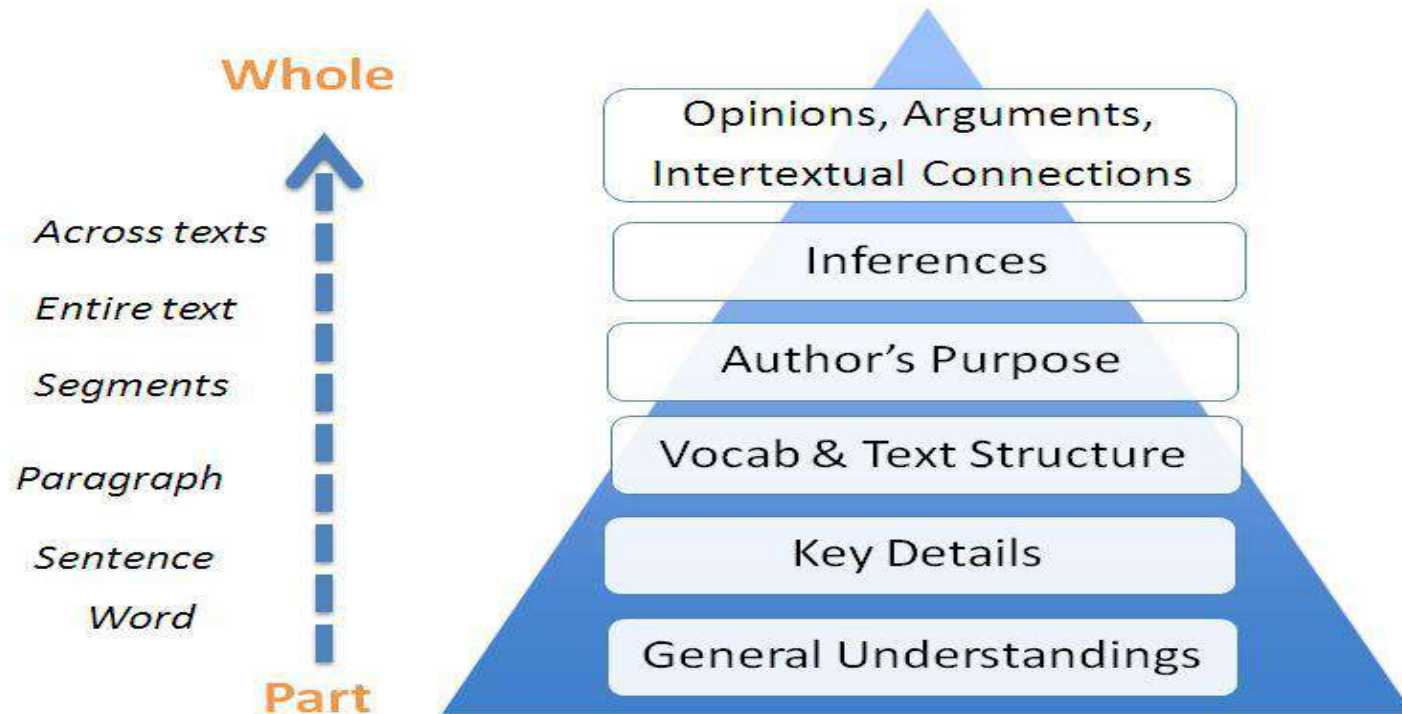
**This text dependent approach is one of the key shifts embodied in the CCSS, and moving students and teachers towards understanding and embracing close reading when appropriate is a key step to implementing the CCSS.**

## Elements of Close Reading Instruction

- Focuses on those portions of a text (from individual words and sentences up to several paragraphs) that pose the biggest challenge to comprehension, confidence, and stamina
- Asks text dependent questions and assigns tasks that are neither overly general nor schematic, but rather direct students to carefully examine the unique text in front of them for evidence
- Not only poses questions about specific ideas within the text but also asks students to make inferences based on evidence beyond what is explicitly stated
- Directs students to pay close attention to a variety of text structures, from the syntax of single sentences to the design of paragraphs or even pages of text
- Channels student focus on a sequential integrated line of inquiry directed at unpacking the text while keeping them actively engaged with what they read
- Stresses that students should synthesize the evidence they have gathered in an organized fashion and demonstrate their understanding both orally and through writing
- Helps students become aware of nuances in word meaning as well as acquire knowledge of general academic vocabulary to aid in understanding a wide range of complex texts.

<http://www.aspendrl.org/>

# Progression of Text-dependent Questions



**Differences in Depth:  
Text versus Non-Text Dependent Questions**

<b>Non-Text-Dependent Questions</b>	<b>Text-Dependent Questions</b>
Are books without pictures or conversations useful?	What kind of books <b>does Alice</b> find useful?
How would you react if you saw a talking rabbit?	How <b>did Alice</b> react when she saw a talking rabbit?
Would Alice have followed the rabbit down the hole had she not seen it look at a watch?	<b>Why did Alice</b> follow the rabbit down the rabbit-hole?
What do you know about Lewis Carroll?	What does <b>the reader</b> know about <b>the rabbit</b> ?

## **Guided Reading Essentials**

### **Purpose of Guided Reading:**

- Share a variety of texts to make meaning
- Reinforce teaching points introduced in previous learning
- Scaffold and support readers to develop comprehension strategies and reading behaviors independently
- Expose students to a variety of texts at their current instructional levels

### **Teacher Planning for a Guided Reading Group**

- Design small groups of students based on formal and/or informal assessments
- Design a teaching point (strategy/reading behavior focused) based on group's need
- Decide on vocabulary, figurative language, and/or text structure
- Choose text based on teaching point
- select books that student can read with a \_\_\_\_% accuracy. (offers enough challenge to support problem solving while still supporting fluency and meaning)
- The remainder of the class must be emerged in other literacy activities that do not require direct teacher involvement

### **Guided Reading Timing : 10-15 min emergent readers** **15-30 min advanced readers**

#### **Before the Reading (2-10)**

- Provide a brief book introduction that supports making meaning
- Introduce the teaching point (strategy/reading behavior focused)
- Address any vocabulary, figurative language, and/or text structure
- Activate background knowledge/schema
- Preview text

#### **During the Reading (10-20 min.)**

- Listen in with each student in group and prompt/guide as appropriate (whisper/silent read NO round robin reading)
- Notice and record comprehension strategies/reading behaviors
- Discuss/guide a teaching point with each student as appropriate
- Engage in meaningful conversation about what they are reading

**After the Reading (3-10 min.)**

- Bring group together to discuss and reflect on text
- Revisit teaching point (strategy/reading behavior focused)
- Revisit text to demonstrate and use a ray of comprehension strategies
- Link for independent student application

**From *Guided Reading: Good First Teaching for all Children* by Irene C. Fountas and Gay Su Pinnell**

## WRITING TYPES

### **Informative/Explanatory Writing and the CCSS**

<http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=1915&download>

### **Narrative Writing and the CCSS**

<http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=1916&download>

### **Argument Writing and the CCSS**

<http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=1914&download>

### **The Argumentative Writing Strand Progression Chart**

<http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=1918&download>

## **Writers' Workshop**

Writer's Workshop is a structure and a reflective process. Authors write about topics that matter to them as they move through the steps of the writing process. The goal is to create a safe and comfortable environment where a community of writers can attempt and share author's crafts, techniques, strategies and skills. The authors compliment and critique each other's writings, and publish and celebrate their work. Authors collect strategies that help them make deliberate choices in their writing.

<http://www.orange.k12.nj.us/Page/7216>

**YouTube video of presentation:**

<http://youtu.be/Y9mBJBstOiw>

## **Writing Checklists**

[Writing Checklist K-5](#)



## STUDENT GROWTH OBJECTIVES (SGO's) SAMPLES

**Grades K-2:**

<http://www.orange.k12.nj.us/Page/7045>

**Grades 3-5:**

<http://www.orange.k12.nj.us/Page/7047>

## STUDENT GROWTH OBJECTIVES (SGO's) SAMPLES (continued)

### Grades 6-12:

Orange Board of Education			Office of Curriculum & Instruction 2013-2014		English Language Arts SGOs Grades 6-8	
	6 <sup>th</sup> General	6 <sup>th</sup> Specific (Content)	7 <sup>th</sup> General	7 <sup>th</sup> Specific (Content)	8 <sup>th</sup> General	8 <sup>th</sup> Specific (Content)
Interval of Instruction	September - April	November - April	September - April	November - April	September - April	November - April
Assessment Name	Prentice Hall Literature End-of-Year Summative Test	District Writing Assessment	Prentice Hall Literature End-of-Year Summative Test	District Writing Assessment	Prentice Hall Literature End-of-Year Summative Test	District Writing Assessment
Rationale for SGO	This SGO covers all students and the majority of the grade level skills and knowledge developed in the reading, writing, and language strands for 6 <sup>th</sup> grade.	This SGO covers all students and measures the production of informative/explanatory writing that demonstrates ability aligned to the following CCSS: W6.2a, W6.2b, W6.2c, W6.2d, W6.2e, W6.4.	This SGO covers all students and the majority of the grade level skills and knowledge developed in the reading, writing, and language strands for 7 <sup>th</sup> grade.	This SGO covers all students and measures the production of informative/explanatory writing that demonstrates ability aligned to the following CCSS: W7.2a, W7.2b, W7.2c, W7.2d, W7.2e, W7.4.	This SGO covers all students and the majority of the grade level skills and knowledge developed in the reading, writing, and language strands for 8 <sup>th</sup> grade.	This SGO covers all students and measures the production of informative/explanatory writing that demonstrates ability aligned to the following CCSS: W8.2a, W8.2b, W8.2c, W8.2d, W8.2e, W8.4.
SGO	At least 85% of my students will attain a score of 80% or better on the Prentice Hall Literature End-of-Year Summative Assessment.	All students will produce clear and coherent informative/explanative writing to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	At least 85% of my students will attain a score of 80% or better on the Prentice Hall Literature End-of-Year Summative Assessment.	All students will produce clear and coherent informative/explanative writing to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	At least 85% of my students will attain a score of 80% or better on the Prentice Hall Literature End-of-Year Summative Assessment.	All students will produce clear and coherent informative/explanative writing to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Baseline Data	NJASK5, Prentice Hall Literature Beginning-of-Year Benchmark Test, 5 <sup>th</sup> Grade Report Card (ELA)	NJASK5 Writing Scores, 5 <sup>th</sup> Grade Portfolio, District Writing Assessment #1	NJASK6, Prentice Hall Literature Beginning-of-Year Benchmark Test, 6 <sup>th</sup> Grade Report Card (ELA)	NJASK6 Writing Scores, 6 <sup>th</sup> Grade Portfolio, District Writing Assessment #1	NJASK7, Prentice Hall Literature Beginning-of-Year Benchmark Test, 7 <sup>th</sup> Grade Report Card (ELA)	NJASK7 Writing Scores, 7 <sup>th</sup> Grade Portfolio, District Writing Assessment #1
Orange Board of Education		Office of Curriculum & Instruction 2013-2014		English Language Arts SGOs Grades 9-12		
	General			Specific		
Interval of Instruction	September - April			November - April		
Assessment Name	Study Island Reading Standards Assessment			District Writing Assessment		
Rationale for SGO	This SGO covers all students and the majority of the grade level skills and knowledge developed in the reading, writing, and language strands for grades 9 – 12.			The PARCC assessment system, in keeping with the emphases in the Common Core State Standards, allows for prose constructed-responses that elicit student abilities to produce analytic writing. Analytic writing places a premium on using evidence while demonstrating logical integration and coherence in order to narrate/describe, inform/explain, convey an opinion, advance an argument or simultaneously meet a combination of these purposes. The PARCC assessments are designed to allow for ample opportunities to measure analytic writing. ( <a href="#">Item Guidelines for ELA/Literacy PARCC Summative Assessment</a> , p 4)		
SGO	Students will utilize Study Island testing as a pre (September 2013) and posttest (April 2014) and will improve deficiencies by a minimum of 30%. (Deficiencies are determined by number incorrect. If a student receives a 60, they will have a 40% deficiency. In order to improve deficiency by 30%, posttest grade will need to be a minimum of 72%).			Pretest (September 2013) scores of	Will	To Posttest (April 2014) scores of
				1 & 2	Improve by 2 or more	At least 3 or 4
				3 & 4	Improve by a minimum of 1	At least 4 or 5
				5 & 6	Hold or improve	5 or 6
Baseline Data	Study Island Grade Level Diagnostic Pretest			District Writing Assessment #1		

## PORTFOLIO HANDBOOK

### What are the key characteristics of a writing portfolio?

A portfolio is a living, growing selection of a student's work. Each addition is carefully selected by the student (with guidance from the teacher) for a specific reason that she or he will explain.

- A portfolio is a form of assessment that students do together with their teachers.
- A portfolio is not just a **collection** of student work but a **self-selection**. The student must be involved in choosing and justifying the pieces to be included.
- A portfolio provides samples of the student's work that **show growth over time**. By reflecting on their own learning (self- assessment), students begin to identify the strengths and weaknesses in their work. These weaknesses then become improvement goals.
- The criteria for selecting and assessing the portfolio contents must be clear to the teacher and the students at the outset of the process.
- A writing portfolio contains the entire writing process from prewriting through publication.
- Each selection has a rubric attached and a self-reflection attached. Additionally, there is evidence of peer and teacher reflections on drafts.
- Be mindful that every writing piece selected for entry does not need to go to the publication stage.

### Why use portfolio assessments?

- A portfolio assessment matches assessment to teaching because they are products of classwork over time.
- A portfolio enables students to show quality work without pressure and time constraints.
- A wide range of skills can be demonstrated through the portfolio.
- The portfolios shows efforts to improve and develop, and demonstrates progress over time.
- Written as well as oral and graphic products can easily be included.
- Portfolios develop a student's awareness of his or her own learning because each student reflects on his or her own progress and the quality of his or her own work in relation to known goals.
- Since it is open-ended, students can show work on their own level. Since there is choice, portfolios cater to different learning styles and allow expression of different strengths in a heterogeneous class.
- Portfolios develop independent and active learners through self-selection and justification of why a piece is being added to the portfolio.
- Portfolios are an efficient tool for demonstrating learning because they contain different kinds of products and records of progress.
- Portfolios enable teachers to get to know each and every student, and they promote joint goal-setting.

## Essential Elements of a Literacy Portfolio

**The Orange School District has determined that the following items must be included in the core\* portion of the literacy portfolio:**

- narrative pieces
- literary analysis
- informative/explanatory pieces
- expository (research)
- opinion/argument pieces
- Multi-genre pieces

**In the optional\*\* portion of the literacy portfolio, students may choose from the following:**

- Reading assessment
- PowerPoint presentation
- Audio recording of an oral presentation
- Website for an electronic portfolio
- Reading journal entry
- Quiz
- A writing piece from the core
- Any authentic assessment

**Of the multitude of writings the students have completed, the portfolio must have 3-5 selections per marking cycle. At the end of each year, the portfolios are alphabetized, and at the start of the new school year, teachers will select their current students' portfolios. After the new teacher has reviewed the portfolios, students will select 1-2 pieces to remain in the portfolio and take the rest home.**

**Grade 1**

Core Selections	Unit	Due Date	Title or Topic of Work	Score
Narrative	One	10.25.13		
Response to Literature	One	10.25.13		
Narrative	Two	1.3.14		
Informative	Two	1.3.14		
Informative/Explanatory	Three	3.4.14		
Research: Response to Informational Text	Three	3.4.14		
Response to Literature	Three	3.4.14		
Opinion	Four	5.2.14		
Response to Literature	Four	5.2.14		
Narrative	Five	6.13.14		
Research: Response to Informational Text	Five	6.13.14		

Student's Choice	Unit	Date Completed	Title or Topic of Work	

## Grade 2

Core Selections	Unit	Due Date	Title or Topic of Work	Score
Narrative	One	10.25.13		
Response to Literature	One	10.25.13		
Informative/Explanatory	Two	1.3.14		
Research: Response to Informational Text	Two	1.3.14		
Opinion	Three	3.4.14		
Narrative	Three	3.4.14		
Research: Response to Informational Text	Three	3.4.14		
Informative/Explanatory	Four	5.2.14		
Opinion	Four	5.2.14		
Research: Gather information from provided sources to answer questions	Four	5.2.14		
Opinion	Five	6.13.14		
Narrative	Five	6.13.14		
Research: Response to Informational Text	Five	6.13.14		

K-1 Writing Continuum			
Stage	Preconventional (level 1)	Emerging (level 2)	Beginning (level 3)



	<ul style="list-style-type: none"> <li><input type="checkbox"/> Makes marks on paper (drawing , scribbling, pretend writing)</li> <li><input type="checkbox"/> Relies primarily on drawing to convey meaning</li> <li><input type="checkbox"/> May write some random recognizable letters</li> <li><input type="checkbox"/> Begins to write first name</li> <li><input type="checkbox"/> Dictates writing to convey meaning</li> <li><input type="checkbox"/> Tells about own “writing” and pictures or pretends to “read” own writing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copies name and familiar words</li> <li><input type="checkbox"/> Uses pictures and print to convey meaning</li> <li><input type="checkbox"/> Begins to match sounds and letters</li> <li><input type="checkbox"/> Generally prints with upper case letters</li> <li><input type="checkbox"/> Represents whole word with beginning consonant or string of random letters</li> <li><input type="checkbox"/> Writing placed randomly on page</li> <li><input type="checkbox"/> May experiment with punctuation</li> <li><input type="checkbox"/> Begins to write left to right</li> <li><input type="checkbox"/> Dictates writing to convey meaning</li> <li><input type="checkbox"/> Begins to “read” own writing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write name and favorite words</li> <li><input type="checkbox"/> With guidance, names topic and writes using drawings, words and/or simple sentences</li> <li><input type="checkbox"/> Writes about simple topics and orders Events</li> <li><input type="checkbox"/> Uses text to convey meaning with less support from the illustration</li> <li><input type="checkbox"/> Writing is from top to bottom/left to right</li> <li><input type="checkbox"/> Interchanges uppercase and lowercase letters.</li> <li><input type="checkbox"/> Begins to use spaces between phonetically spelled “words”</li> <li><input type="checkbox"/> Begins to use punctuation</li> <li><input type="checkbox"/> Reads own writing to share</li> </ul>
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Stage	Developing (level 4)	Transitional (level 5)	Expanding (level 6)
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces and names the topic</li> <li><input type="checkbox"/> Write recognizable short sentences</li> <li><input type="checkbox"/> Writes about opinions, observations and experiences with some descriptive words</li> <li><input type="checkbox"/> Write simple facts about topic (non-fiction pieces)</li> <li><input type="checkbox"/> Orders events with temporal words</li> <li><input type="checkbox"/> Adds some detail</li> <li><input type="checkbox"/> Provides some sense of closure to writing</li> <li><input type="checkbox"/> Uses uppercase and lowercase letters appropriately</li> <li><input type="checkbox"/> Uses periods and question marks Appropriately</li> <li><input type="checkbox"/> Uses phonetic spelling</li> <li><input type="checkbox"/> With prompting and support, adds details to strengthen writing</li> <li><input type="checkbox"/> Writes some high frequency words</li> <li><input type="checkbox"/> Reads and shares own writing</li> <li><input type="checkbox"/> Provides feedback to peers about their writing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writes complete sentences with a central ideas/topic in mind</li> <li><input type="checkbox"/> Writes about opinions, observations and experiences with descriptive words</li> <li><input type="checkbox"/> Writes non-fiction pieces (e.g. magazine articles)</li> <li><input type="checkbox"/> Recounts events or sequence of events</li> <li><input type="checkbox"/> Includes details, feelings and thoughts</li> <li><input type="checkbox"/> Provides concluding statement or section</li> <li><input type="checkbox"/> Uses uppercase and lowercase letters appropriately</li> <li><input type="checkbox"/> Places comas where needed in dates or a series of single words</li> <li><input type="checkbox"/> Correctly uses periods and question marks</li> <li><input type="checkbox"/> Correctly spells many high frequency words</li> <li><input type="checkbox"/> Uses logical phonetic spelling</li> <li><input type="checkbox"/> With guidance and support, adds details to strengthen writing</li> <li><input type="checkbox"/> Shares writing with peers and offers feedback to peers in regards to their writing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writes in various formats (non-fiction, fiction, narrative, poetry, etc.)</li> <li><input type="checkbox"/> Organizes ideas in a logical sequence</li> <li><input type="checkbox"/> Maintains central idea throughout the piece</li> <li><input type="checkbox"/> Recounts a well elaborated event or sequence of events</li> <li><input type="checkbox"/> Includes details, feelings and thoughts</li> <li><input type="checkbox"/> Provides concluding statement or section</li> <li><input type="checkbox"/> Edits for spelling and punctuation accurately</li> <li><input type="checkbox"/> Strengthens writing by editing and revising with feedback.</li> <li><input type="checkbox"/> Begins to develop paragraphs</li> <li><input type="checkbox"/> Spells most high frequency words correctly and phonetic spelling represents a close representation (May still use phonetic spelling for advanced words)</li> <li><input type="checkbox"/> Shares writing with peers and offers feedback to peers in regards to their writing</li> </ul>

**Grade 3**

Core Selections	Unit	Due Date	Title or Topic of Work	Score
Opinion	One	10.25.13		
Narrative	One	10.25.13		
Response to Literature	One	10.25.13		
Informative/Explanatory	Two	1.3.14		
Narrative	Two	1.3.14		
Research: Response to Informational Text	Two	1.3.14		
Narrative	Three	3.4.14		
Opinion	Three	3.4.14		
Research: short project that builds knowledge about a topic	Three	3.4.14		
Narrative	Four	5.2.14		
Opinion	Four	5.2.14		
Narrative	Four	5.2.14		
Research: Response to Informational Text	Four	5.2.14		
Narrative	Five	6.13.14		
Response to Literature	Five	6.13.14		
Research: Short project that builds knowledge	Five	6.13.14		

**Grade 4**

Core Selections	Unit	Due Date	Title or Topic of Work	Score
Opinion	One	10.25.13		
Narrative	One	10.25.13		
Response to Literature	One	10.25.13		
Informative/Explanatory	Two	1.3.14		
Research: Response to Informational Text	Two	1.3.14		
Response to Literature	Two	1.3.14		
Narrative	Three	3.4.14		
Research: Response to Informational Text	Three	3.4.14		
Response to Literature	Three	3.4.14		
Informative/Explanatory	Four	5.2.14		
Produce and Publish Writing: a minimum of one typed page in a single setting	Four	5.2.14		
Response to Informational	Four	5.2.14		
Informative/Explanatory	Five	6.16.14		
Produce and publish writing: a minimum of one typed page in a single sitting	Five	6.16.14		
Research: Short project that builds knowledge	Five	6.16.14		

## Grade 5

Core Selections	Unit	Due Date	Title or Topic of Work	Score
Narrative	One	10.25.13		
Response to Literature	One	10.25.13		
Response to Informational Text	One	10.25.13		
Opinion	Two	1.3.14		
Research: Response to Informational	Two	1.3.14		
Response to Literature	Two	1.3.14		
Narrative	Two	1.3.14		
Response to Literature	Three	3.4.14		
Response to Informational Text	Three	3.4.14		
Narrative	Three	3.4.14		
Opinion	Four	5.2.14		
Research: Response to Informational Text (to support analysis, reflection and research)	Four	5.2.14		
Informative/Explanatory	Four	5.2.14		
Research project with several sources	Five	6.16.14		
Response to Literature	Five	6.16.14		
Response to Informational Text	Five	6.16.14		

**Grades:      6      7      8**

<b>Core Selections</b>	<b>Unit</b>	<b>Due Date</b>	<b>Title or Topic of Work</b>	<b>Score</b>
Reading Strategy Inventory	One	10.1.13		
Initial Self-Assessment: Writing	One	10.1.13		
Narrative*	One	10.25.13		
Response to Literature	One	10.25.13		
Response to Informational Text	One	10.25.13		
Literary Analysis	One	10.25.13		
Performance Task	One	10.25.13		
Informative/Explanatory*	Two	1.3.14		
Response to Literature	Two	1.3.14		
Response to Informational Text	Two	1.3.14		
Literary Analysis**	Two	1.3.14		
Performance Task	Two	1.3.14		
Argument*	Three	3.4.14		
Response to Literature	Three	3.4.14		
Response to Informational Text	Three	3.4.14		
Literary Analysis**	Three	3.4.14		
Performance Task	Three	3.4.14		
Narrative*	Four	5.2.14		
Response to Literature	Four	5.2.14		
Response to Informational Text	Four	5.2.14		

Literary Analysis	Four	5.2.14		
Performance Task	Four	5.2.14		
Argument*	Five	6.16.14		
Informative/Explanatory*	Five	6.16.14		
Response to Literature	Five	6.16.14		
Response to Informational Text	Five	6.16.14		
Literary Analysis**	Five	6.16.14		
Portfolio Self-Assessment	Five	6.16.14		

\*These pieces, unlike the other Core Selections included in the portfolio, may not be written On Demand and should be inserted in the portfolio along with evidence of the drafting, revising, and editing stages of the writing process. All prewriting evidence should be available in the Writer's Notebook.

\*\*In any unit requiring the development of an Informative/Explanatory piece for the ELA Portfolio, a Literary Analysis that has been developed through the writing process can be submitted to satisfy both required texts. Similarly, an Argument about a literary work that has been developed through the writing process may be used to satisfy both required texts

## Grades 9-12

### Grade 9

Core Selections	Unit	Due Date	Title or Topic of Work	Score
Narrative	One	10.25.13		
Response to Text	One	10.25.13		
Response to Text	One	10.25.13		
Response to text	One	10.25.13		
Response to Text	One	10.25.13		
Research Project	One	10.25.13		
Informative/Explanatory	Two	12.20.13		
Research Project	Two	12.20.13		
Response to text	Two	12.20.13		
Response to text	Two	12.20.13		
Response to text	Two	12.20.13		
Response to text	Two	12.20.13		
Response to text	Two	12.20.13		
Argumentative Writing	Three	2.28.14		
Research Project	Three	2.28.14		
Response to text	Three	2.28.14		



Response to text	Three	2.28.14		
Response to text	Three	2.28.14		
Response to text	Three	2.28.14		
Response to text	Three	2.28.14		
Narrative	Four	4.17.14		
Response to text	Four	4.17.14		
Response to text	Four	4.17.14		
Response to text	Four	4.17.14		
Response to text	Four	4.17.14		
Research project	Four	4.17.14		
Narrative	Five	6.13.14		
Informational/Explanatory	Five	6.13.14		
Argumentative	Five	6.13.14		
response to text	Five	6.13.14		
response to text	five	6.13.14		
Response to text	Five	6.13.14		
Response to text	Five	6.13.14		

**Grade 10**

Core Selections	Unit	Due Date	Title or Topic of Work	Score
Narrative	One	10.25.13		
research project	One	10.25.13		
response to text	One	10.25.13		
response to text	One	10.25.13		
response to text	One	10.25.13		
response to text	One	10.25.13		
Informative text	Two	12.20.13		
research project	Two	12.20.13		
response to text	Two	12.20.13		
response to text	Two	12.20.13		
response to text	Two	12.20.13		
response to text	Two	12.20.13		
Argumentative writing	Three	2.28.14		
research project	Three	2.28.14		
response to text	Three	2.28.14		
response to text	Three	2.28.14		
response to text	Three	2.28.14		

response to text	Three	2.28.14		
response to text	Three	2.28.14		
Narrative	Four	4.17.14		
research project	Four	4.17.14		
response to text	Four	4.17.14		
response to text	Four	4.17.14		
response to text	Four	4.17.14		
Narrative	Five	6.13.14		
informative/explanatory	Five	6.13.14		
Argumentative	Five	6.13.14		
research project	Five	6.13.14		
response to text	Five	6.13.14		
response to text	Five	6.13.14		

**Grade 11**

Core Selections	Unit	Due Date	Title or Topic of Work	Score
Narrative	One	10.25.13		
Research project	One	10.25.13		
Response to text	One	10.25.13		
Response to text	One	10.25.13		
Response to text	One	10.25.13		
Response to text	One	10.25.13		
Informative/explanatory	Two	12.20.13		
Research project	Two	12.20.13		
Response to text	Two	12.20.13		
Response to text	Two	12.20.13		
Response to text	Two	12.20.13		
Response to text	Two	12.20.13		
Argumentative	Three	2.28.14		
Response to text	Three	2.28.14		
Response to text	Three	2.28.14		
Response to text	Three	2.28.14		
Response to text	Three	2.28.14		

Narrative	Four	4.17.14		
Research project	Four	4.17.14		
Response to text	Four	4.17.14		
Response to text	Four	4.17.14		
Response to text	Four	4.17.14		
Response to text	Four	4.17.14		
Narrative	Five	6.13.14		
Argumentative	Five	6.13.14		
Informative/explanatory	Five	6.13.14		
Research project	Five	6.13.14		
Response to text	Five	6.13.14		
Response to text	Five	6.13.14		
Response to text	five	6.13.14		

**Grade 12**

<b>Core Selections</b>	<b>Unit</b>	<b>Due Date</b>	<b>Title or Topic of Work</b>	<b>Score</b>
Narrative	One	10.25.13		
research project	One	10.25.13		
response to text	One	10.25.13		
response to text	One	10.25.13		
response to text	One	10.25.13		
response to text	One	10.25.13		
informative/explanatory	Two	12.20.13		
research project	Two	12.20.13		
response to text	Two	12.20.13		
response to text	Two	12.20.13		
response to text	Two	12.20.13		
response to text	Two	12.20.13		
Argumentative	Three	2.28.14		
research project	Three	2.28.14		
response to text	Three	2.28.14		
response to text	Three	2.28.14		
response to text	Three	2.28.14		

response to text	Three	2.28.14		
Narrative	Four	4.17.14		
research project	Four	4.17.14		
response to text	Four	4.17.14		
response to text	Four	4.17.14		
response to text	Four	4.17.14		
response to text	Four	4.17.14		
Narrative	Five	6.13.14		
informative/explanatory	Five	6.13.14		
Argumentative	Five	6.13.14		
research project	Five	6.13.14		
response to text	Five	6.13.14		
Student's Choice	Unit	Date Completed	Title or Topic of Work	Score

Portfolio Reflection Sheet  
Orange Board of Education

Student: \_\_\_\_\_

Date of reflection: \_\_\_\_\_

Title of Work or Artifact \_\_\_\_\_

To meet the Portfolio Standards, answer the following questions thoughtfully and completely. To exceed the Portfolio Standards, in lieu of the questions, a student may write and attach a reflective essay addressing the same information asked for below on the back of this paper.

**1. How does this artifact demonstrate what you know and can do?**

**2. How could this work be improved?**

**3. How might this knowledge or skill help you in your future?**

Student's signature \_\_\_\_\_

Teacher's signature \_\_\_\_\_



Portfolio Reflection Sheet  
Orange School District

Student: \_\_\_\_\_

Date of Reflection: \_\_\_\_\_

Reflective essay (optional):

## Research and the PARCC ELA Model Content Framework

[http://parcconline.org/sites/parcc/files/PARCCMCFELALiteracyAugust2012\\_FINAL-0.pdf](http://parcconline.org/sites/parcc/files/PARCCMCFELALiteracyAugust2012_FINAL-0.pdf)

### English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing

#### Research to Build and Present Knowledge:

##### **CCSS.ELA-LITERACY.CCRA.W.7**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

##### **CCSS.ELA-LITERACY.CCRA.W.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.

##### **CCSS.ELA-LITERACY.CCRA.W.9**

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

Further, the CCSS requires students to engage in research to build and present knowledge at every grade starting in kindergarten through grade 12.

### Additional Approved Web Resources:

#### Journeys:

<http://www-k6.thinkcentral.com/ePC/start.do>

#### Prentice Hall:

<https://www.pearsonsuccessnet.com/snpapp/login/PsnLandingPage.jsp?showLandingPage=true>

#### Achieve the Core

<http://achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12>

#### Basal Alignment Project

<http://achievethecore.org/dashboard/300/search/6/1/0/1/2/3/4/5/6/7/8/9/10/11/12basal-alignment-project>

#### Common Core:

<http://www.corestandards.org/ELA-Literacy>

#### PARCC ELA Performance Level Descriptors

Grade 3: <https://www.parcconline.org/sites/parcc/files/Grade3ELAPLDsJuly2013.pdf>

Grade 4: <https://www.parcconline.org/sites/parcc/files/Grade4ELAPLDsJuly%202013.pdf>

Grade 5: <https://www.parcconline.org/sites/parcc/files/Grade5ELAPLDsJuly2013.pdf>

Grade 6: <https://www.parcconline.org/sites/parcc/files/Grade6ELAPLDsJuly2013.pdf>

Grade 7: <https://www.parcconline.org/sites/parcc/files/Grade7ELAPLDsJuly2013.pdf>

Grade 8: <https://www.parcconline.org/sites/parcc/files/Grade8ELAPLDsJuly2013.pdf>

Grade 9: <https://www.parcconline.org/sites/parcc/files/Grade9ELAPLDsJuly2013.pdf>

Grade 10: <https://www.parcconline.org/sites/parcc/files/Grade10ELAPLDsJuly2013.pdf>

Grade 11: <https://www.parcconline.org/sites/parcc/files/Grade11ELAPLDsJuly2013.pdf>

**8 Strategies for Designing Lesson Plans to Meet the CCSS Opinion and Argument Writing Requirements:**

<http://www.nsta.org/docs/2013CongressCCSSArgumentation.pdf>

**Tools for Teachers: Engaging in Academic Writing:**

<http://www.aspendrl.org/portal/browse/CategoryList?categoryId=285>

**The Aspen Education and Society Program Digital Resource Library**

<http://www.aspendrl.org/>

**Writing Arguments to Support Claims:**

<https://transitiontocommoncore.wikispaces.hcpss.org/file/view/Writing%20Arguments%20to%20Support%20Claims%20in%20CTE.pptx/245028241/Writing%20Arguments%20to%20Support%20Claims%20in%20CTE.pptx>

**Narrative Writing and the CCSS** <http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=1916&download>  
**Engage NY**

<http://www.engageny.org>

ELA non-negotiables

<http://www.orange.k12.nj.us/Page/7216>

