This curriculum may be modified through varying techniques, strategies, and materials, as per an individual student's Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education at the regular meeting held on 12/5/19.
VISION STATEMENT

The goal of this Enriched English class is to provide reading and critical-thinking activities which will strengthen students’ skills in the areas of New Jersey’s Student Learning Standards in English Literacy.
MISSION STATEMENT

Analytical Reading provides students with intensive skill development in the areas of critical reading and comprehension.

The course is structured in the following manner:

- Students receive individual and small group instruction that focuses on strengthening literacy skills in reading.

- The reading component of this course focuses on the literal and inferential comprehension of informational texts.

- Students will acquire the skills necessary for reading, and comprehension of, a variety of informational sources, including current events, expository texts, argumentative texts, and editorials.
COURSE PROFICIENCIES

COURSE OBJECTIVES

1. To increase the student’s understanding of how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading.

2. To review a range of strategies to determine or clarify the meaning of unknown and multiple meaning words.

3. To increase the student’s understanding of word relationships and nuances in word meanings.

4. To develop students’ ability to identify literary techniques and devices through the study of core texts, various genres of informational literature, and multimedia versions of the same or similar text.

5. To practice reading passages critically and comprehensively, in order to answer specific content-based questions pertaining to each text.

6. To encourage students’ ability to think critically about a text, an author’s purpose, and the significance of historical context.

7. To review techniques for reading comprehension assessments such as timing, eliminating answers, familiarity with text, and making educated guesses.

8. To develop student listening comprehension and active listening skills.
STUDENT PROFICIENCIES

The student will be able to:

1. Practice and develop reading comprehension skills for informational texts, such as monitoring times, understanding directions, making high percentage guesses.
2. Practice writing short responses to questions about reading passages.
3. Read passages critically, to uncover themes and the author's point-of-view, tone, and purpose by using various methods of reading comprehension.
4. Increase reading fluency and comprehension through sustained silent reading.
5. Increase vocabulary acquisition by reading a wide variety of reading materials, and by acquiring strategies to interpret the meaning of new words.
METHODS OF EVALUATION

1. Class participation and engagement
2. Completion of class assignments
3. Grading of multiple choice and short answer exercises
4. Progress on assigned tasks over the length of the course and continued achievement
MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

**Special Education**
- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
● Guided Notes
● Functional learning incorporated into each lesson
● Exploration Activities
● Assessment read aloud
● Small group assessments
● Organizational Support
● Oral questioning assessments to supplement written response
● Pre-writing Structural Supports for extended writing tasks
● Ongoing teacher feedback as part of the writing process
● Interactive Study Guides
● Multi-sensory approach to instruction
● Written and spoken step-by-step directions
● Content-focused assessment (not grading for spelling/grammar)
● Graphic organizers
● Non-verbal cues to begin task/remain on task/refocus
● Individual monitoring for understanding/reinforced instruction
● Printed copies of class readings for application of Active Reading Strategies

**Gifted & Talented**

● Provide one-to-one teacher support
● Curriculum Compacting
● Advanced problems to extend the critical thinking skills of the advanced learner
● Supplemental reading material for independent study
● Elevated questioning techniques using Webb’s Depth of Knowledge matrix
● Curriculum Compacting
● Flexible grouping
● Tiered assignments
● Topic selection by interest
● Manipulatives
● Tiered Lessons
● Flipped Instruction
● Multimedia Presentations
● Open-ended responses
● Project-based learning
● Group activities
● Guided Notes
● Conclusions and analysis of exploratory activities
● Career based learning incorporated into each lesson
● Exploration Activities
- Student choice

**ELLs**
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
• Multi-sensory approach to instruction
• Written and spoken step-by-step directions
• Graphic organizers
• Non-verbal cues to begin task/remain on task/refocus
• Individual monitoring for understanding/reinforced instruction
• Printed copies of class readings for application of Active Reading Strategies

504s
• Exemplars of varied performance levels
• Multimedia presentations
• Sheltered instruction
• Tiered/Scaffolded Lessons
• Mnemonic devices
• Visual aids
• Modeling
• Guided note-taking
• Study Guides
• Differentiated pre-typed class notes and example problems
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• Individual monitoring for understanding/reinforced instruction
• Printed copies of class readings for application of Active Reading Strategies

**Students at Risk of Failure**
• Exemplars of varied performance levels
• Multimedia presentations
• Tiered/Scaffolded Lessons
• Modeling
• Guided note-taking
• Study Guides
• Differentiated pre-typed class notes and example problems
• Individualized instruction plans
• Words banks
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### SCOPE AND SEQUENCE

#### COURSE OUTLINE/STUDENT OBJECTIVE

The student will be able to:

<table>
<thead>
<tr>
<th>Standards</th>
<th>Course Outline/Student Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards:</strong> RI.7.1-2, 4; L.7.2-4.a-d, 5.a-c; W.7.1-2, 4</td>
<td>I. Skill Focus: What the Text Says (1 week)</td>
</tr>
<tr>
<td><strong>Technology:</strong> 8.1.8.D.4</td>
<td>A. Read closely to determine what the text says</td>
</tr>
<tr>
<td><strong>21st Century:</strong> CRP 1, CRP 2, CRP 4, CRP 6; CRP 7; CRP 8; CRP 11; CRP 12; 9.2.8.B.3</td>
<td>B. Make logical inferences drawn from the text</td>
</tr>
<tr>
<td><strong>Cross-Curricular:</strong> 6.1.8; 6.2.8; PS.6-8; LS.6-8; ESS.6-8</td>
<td>C. Make relevant connections to support analysis</td>
</tr>
<tr>
<td><strong>Recommended Texts:</strong></td>
<td>D. Cite textual evidence to support conclusions</td>
</tr>
<tr>
<td>○ “Pokemon Go’ Gets Gamers Out into an Augmented Reality World”</td>
<td>E. Literary Content: Recommended Texts:</td>
</tr>
<tr>
<td>○ “The Art of Finding Dory and Delivering Spot-on Character Animation”</td>
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<td>○ “There Are 80 ‘youth prisons’ in the U.S. - Here are 5 Things to Know about Them” (Newsela Article - Law)</td>
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<td>II. Skill Focus: Central Idea (1 week)</td>
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<tr>
<td><strong>Technology:</strong> 8.1.8.D.4</td>
<td>A. Determine the central idea of a text</td>
</tr>
<tr>
<td><strong>21st Century:</strong> CRP 1, CRP 2, CRP 4, CRP 6; CRP 7; CRP 8; CRP 11; CRP 12; 9.2.8.B.3</td>
<td>B. Determine the theme of a text</td>
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<td><strong>Cross-Curricular:</strong> 6.1.8; 6.2.8; PS.6-8; LS.6-8; ESS.6-8</td>
<td>C. Analyze how theme and central idea are developed</td>
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<td><strong>Recommended Texts:</strong></td>
<td>D. Summarize the key supporting details and ideas</td>
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<td>III. Skill Focus: Analyzing People, Events and Ideas (1 week)</td>
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<tr>
<td><strong>Technology:</strong> 8.1.8.D.4</td>
<td>A. Analyze the interactions between individuals, events and ideas</td>
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<td><strong>21st Century:</strong> CRP 1, CRP 2, CRP 4, CRP 6; CRP 7; CRP 8; CRP 11; CRP 12; 9.2.8.B.3</td>
<td>B. Analyze how and why they develop and interact over the course of a text</td>
</tr>
<tr>
<td><strong>Cross-Curricular:</strong> 6.1.8; 6.2.8; PS.6-8; LS.6-8; ESS.6-8</td>
<td>C. Evaluate how ideas influence individuals or events</td>
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<td><strong>Recommended Texts:</strong></td>
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RI.7.1-2, 4; L.7.2-4.a-d, 5.a-c; W.7.1-2, 4

### Technology:
8.1.B.D.4

### 21st Century:
CRP 1, CRP 2, CRP 4, CRP 6; CRP 7; CRP 8; CRP 11; CRP 12

### Cross-Curricular:
6.1.B; 6.2.B; PS.6-8; LS.6-8; ESS.6-8

### E. Evaluate how events impact ideas and individuals

### F. Literary Content: Recommended Texts:
- “Sniffles and Snorts Don’t Stop These Vets” (*Newsela* Article - Health)
- “Western Culture Places a Higher Value on Enthusiasm, Openness, Study Says” (*Newsela* Article - Science)

### IV. Skill Focus: Word Meaning and Choice (1 week)

#### A. Interpret words and phrases as they are used in a text

#### B. Determine technical, connotative and figurative meaning

#### C. Analyze how word choice impacts meaning or tone

#### D. Literary Content: Recommended Texts:
- “Undrafted Underclassmen face a Tough Road to Succeed in the NFL” (*Newsela* Article - Sports)
- “Classes are Tough at McDonald’s Hamburger University” (*Newsela* Article - Money)

### Standards:
RI.7.1-2, 4; L.7.2-4.a-d, 5.a-c; W.7.1-2, 4

### Technology:
8.1.B.D.4

### 21st Century:
CRP 1, CRP 2, CRP 4, CRP 6; CRP 7; CRP 8; CRP 11; CRP 12

### Cross-Curricular:
6.1.B; 6.2.B; PS.6-8; LS.6-8; ESS.6-8

### V. Skill Focus: Text Structure (1 week)

#### A. Analyze how a text is structured

#### B. Evaluate how sentences, paragraphs and larger portions relate to each other

#### C. Evaluate how sections contribute to the whole and to development of ideas

#### D. Analyze how structure is used to organize the text

#### E. Literary Content: Recommended Texts:
- “Should Colleges Rethink the Quest for Superkids?” (*Newsela* Article - Opinion)
- “White House Tells States to Give Kids Fewer Tests” (*Newsela* Article - Education)

### Standards:
RI.7.1-2, 4; L.7.2-4.a-d, 5.a-c; W.7.1-2, 4

### Technology:
8.1.B.D.4

### 21st Century:
CRP 1, CRP 2, CRP 4, CRP 6; CRP 7; CRP 8; CRP 11; CRP 12

### Cross-Curricular:
6.1.B; 6.2.B; PS.6-8; LS.6-8; ESS.6-8

### VI. Skill Focus: Point of View and Purpose (1 week)

#### A. Determine an author’s point of view or purpose

#### B. Assess how point of view shapes the content and style of a text.

#### C. Assess how purpose shapes the content and style of a text.

#### D. Analyze how the author distinguishes his or her position from that of others

#### E. Literary Content: Recommended Texts:
- “Boy Scouts of America Should End Ban on Gay Leaders, Group’s Berkeley Heights Public Schools
| Standards: RI.7.1-2, 4; L.7.2-4.a-d, 5.a-c; W.7.1-2, 4 | President Says” (Newsela Article - Law)  
○ “Violence Against Police Creates Trying Times for Officers and Communities” (Newsela Article - Education) |
| Technology: 8.1.8.D.4 | VII. Skill Focus: Multimedia (1 week)  
A. Integrate content presented in diverse media formats  
B. Evaluate content presented in diverse media formats  
C. Compare and contrast a text to an audio, video or multimedia version of the text  
D. Literary Content: Recommended Texts:  
○ “Coca-Cola Looks to Attract New Consumers with a Mini-Can” (Newsela Article - Money)  
○ “Americans Need to Cut Back on Added Sugars, According to Guidelines” (Newsela Article - Health) |
| 21st Century: CRP 1, CRP 2, CRP 4, CRP 6; CRP 7; CRP 8; CRP 11; CRP 12 | Cross-Curricular: 6.1.8; 6.2.8; PS.6-8; LS.6-8; ESS.6-8 |
| Standards: RI.7.1-2, 4; L.7.2-4.a-d, 5.a-c; W.7.1-2, 4 | VIII. Skill Focus: Arguments and Claims (1 week)  
A. Delineate the argument and specific claims in a text  
B. Evaluate the validity of reasoning  
C. Evaluate the relevance of claims  
D. Evaluate the sufficiency of evidence  
E. Literary Content: Recommended Texts:  
○ “Opinion: We Can - and Should - Engineer a Newer Baby but Set Limits” (Newsela Article - Opinion)  
| Technology: 8.1.8.D.4 | Cross-Curricular: 6.1.8; 6.2.8; PS.6-8; LS.6-8; ESS.6-8 |
| 21st Century: CRP 1, CRP 2, CRP 4, CRP 6; CRP 7; CRP 8; CRP 11; CRP 12 | IX. Skill Focus: Comparing Texts (1 week)  
A. Analyze how two or more texts address similar themes and topics  
B. Analyze how two or more authors shape their ideas, share information, and interpret facts and evidence on a common topic.  
C. Literary Content: Recommended Texts:  
○ “Opinion: We Can - and Should - Engineer a Newer Baby but Set Limits” (Newsela Article - Opinion)  
| Cross-Curricular: 6.1.8; 6.2.8; PS.6-8; LS.6-8; ESS.6-8 | |
SUGGESTED MATERIALS

Resources for Students
   Newsela online program

Resources for Teacher
   Newsela online program