

An Antic Disposition: A Consideration of the Canon, Literary Devices, Techniques, Form, and Man as Actor and the Part He Plays

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **8-10 Weeks**
Status: **Published**

Brief Summary of Unit

Continuing and expanding upon the year's work with the Advanced Placement test, Unit 3 will also look to address both the historical and modern literary canons, considering works as varied and seemingly disparate as the tragedies of William Shakespeare to the autobiographical verse of Sylvia Plath. In essence, the unit strives to draw connections between celebrated works of drama, short fiction, and prose by the past masters to select efforts from some of the modern era's best authors. After acknowledging and examining each individual work's place in the ever-expanding literary canon, close attention will be paid to the work's genre and form and its particular employment of literary devices and techniques. The identifying, understanding, and analyzing of an author's inimitable style will be complemented by a thematic lens through which the student may, to varying degrees, view man as an actor forced to play a part or role in order to survive an often hostile and confusing universe. The unit may find its initial footing with Shakespeare's *Hamlet*, *Othello*, and/or *King Lear*; however, it will ultimately travel a-not-always chronological path through the eighteenth, nineteenth, twentieth, and twenty-first centuries via the verse and prose of authors such as Graham Greene, Ernest Hemingway, Jhumpa Lahiri, Tobias Wolff, James Joyce, Nadine Gordimer, William Faulkner, Nathaniel Hawthorne, Gabriel Garcia Marquez, Albert Camus, Herman Melville, Thomas Wolfe, Margaret Atwood, Emily Dickinson, William Carlos Williams, Langston Hughes, T.S. Eliot, Archibald MacLeish, Robert Frost, Jean Toomer, Sylvia Plath, Langston Hughes, Walt Whitman, Gwendolyn Brooks, Philip Larkin, and other celebrated writers.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2023

Standards

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, and religious tolerance.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

The identified standards reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	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).
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts,

	extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9.A	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or

formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

- LA.RI.11-12.9 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- LA.RI.11-12.10a By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
- LA.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections 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.
- LA.RL.11-12.2 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 build on one another to produce a complex account; provide an objective summary of the text.
- LA.RL.11-12.3 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).
- LA.RL.11-12.4 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. (e.g., Shakespeare as well as other authors.)
- LA.RL.11-12.5 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.
- LA.RL.11-12.6 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).
- LA.RL.11-12.7 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. (e.g., Shakespeare and other authors.)
- LA.RL.11-12.9 Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
- LA.RL.11-12.10a By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- LA.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- LA.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- LA.SL.11-12.1.B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- LA.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- LA.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the

	task.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.11-12.3	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.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.11-12.SL.11-12.2	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.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
	Comprehension and Collaboration

Essential Questions

- * How does Nadine Gordimer, in her classic short story "Once upon a Time," employ the frame-story form in concert with such devices as situational irony, verbal irony, and social satire in order to create a compelling modern fairy tale that warns readers how an environment of fear can destroy both the oppressor and the oppressed?
- How do evidence and reasoning develop a complex argument?
- How does language support an author's purpose?
- How does language work to persuade audiences?
- How does one write in a stylistically strong manner?

- How does T.S. Eliot make use of literary allusion throughout “The Love Song of J. Alfred Prufrock”? What is its effect?
- In her poem “The Bee Meeting,” how does Sylvia Plath employ specific poetic techniques and devices in order to effectively reveal a narrator plagued by primal fears revolving around socialization, sexual contact, and mortality?
- In her poem “We Real Cool,” how does Gwendolyn Brooks harness the power of slang, nonstandard English, the rhythms of jazz, and dramatic irony in order to reflect the culture of her narrator and her narrator’s subjects?
- Upon closer reflection, how does Hemingway’s particular use of dialogue throughout “The Short Happy Life of Francis Macomber” reveal deeper aspects of his characters and their relationships than initially revealed during a first read?
- What are the characteristics of critical readers and writers?
- What is the significance of the post-blitzed-London setting in Greene’s “The Destroyers”?
- What might a Freudian interpretation of Faulkner’s “A Rose for Emily” reveal about Emily Grierson’s character?

Enduring Understandings

- A speaker or writer's tone conveys purpose and intent
- Purposeful selection of precise language helps convey concrete meaning
- Understanding how writing serves as a form of inquiry

Students Will Know

- A variety of diction to define and articulate an author's tone
- How to calibrate and score essays using the AP rubric
- How to critically read and analyze an AP objective passage
- How to organize and draft a persuasive AP-style essay
- How to organize and draft a synthesis AP-style essay
- How to read critically using pre-reading, interpretive, synoptic, and post-reading strategies
- Key strategies and devices used in argumentative and persuasive writing

Students Will Be Skilled At

- Accurately calibrating AP-style essays
- Discerning a writer's purpose and audience
- Integrating quotations and paraphrases from sources into written responses
- Reading complex texts for deep understanding
- Structuring different modes of writing to meet College Board/AP expectations
- Utilizing appropriate terminology to analyze literature

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark, three times per year
- Advanced Placement Test
- SAT

Additional AP-Specific Formative and Summative Assessments:

- Independent close reading, annotation, and analysis of complex, AP-style non-fiction texts
- Articulation and analysis of rhetorical strategies and techniques used in complex texts
- Calibration of AP-style essays using the College Board rubric to develop understanding of the holistic scoring system
- Collaborative reading, discussion, and analysis of longer fiction and non-fiction texts
- Completion of AP-style objective questions in conjunction with complex reading and analysis tasks
- Completion of timed objective AP-style quizzes
- Drafting of appropriate critical reading responses using evidence from the text as support
- Substantiation of written and verbal rationales for AP objective responses
- Timed writing of AP-style synthesis, rhetorical strategies, and persuasion essays

Learning Plan

Instructional time for reading will be divided into thirds; one third of the time will be dedicated to whole class text instruction; one third will include literature circles; one third, independent reading. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced through literature circles in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 12 and follow the guidelines set forth by the Advanced Placement College Board; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text during the eleventh grade targets not only comprehension, but also analysis, and synthesis. Students will read both long-and short-form, excerpted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction will be chosen from the reading material.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multi-modal text sets as well as text sets gleaned from APCentral.collegeboard.org will be used as materials. High- and low-stakes, timed and untimed pieces are all important.

Students will be taught how to speak and listen in addition to being assessed on these skills.

For this particular unit, teachers may do some or all of the following:

- Employ various iterations of Shakespeare's *Hamlet*, *Othello*, and/or *King Lear* to supplement, complement, and challenge students' reading of the text. Teachers may use film versions of said tragedies starring Timothy West, Paul Scofield, Kenneth Branagh, Mel Gibson, David Tennant, and Laurence Olivier. Interviews with various actors and directors will also be called upon. Audio versions featuring Richard Burton and Sir Ian McKellen can be utilized. Additionally the Royal Shakespeare Company's website will prove an invaluable resource.
- Have students view and take notes on Sir Ian McKellen's many lectures on acting and, more specifically, on acting in Shakespeare's plays.
- Classes should view the 1992 BBC version of *A Doll's House* in concert with in-class readings of the text.
- Students should read and consider reviews of Lucas Hnath's *A Doll's House 2* in order to assess the original play's relevance then and now.
- Elia Kazan's 1951 uncut version of William's *A Streetcar Named Desire* should be mandatory viewing. Students should also read, annotate, and consider Kazan's "Private Letters: Rape, Promiscuity in *A Streetcar Named Desire* Defended."
- Provide students various ways to access past AP questions, prompts, and student essay samples, as well as AP essay rubrics.
- Alert students to the historical likelihood of authors and works in this unit appearing on the AP exam in both the multiple choice and essay sections.
- Introduce the objectives, structure, and components of the AP Literature and Composition Examination.
- Discuss relevant literary terms and techniques necessary in the close consideration of fiction and verse that will be useful in class discussion and essay writing.
- Require students to access, assess, and employ literary criticism in both their discussions and written responses to my queries and AP prompts.
- Use successful student essays to model effective writing strategies.
- Require students to sit for timed essays and multiple choice exercises.
- Task small groups of students to draft first paragraphs in response to past AP open-ended prompts.
- Have students employ a generic AP rubric to consider and grade essay responses.

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved [Core Book List](#) while selecting whole-class or small-group leveled resources.

Instructional Materials

Common Reading:

Fictional Text (Novel, Short Story, Poetry)

- * Kingsley Amis' *Lucky Jim*
- * David Lodge's *Nice Work*
- * Graham Swift's *Waterland*
- * Angela Carter's *Nights at the Circus*
- * J.A. Cuddon's *Dictionary of Literary Terms and Literary Theory*
- * Frank N. Magill's *Masterpieces of World Literature*
- * David Lodge's *The Art of Fiction*
- * Thomas C. Foster's *How to Read Novels Like a Professor*
- * Harold Bloom's *Modern Critical Interpretations: Song of Solomon*
- * MH Abrams' *A Glossary of Literary Terms*
- * Shakespeare's *Othello, King Lear, Hamlet*
- * Selections from Bedford's *Literature and Composition*

NonFiction Text (Short, Long)

Varied AP Non-Fiction selections from APCentral.collegeboard.org

Selections from nytimes.com

Selections from theatlantic.com

Selections from time.com

Visual Text (Art, Photography, Infographic, Film)

Varied AP Visuals from APCentral.org including charts, graphs, comics, paintings, and images presented in connection with AP prompts

<https://www.guggenheim.org/collection-online/> The online Guggenheim Museum, NYC

<https://nmaahc.si.edu/> The National Museum of African American History and Culture, Washington DC

<http://hispanicsociety.org/museum/> The Hispanic Society Museum, NYC

<https://asiasociety.org/new-york/> Asian Society Museum, New York

<https://www.metmuseum.org/> Metropolitan Museum of Art, NYC

<https://www.moma.org/> Museum of Modern Art, NYC

<https://www.amnh.org/> American Museum of Natural History, NYC

https://www.nyhistory.org NY Historical Society, NYC

<https://whitney.org/> Whitney Museum of American Art, NYC

<https://thejewishmuseum.org/> The Jewish Museum, NYC

<https://www.themorgan.org/> The Morgan Museum, NYC

<https://nmai.si.edu/visit/newyork/> National Museum of the American Indian, NYC

Independent/Small Group Reading:

Various selections from Commonlit.org

Speaking and Listening

Selected TED Talks

www.americanrhetoric.com (Rhetorical devices in sound and speeches)

Writing (Narrative, Informational, Argument):

Sample essay prompts from APCentral.collegeboard.org

www.fas.harvard.edu/~wricntr/resources.html (The Writing Center at Harvard)

Owl.english.purdue.edu (Purdue's Online Writing Lab)

Research:

Use of Purdue Online Writing Lab at owl.english.purdue.edu

Modern Language Association at mls.org

Cranford High School Media Center Database Collection:

- Ebsco Host
- Facts on File
- Follet Fiction Ebooks
- Gale Reference Ebooks
- New York Times
- Salem History Database
- Salem Literature
- Goodreads
- Readingrants
- Histroychannel

Cranford Public Library Online Resources: <http://cranford.com/library/>

Additional Student Resources:

- Chromebooks/laptops
- Google Classroom or other LMS
- Writing Portfolios
- Writer's Notebook/Journal
- Google Documents/Drive
- Voice memo application
- Think Cerca
- Audible
- Padlet
- Socrative.com
- Poll everywhere
- Remind.com
- Skype
- Edublogs
- Soundcloud
- Netflix
- YouTube

Teacher Resources

- Prompts and practice materials listed on APCentral.collegeboard. org
- *Multiple Choice & Free Response Questions in Preparation for the AP English Language & Composition Examination*, D& S Marketing Systems

- *5 Steps to a 5: 500 AP English Language Questions to Know by Test Day*, Allyson Ambrose
- *Literature and Composition: Reading, Writing, Thinking*, Jago et. al.
- *Readicide*, Kelly Gallagher
- *A Novel Approach*, Kate Roberts
- *When Kids Can't Read*, Kyleen Beers
- *Beyond Literary Analysis*, Allison Marchetti & Rebekah O'Dell
- *Writing with Mentors*, Allison Marchetti & Rebekah O'Dell
- *Argument in the Real World*, Kristen Hawley Turner and Troy Hicks
- *Writing Instruction that Works: Proven Methods for Middle and High School Classrooms*, Arthur Applebee and Judith Langer
- *Teaching Adolescent Writers*, Kelly Gallagher
- *Write Like This*, Kelly Gallagher
- *Book Love*, Penny Kittle
- *The Journey is Everything*, Katherine Bomer
- *How to Read Literature Like a Professor*, Thomas C. Foster
- *The Digital Writing Workshop*, Troy Hicks
- *Crafting Original Writing*, Troy Hicks
- *Fearless Writing: Multigenre to Motivate and Inspire*, Tom Romano
- *Understanding Comics*, Scott McCloud
- *Making Comics*, Scott McCloud
- *The Art of Styling Sentences*, Ann Longknife and K.D. Sullivan
- *The Well-Crafted Sentence*, Nora Bacon

Suggested Strategies for Accommodations and Modifications

[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks

- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; eliminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines

Possible modifications to content during writing workshop include, but are not limited to:

- Adhere to all modifications and accommodations as prescribed in IEP and 504 plan