Portfolio Assessment

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **2-3 Weeks**
Status: **Published**

Brief Summary of Unit

Summary: Students who are unsuccessful in passing the standardized tests required for graduation will be working on an alternative portfolio assessment. This unit is designed to improve close reading skills. Students will also work on the skills necessary to complete a narrative, persuasive and argumentative essay that reflect an understanding of the fiction and nonfiction materials read in class. This is ongoing during the first and second marking periods.

Interdisciplinary Connections and Career Readiness: 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

The identified standards reflect a developmental progression across grades/ 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.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.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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.W.11-12.10	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.

Essential Questions

Students will keep considering:

- How are the elements of the plot triangle are evident in a narrative text?
- What is a portfolio assessment?
- What is close reading? How does it improve comprehension?
- What is included in the scoring rubrics for an informational/explanatory, argumentative, or narrative writing?
- What techniques should be used to answer multiple choice questions when the answer is unknown?

Enduring Understandings

Students will understand that

- develop close reading skills to aid in comprehension and interpretation.
- identify the different types of writing: informational/explanatory, argumentative, and narrative.
- learn how to read informational and narrative texts.

- write organized and grammatical correct essays that use textual support.

Students Will Know

- close reading skills that require the use of evidence, analyzing and evaluating texts, and justifying support.
- how to organize and write a logical well suppoerted essay with textual support.
- the similarities and differences that exist in informationa/explanatory, argumentative and narrative texts.
- the skills necessary to read and comprehend informational and narrative text.

Students Will Be Skilled At

- brainstorming and prewriting before writing.
- close reading a text by identifying the elements of the plot triangle or SOAPSTone.
- identifying figurative language and rhetorical devices in fictional and nonfictional texts.
- reading and writing informational/explanatory, argumentative and narrative texts.

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered two 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
- Textual Analysis Reading Responses
- Dialectical Journal
- Rhetorical Precis
- SOAPSTone Analysis

Summative:

- 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
- Analytical and Expository Essay

- Modeled after the Constructed Response Task (CRT) for Reading Literature, student-prompts are scored on the constructs reading comprehension and written expression as well as knowledge of language and conventions.
- Prose Constructed Response (PCR) from released PARCC assessments
- Reading Information Passage from released PARCC assessments
- Research-Simulation Task (RST) from released PARCC assessments
- Students complete PARCC tasks as preparation for their NJDOE-approved portfolio submission; scoring mechanisms are provided and included in portfolio documents.

Learning Plan

The intent is for student-readers to have clear modeling through whole-class instruction. These strategies are practiced 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 the grade level; materials selection for whole-class will be from the book list approved by the Board of Education.

The reading of text targets not only comprehension, but also analysis. 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 novels. Technique and terminology specific to a genre of reading is examined. Vocabulary instruction may be chosen from the reading material and may be incorporated through targeted word study lessons.

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 Sentence Study, holding students accountable for skills taught and practiced; modeling is done through mentor texts, both published and student-crafted. Students may complete analytical analysis, persuasive writing, synthesis essays, database research, and journal writing. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multimodal text sets 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.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized Learning allows students to self-reflect and assess their own reading, writing, listening, viewing and speaking skills through the development of an electronic portfolio, journal writing, writer's notebook, independent reading, and/or book talks.

- Direct Instruction. Modeling how to answer portfolio questions.
- Model how to close read a passage and identify how to locate the main idea.
- One on one progress discussions and individualized instruction.
- Post reading and writing passages to determine progress.
- Practice reading and writing passages to determine proficiencies.
- Practice using context clues to define vocabulary words.
- Read model paragraphs identify the mood and tone and locate specific textual support.
- Review how to answer multiple choice questions.
- Review how to organize an essay using mentor texts to identify the organization and support.

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

Instructional Materials

- Materials available on ELA 9-12 Google Drive including department scoring rubrics, practice PARCC passages, and NJ DOE-approved portfolio materials.
- Multiple choice and short answer questions to coincide with fiction and nonfiction passages.
- PARCC Preparation: http://mrscastroslibrary.weebly.com/parcc-prep.html
- Teacher-prep materials including PARCC-prep books

Common Reading:

Fictional Text (Novel, Short Story, Poetry)

Resources: http://www.lumoslearning.com/llwp/resources/common-core-parcc-practice-tests-and-sample-questions.html

Resources: http://www.littogether.com/blog/parcc-reading-passages

"The Chaser" by John Collier

"The Other Side of the Hedge" EM Foster

"The Sniper" Liam o"flaherty

Passages for Jacey Choy' short story "Red Cranes"

Passages from Jun'ichiro's "The Firefly Hunt"

Passages from *Woman on the Other Shore* by Wayne P. Lammers

Passages from Sarah Orne Jewett's "A White Heron"

NonFiction Text (Short, Long)

https://www.voorhees.k12.nj.us/Page/78708

http://www.lumoslearning.com/llwp/resources/common-core-parcc-practice-tests-and-sample-questions.html

Excerpts from Malcom Gladwell's book, *Outliers.*

Current newspaper articles: *The New York Times, The Star Ledger*

Current magazine articles: *Reader's Digest*

Opinion article: "The day of the drone" by Rachel Finn and David Wright

New York Times Opinion Pages: "From Army of One Band of Tweeters" by John Spencer

Independent/Small Group Reading:

Ongoing Independent Reading selections- nonfiction and fictional texts.

Writing (Narrative, Informational, Argument):

http://www.lumoslearning.com/llwp/resources/common-core-parcc-practice-tests-and-sample-questions.html

Cumulative writing folder with individual focus areas.

https://www.northbergen.k12.nj.us/Page/3507

Strategies for Accommodation and Modification

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 organizaers, 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 compete 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; elminate 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

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

- Access speech-to-text function on computer.
- Adhere to IEP and 504 guidelines and strategies.
- Differentiate roles in discussion groups
- Individualize choice of topics.
- Individualize reading choices based on ability and level.
- Manage executive function challenges by scaffolding process and amending deadlines.
- Modify the length and quantity of assignments to fit individual student's abilities and needs.
- Offer oral assessments.
- Scaffold reading by chunking text.
- Small group and one on one assessment.
- Supply study guide questions and access to class notes.
- Use art, music, and film to convey alternate interpretation of literature and assessment.
- Use digital technology, eBooks, audio version of printed text.