



English/Language Arts Department

Grade 11 - English III

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Last Updated: July 2018

Scope and Sequence

Month	Reading Workshop	Writing Workshop
September to early October	Unit 1: Reading Multiple Perspectives (Multi Genre)	
early October to Nov 6		Unit 2: Writing From Varied Perspectives (Multi Genre)
November 7 to mid- Dec	Unit 3: Books of Merit Book Clubs	
mid-Dec to January 23		Unit 4: Argument Writing - Critical Analysis in Everyday Life
January 24 to early March	Unit 5: Multi-Genre Texts: Thematic Connections (Fiction/Nonfiction)	
mid-March to April 9		Unit 6: Literary Analysis/Multi-Genre Capstone
April 10 to Early May	Unit 7: Reading Drama (Fiction)	
mid-May to May 31		Unit 8: Write a One-Act Play
June 1 - 14		Unit 9: Narrative Nonfiction Essay

Grammar Standard Expectations: [K-5](#) and [6-12](#)

Unit 1	
Reading Multiple Perspectives (Multi Genre)	
Summary and Rationale	
<p>In this unit, students will focus on exploring multiple perspectives in fiction and nonfiction through various critical lenses to comprehend complex issues, problems, or observations about humanity. Students will examine text and narrative from author perspective and the perspectives of various characters, considering how background, culture, and experiences inform perspective. Ultimately, students will help develop their own perspective by studying the ways different texts approach cultural perspectives - i.e. race, gender, and class - and how these inform both the purpose of the text and the perspective of the reader.</p>	
Recommended Pacing	
6-7 weeks	
Standards	
Reading: Literature	
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.
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.
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).
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.)
Reading: Informational Text	
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.

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.
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.
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.
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.
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.
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.
Writing	
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.
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.
Speaking and Listening	
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 <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
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.
Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	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.
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interdisciplinary Connections	
Standard 6.2	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Readers of fiction and nonfiction identify the perspective(s) in texts by considering varied authors stances and ideas while formulating their own independent thoughts based upon what they have learned/read. • Readers of fiction and nonfiction develop their perspectives on a topic by comparing multiple perspectives on similar topics, determining similarities and differences, and considering compelling vs. illogical perspectives. • Readers of fiction and nonfiction prepare for and participate effectively in a range of conversations by reading the text closely, weighing evidence, preparing for conversations, and revising their thinking, as necessary. 	<ul style="list-style-type: none"> • How do readers of fiction and nonfiction consider varied perspective(s) in texts in order to understand/develop their own? • How do readers of fiction and nonfiction develop their perspectives on a topic by comparing multiple perspectives on similar topics? • How do readers of fiction nonfiction prepare for and participate effectively in a range of conversations by contributing our own thoughts and responding to the thoughts of others? • What different (chosen/innate) factors inform a person's perspective?
Evidence of Learning (Assessments)	
<p>Pre-assessment: perspective work on characters and author in a cold read fiction text</p> <p>Formative assessments:</p> <p>Mini-lessons and guided practice using fiction and non-fiction.</p> <p>Graphic organizers and note-catchers</p> <p>Activities/ written responses that have readers apply skills learned to varied texts</p> <p>Summative assessment</p>	

Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
As readers of fiction, we consider how authors develop characters' point of view	<p>Fiction:</p> <ul style="list-style-type: none"> ● Readers of fiction consider elements of fiction including characterization and conflict in order to better understand a character's point of view <ul style="list-style-type: none"> ○ Focus Question: How do we determine how a character thinks and feels about the world around them? ○ Purpose: develop ideas about how characters think and feel about the world ● Readers of fiction compare characters' points of view and background in order to evaluate their motivations, actions, and perspectives in a text. <ul style="list-style-type: none"> ○ Focus Question: How do we make distinctions between characters points of view? Why do characters do the things they do? What does this tell you about the character? ○ Purpose: Discover why characters think and feel differently about the world around them by comparing and contrasting. ● Readers of fiction analyze how the setting of a text influences the thoughts, feelings, and motivations of a character. <ul style="list-style-type: none"> ○ Focus Question: How does the setting influence a character's thoughts, feelings, and motivations? ○ Purpose: to determine how setting affects the way a character thinks, feels, and acts.
As readers of fiction, we consider how the author uses fiction to reveal their own perspective	<ul style="list-style-type: none"> ● Readers of fiction hypothesize an author's view of the world in which they write a text by examining elements including word choice, tone, and theme <ul style="list-style-type: none"> ○ Focus Question: How do authors use fiction to comment on the world around them? ○ Purpose: to determine how an author feels about real life issues based on word choice, tone, and theme
As readers of fiction, we apply critical strategies to develop our own unique interpretations of a text	<ul style="list-style-type: none"> ● Readers of fiction use critical literary lenses such as feminist theory, critical race theory, Marxism, and others in order to develop and communicate their own interpretation of a text. <ul style="list-style-type: none"> ○ Focus Question: How do readers apply critical literary lenses to focus their reading on a specific interpretation? What is the meaning of this story based on the lens you are focusing on?

	<ul style="list-style-type: none"> ○ Purpose: to extract interpretive meaning of a text through the critical lens of the reader
As readers of nonfiction, we identify claims and evaluate the quality and reliability of evidence.	<ul style="list-style-type: none"> • Readers identify an author's claim and evaluate the evidence an author asserts to defend his/her perspective on a topic. <ul style="list-style-type: none"> ○ Focus Question: What is the author trying to say and how do they support it with facts? How do readers identify a claim and find the evidence to support it? ○ Purpose: to determine the author's perspective and support/defend it with textual evidence • Readers evaluate the quality of the evidence provided to support claims in a nonfiction text <ul style="list-style-type: none"> ○ Focus Question: How do readers of nonfiction determine the quality and reliability of evidence provided? ○ Purpose: To better evaluate how authors substantiate their claims in a text figuring out the author's agenda
As readers of nonfiction, we reflect on how our own background, experiences, and schema influence our reading of a text.	<ul style="list-style-type: none"> • Readers recognize their own bias and how that may impact their interpretation of a nonfiction text <ul style="list-style-type: none"> ○ Focus Question: How do your own experiences influence/impact your interpretation of this text? (NF) ○ Purpose: To develop objective interpretations of a text and recognize our own potential biases • Readers consider the perspectives that are present and then identify those that are marginalized or absent. <ul style="list-style-type: none"> ○ Focus Question: Which perspectives or opinions are missing from a nonfiction text? ○ Purpose: To evaluate how an absence of perspective may produce bias.
Suggested Resources/Technology Tools	
Chromebooks; Databases; Turnitin.com; Applications Begin with short stories Transition to fairy tales Move to nonfiction (some choice, some related to themes/motifs in Black Panther) Finish with film assessment	
21ST CENTURY LIFE AND CAREER STANDARDS	

- ☐ Act as a responsible and contributing citizen and employee.
- ☐ Apply appropriate academic and technical skills.
- ☐ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental social and economics impacts of decisions.
- ☐ Demonstrate creativity and innovation.
- ☐ Employ valid and reliable research strategies.
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ Model integrity, ethical leadership, and effective management.
- ☐ Plan education and career paths aligned to personal goals.
- ☐ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 2	
Writing From Different Perspectives (Informational Writing)	
Summary and Rationale	
<p>In this unit, students will begin the first week (block rotation) by reading a variety of pieces that develop varied perspectives on a specific current event or societal issue. During the second week / block rotation they will evaluate how writers structure informational articles to convey essential information as well as recognize bias and/or the author’s opinion. In the third and fourth week (block rotations) students will draft an informative essay that draws on mentor writers and experiments with varied techniques. Ultimately, students write one process-based informative essay that showcases how a current event or events reveals a larger cultural issue. As a culminating post-assessment, students will review the information they developed in their process piece and write an on demand argumentative essay where they identify their perspective on that material.</p>	
Recommended Pacing	
3-4 weeks	
Standards	
Reading: Informational Text	
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.
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.
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.
RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
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.
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
Writing	

W.11-12.1	<p>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.</p> <ol style="list-style-type: none"> 1. 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. <p>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.</p> <p>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.</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>
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.)
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.
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.
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.
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.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking and Listening	
SL.11-12.1	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.
SL.11-12.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Language	
L.11-12.3	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.
L.11-12.4	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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	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.
Interdisciplinary Connections	
Integration of Technology	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers utilize prior knowledge and new information to inform and inspire their writing. Writers appreciate how diction, punctuation, evidence, and structure enhances the writing experience. Writers make choices and utilize meaningful feedback to write informational texts in a compelling manner. 	<ul style="list-style-type: none"> How do writers generate ideas to formulate their perspective? How do writers craft and revise their informational texts with a focus on rhetorical techniques and compelling evidence to support their claims? How do writers give, receive, and consider feedback to strengthen and edit their informational texts?
Core Writing Enduring Understandings and Essential Questions	
<ul style="list-style-type: none"> Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. 	<ul style="list-style-type: none"> How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication?

<ul style="list-style-type: none"> Writers need to understand who their audience is so they can make specific stylistic choices. 	<ul style="list-style-type: none"> How can specific awareness of an audience affect stylistic and mechanical choices?
Evidence of Learning (Assessments)	
<p>Quizzes/activities that have writers apply skills learned to varied texts</p> <p>Writing “check ins” assessed using specific rubric elements</p> <p>Summative Assessment</p>	
Objectives (SLO)	
<p>Grammar/Language Focus:</p> <ul style="list-style-type: none"> Writers apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Writers observe hyphenation conventions. Writers spell correctly. Writers vary syntax for effect, apply an understanding of syntax to the study of complex texts. Writers acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <p>The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, since the 11-12 band is the final band, you may want to look at other other language standards to support your students and provide additional grammar instruction to individuals and/or small groups of students. Please utilize student work to determine what students know and are able to do and what students might need next.</p>	
Students will know: (Goals)	Students will be able to: (Teaching Points)
<p>As writers, we study the work of published authors in order to determine what makes effective informational and analytical nonfiction.</p> <p>STUDY</p>	<ul style="list-style-type: none"> Writers study argumentative mentor texts to recognize bias and consider rhetorical techniques. <ul style="list-style-type: none"> Focus Question: How do authors present their claims, evidence, and analysis in an article? Purpose: To gather ideas and examples of how to develop ideas in a nonfiction article.
<p>As writers, we generate ideas to formulate our perspective.</p> <p>BRAINSTORM</p>	<ul style="list-style-type: none"> Writers consider topics that matter to them by exploring social, political, environmental, ethical, and cultural issues. <ul style="list-style-type: none"> Focus Question: How can writers select topics that interest and inspire them? Purpose: To explore and evaluate topics that are personally and culturally relevant.

<p>As writers, we analyze a significant social/cultural issue by developing a plan to utilize the claims and relevant evidence.</p> <p>As writers, we evaluate a current event and make the connection to a bigger social/ cultural issue to compose claims and select relevant text evidence.</p> <p>PLAN</p>	<ul style="list-style-type: none"> ● Writers conduct research to connect current events with larger cultural issues to solidify personal perspective. <ul style="list-style-type: none"> ○ Focus Question: How do writers select appropriate support for their arguments? ○ Purpose: To evaluate and select convincing evidence to support opinions. ● Writers select strategic and compelling evidence to support their claims. <ul style="list-style-type: none"> ○ Focus Question: How do writers use strategic evidence to support claims? ○ Purpose: To evaluate evidence that best supports a claim in a meaningful way ● Writers plan an effective structure and organization to best showcase their evidence. <ul style="list-style-type: none"> ○ Focus Question: How does effective organization and structure maximize an argument? ○ Purpose: To create cohesion by planning the structure and organization of the piece to best present the argument
<p>As writers, we craft our informational texts with a focus on rhetorical techniques and compelling evidence to support our claims.</p> <p>EXECUTE/CRAFT</p>	<ul style="list-style-type: none"> ● Writers of nonfiction articles structure and organize their body paragraphs in order to build to a larger purpose <ul style="list-style-type: none"> ○ Focus Question: How can we present our ideas clearly over multiple body paragraphs in order to achieve a specific purpose? ○ Purpose: To strategically choose where information goes to compose writing that builds upon similar ideas. ● Writers of nonfiction articles prove their credibility by presenting information objectively. <ul style="list-style-type: none"> ○ Focus Question: How does an objective tone increase the credibility of a piece? ○ Purpose: to achieve credibility by maintaining a consistent objective tone selecting appropriate evidence and word choice.
<p>As writers, we give, receive, and consider feedback to strengthen and edit our articles.</p>	<ul style="list-style-type: none"> ● Writers consider feedback from multiple sources (themselves, peers, and teacher) that help strengthen the success of a writer's individual goal. <ul style="list-style-type: none"> ○ Focus Question: How do authors consider/ implement the opinions of others regarding the execution of the author's goals? ○ Purpose: To gather information and opinions on the success of our individual goals and revise when needed. ● Writers provide feedback to their peers that offer specific suggestions for improvement. <ul style="list-style-type: none"> ○ Focus Question: How can feedback from various readers provide writers with editing considerations?

- **Purpose:** To evaluate and implement useful feedback to strengthen the final piece.
- Writers can edit their writing with a focus on clarifying and correcting conventions.
 - **Focus Question:** How do we utilize various tools and strategies to enhance the clarity and effectiveness of our writing?
 - **Purpose:** To enhance the quality of our writing by revising our spelling, word choice, punctuation, and syntax.

Suggested Resources/Technology Tools

Chromebooks; Databases; Turnitin.com; Applications

Writing with Mentors by Allison Marchetti and Rebekah O'Dell

Beyond Literary Analysis by Allison Marchetti and Rebekah O'Dell

[Essay Rubrics: Narrative, Argument, & Informational](#)

MENTOR TEXT DROPBOX

Recommended pacing for teaching mini-lesson the unit includes:

- Please keep in mind that during writing workshop, students should be able to work at their own individual pace.

21ST CENTURY LIFE AND CAREER STANDARDS

- ☐ Act as a responsible and contributing citizen and employee.
- ☐ Apply appropriate academic and technical skills..
- ☐ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental, social, and economic impacts of decisions.
- ☐ Demonstrate creativity and innovation.
- ☐ Employ valid and reliable research strategies.
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ Model integrity, ethical leadership, and effective management.
- ☐ Plan education and career paths aligned to personal goals.
- ☐ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3

Books of Merit Books Clubs

Summary and Rationale

In this unit students will be exposed to various award-winning or noteworthy texts as a means to evaluate what gives fiction literary acclaim or merit. This reading experience will allow students to also develop their own skill-set in regards to defining noteworthy fiction. Students will begin by defining criteria for “books of merit.” Next, students will search for and apply these criteria to award-winning texts in whole class format. Finally, students will select a book club choice and/or an independent reading text in order to determine whether or not it deserves similar acclaim.

Recommended Pacing

6-7 weeks

Standards

Reading: Literature

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.
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.
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).
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.
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.
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.
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.

Writing	
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.
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.
Speaking and Listening	
SL11-12.1.	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.
SL11-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Language	
L.11-12.3.	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.
L.11-12.4	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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	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.
Interdisciplinary Connections	
Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Readers notice and analyze that writers effectively compose arguments, emulating a variety of stylistic techniques and structures in order to develop a unique writer's voice. Readers utilize the critical perspectives of others to inform their own assessment and develop and articulate their own argument. Readers think deeply about books of merit and bring evidence and logical arguments to book club conversations. 	<ul style="list-style-type: none"> How do readers recognize the characteristics of noteworthy texts? How do readers acknowledge and evaluate the critical perspectives of others to inform their own assessment and develop and articulate their own argument? How do readers use reading notebook entries to support meaningful book club conversations as we evaluate books of merit?
Evidence of Learning (Assessments)	
<p>Pre-Assessment</p> <p>Formative assessment</p> <ul style="list-style-type: none"> Book club novel analysis <p>Book club conversations</p> <p>Reading notebook entries</p> <p>Quizzes/activities that have readers apply skills learned to varied texts</p> <p>Post-Assessment</p>	
Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
As readers we recognize how noteworthy texts use literary elements to create a lasting aesthetic impact and communicate the complexities of the human experience.	<ul style="list-style-type: none"> Readers track character traits as they develop to evaluate how compelling, sympathetic and/or authentic they are. <ul style="list-style-type: none"> Focus Question: Who are these characters and what makes them memorable? (How does effective characterization contribute to a text's impact?) Purpose: To identify and evaluate the traits of compelling, dynamic, sympathetic, authentic characters that make the text worth reading. Readers analyze and evaluate the complexity of conflict by determining the factors and characters involved in the conflict, along with the final resolution. <ul style="list-style-type: none"> Focus Question: What is the conflict? What type of conflict is it and how does it evolve? (What makes a conflict complex, and how can we evaluate conflict over the course of a text?)

	<ul style="list-style-type: none"> ○ Purpose: To track the development of the conflict and how it attributes to the complexity or depth of a text. ● Readers evaluate author's craft by focusing on specific elements of craft including word choice and tone, syntax, use of literary devices, and overall organization. <ul style="list-style-type: none"> ○ Focus Question: <i>How</i> does the author's writing style contribute to the impact or overall meaning of their writing? ○ Purpose: To evaluate the effectiveness and impact of how the author's craft achieves a specific purpose ● Readers are able to identify multiple themes throughout the course of a text. <ul style="list-style-type: none"> ○ Focus Question: What is the author trying to say about the human condition?(Multiple thematic understandings) ○ Purpose: To identify multiple themes for interpretation ● Readers are able to evaluate the gravity, relevance, and urgency of a theme. <ul style="list-style-type: none"> ○ Focus Question: What makes a theme universal? ○ Purpose: To determine the themes that are most important when evaluating how fiction connects to the human experience.
As readers, we use reading notebook entries to support meaningful book club conversations as we analyze books of merit.	<ul style="list-style-type: none"> ● Readers collect observations about the text in order to make claims and evaluations about the text as a whole. <ul style="list-style-type: none"> ○ Focus Question: How do we make sure our ideas are always grounded in evidence while reading? ○ Purpose: To develop a strategy to organize our ideas by collecting textual evidence. ● Book club members ask powerful questions that can lead to powerful thinking, including questions of power, privilege, and perspective. <ul style="list-style-type: none"> ○ Focus Question: How do we ask and answer questions that encourage meaningful discussions? ○ Purpose: To ask questions that can incite meaningful conversation amongst students without teacher intervention
Suggested Resources/Technology Tools	
Chromebooks; Databases; Turnitin.com; Applications	
21ST CENTURY LIFE AND CAREER STANDARDS	

- ☐ Act as a responsible and contributing citizen and employee.
- ☐ Apply appropriate academic and technical skills.
- ☐ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental social and economics impacts of decisions.
- ☐ Demonstrate creativity and innovation.
- ☐ Employ valid and reliable research strategies.
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ Model integrity, ethical leadership, and effective management.
- ☐ Plan education and career paths aligned to personal goals.
- ☐ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 4

Writing Argument - Critical Analysis in Everyday Life

Summary and Rationale

In this unit, students will be exposed to various mentor texts as they examine the elements of critical analysis. Throughout the unit, students will examine mentor texts on the following: movie and television analysis, music analysis, sports analysis, and video game analysis. Before beginning these explorations, you might want to have students explore mentor texts of interest and experiment with analyzing something from their everyday lives (a restaurant, a product, a favorite place, i.e. the gym.) In all of these sections, students will evaluate how critics structure their claims and subsequent evidence to highlight and prove their unique perspective as a means to construct their own analysis. They will begin to understand that each type of analysis uses a different lens of focus, although they can be similarly structured. The varied types of analysis - television and film, music, sports, and video games - do not have to be taught in a specific order. Each teacher should organize the flow of this unit in a manner that works best for him/her. Additionally, to practice public speaking skills, students should have multiple opportunities to share their critical analysis with larger audiences.

Recommended Pacing

3-4 weeks

Standards

Reading: Literature

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.
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.
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).
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.
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.
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.

Reading: Informational Text	
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.
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.
Writing	
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.
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.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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.
Speaking and Listening	
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 <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
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.
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.
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.
Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	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.

L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interdisciplinary Connections	
Integration of Technology	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers study mentor texts to better understand and name the characteristics of varied types of analysis (movie/film; sports; music; video game) and then use this information to experiment with writing critical analysis. Writers utilize the critical perspectives of others to inform their own assessment and develop and articulate their own argument. Writing effectively when composing arguments involves emulating a variety of different stylistic techniques and structures from mentor texts in order to develop a unique writer's voice. Writers receive and utilize feedback to edit argument texts by ensuring that the perspective is clear and the details assert the claim in an effective manner. 	<ul style="list-style-type: none"> What makes each type of critical analysis unique and how can I explore these as a writer? How do writers utilize the critical perspectives of others to inform their own assessment and develop and articulate their own argument? How do writers structure, develop, and revise their arguments through a critical lens and consider feedback to strengthen their writing?
Core Writing Enduring Understandings and Essential Questions	
<ul style="list-style-type: none"> Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. 	<ul style="list-style-type: none"> How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication?

- Writers need to understand who their audience is so they can make specific stylistic choices.

- How can specific awareness of an audience affect stylistic and mechanical choices?

Evidence of Learning (Assessments)

Formative assessments

Quizzes/activities that have writers apply skills learned to varied texts

Writing “check ins” assessed using specific rubric elements

[Post Unit Assessment](#)

Objectives (SLO)

IMMERSION:

Prior to beginning the goals below, spend some time allowing students to look at varied mentor texts from a writer’s lens. The purpose is to begin to take on the role of the writer as you identify and analyze the characteristics of a critical analysis. You might want to use the questions from the chart below to support this exploration:

Type of Skill	Questions We Ask of the Mentor Texts
Author's Purpose	<ul style="list-style-type: none"> * How is the author's purpose made clear in this text? * How does the author support this purpose?
Content/ Organization/Style	<ul style="list-style-type: none"> * How is this text organized and structured? How does it begin? How does it end? * What are the parts of this text? What ideas/topics are explored? How are the shifts from one idea to the next marked? * How does the writer make this writing compelling for the reader? * Are there certain stylistic patterns that seem to be characteristic of this writer?
Grammar and Usage	<ul style="list-style-type: none"> * Are there grammatical structures that are particularly useful to this genre? * What punctuation might be useful for establishing a student's voice within this genre? * Does this mentor use a particular tone or jargon?

Figure 3.3 Questions We Ask of the Mentor Texts

Writers would benefit from understanding how to write critical reviews by collaborating with others as they explore this genre. This would be best supported through shared reading and shared writing activities during immersion.

It would be helpful to explore [Beyond Literary Analysis](#) by Marchetti and O’Dell to locate mentor texts on varied types of analysis: movie and television analysis (p. 168); music analysis (p. 178); sports analysis (p. 191); video game analysis (p. 204); literary analysis (p. 220).

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Grammar/Language Focus:

- Writers apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Writers observe hyphenation conventions.

- Writers spell correctly.
- Writers vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- Writers acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, since the 11-12 band is the final band, you may want to look at other other language standards to support your students and provide additional grammar instruction to individuals and/or small groups of students. Please utilize student work to determine what students know and are able to do and what students might need next.

Students will know: (Goals)	Students will be able to: (Teaching Points)
<p>As readers, we acknowledge and evaluate critical perspectives to inform own assessment and develop and articulate our own argument.</p>	<ul style="list-style-type: none"> ● Readers study critical reviews and/or literary criticism to challenge or affirm their own perspectives. <ul style="list-style-type: none"> ○ If necessary, teachers can review the purpose of literary criticisms. Teachers can model how to analyze and choose literary criticisms to read for a text. ○ If necessary, teachers can review annotation and note-taking strategies with the students to understand and evaluate literary criticisms. ● Readers notice and analyze how writers utilize published criticisms and reviews to sculpt an argument.
<p>As writers, we analyze varied types of critical analysis - understanding what makes each unique - and then experiment as a writer in more than one type of analysis.</p>	<ul style="list-style-type: none"> ● Writers explore varied types of analysis - using mentor authors for guidance and inspiration - to understand the purpose for writing each type of analysis so that they can begin to experiment with their own writing ideas. <ul style="list-style-type: none"> ○ <u>Movie & Television Analysis</u> <ul style="list-style-type: none"> ■ Writers of movie & television analysis understand that movie & television analysis provides a way to connect with others who share a similar desire to understand why characters - like people - behave the way they do. ■ Writers of movie & television analysis think about the direction, the lighting, the sound - all the technical choices - that work together to create a whole world as read as our own that the viewer can enter. ■ Writers of movie & television analysis think about theme, setting, and characterization, while exploring new elements such as visuals, acting, and direction. ■ When writers analyze <u>the story</u> of a movie or a TV show, they might make discoveries about... <ul style="list-style-type: none"> ● The style of dialogue

- The effectiveness and coherence of the plot
- The success of an adaptation
- The richness of characters
- When writers analyze **the theme** of the show, they might make discoveries about...
 - Allusions and parallels
 - The multiple thematic territories
 - Bigger ideas about culture
- When writers analyze **visuals** (special effects, set design, lighting, staging, animation) of a movie or TV show, they might make discoveries about...
 - The verisimilitude
 - The depth of visuals
- When writers analyze **the acting and direction** of a movie or TV show, they might make discoveries about...
 - The nuance of a performance
 - A new element in an actor's repertoire
 - The evolution of an actor's on-screen persona
 - The director's inspiration
 - The director's quirks
- **Music Analysis**
 - Writers of music analysis comment on universal topics: theme, tone, historical context, and engage readers with a variety of musical backgrounds.
 - Writers of music analysis explore why the music matters to the album, the artist, and to the listeners.
 - When writers of music analysis explore **a musician's worldview**, they might make discoveries about...
 - The artist's tone
 - How an artist disrupts societal expectations
 - When writers of music analysis explore **genre**, they might make discoveries about an artist's evolution.
 - When writers of music analysis explore **themes**, they might make discoveries about...
 - The connection the song makes with the listener
 - Motifs and messages
 - Thematic tone
 - When writers of music analysis explore **the cultural subtext**, they might make discoveries about...
 - Trends in music
 - Social context

- When writers of music analysis explore **the music itself (craft)**, they might make discoveries about...
 - Connecting past and present
 - Instrumentation and energy
 - The structure of music
- When writers of music analysis explore **production**, they might make discoveries about...
 - A song's sound
 - Sampling: footprints of other music
- When writers of music analysis explore **comparison and influences**, they might make discoveries about...
 - How one artist shaped the career of another
 - The blending of artists, sounds, and genres
 - Sound influences
- **Sports Analysis**
 - Writers of sports analysis break down the performances of players, teams, games, and coaches because they are driven to figure out the most fundamental questions of all sports: Who is the winner and who is the loser?
 - When writers of sports analysis explore **the game**, they might make discoveries about stand-out moments
 - When writers of sports analysis explore **the team**, they might make discoveries about...
 - Problems in team performance
 - The drama of the game
 - The coach's team-trends over time
 - When writers of sports analysis explore **individual players**, they might make discoveries about...
 - A notable skills
 - What a player means to the sport
 - Problems in performance
 - When writers of sports analysis explore **the person behind the player**, they might make discoveries about...
 - An athlete's inner demons
 - Different sides of a player's persona
 - A player's character
 - When writers of sports analysis explore **impact on the sport**, they might make discoveries about...

- The historical resonance of a player
- The effect of a new regulation
- The story behind a signature move
- **Video Game Analysis**
 - Writers of video game analysis evaluate the reality of the created world and consider whether players should invest themselves in this world.
 - Writers of video game analysis often takes the form of a review that zooms out broadly at points to illuminate what the game says about the world.
 - When writers of video game analysis explore **the game world**, they might make discoveries about...
 - Graphics
 - Visual limitations
 - How visuals are created
 - How visuals set a tone
 - What the world of the game looks like
 - When writers of video game analysis explore **voiceovers, musical score, and sound effects**, they might make discoveries about...
 - How music sets a mood
 - Sound effects
 - Voice performance
 - When writers of video game analysis explore **the story**, they might make discoveries about...
 - Characters
 - Setting
 - Plot
 - When writers of video game analysis explore **originality**, they might make discoveries about...
 - Connections and callbacks
 - Predictability
 - Evolution of gaming
 - When writers of video game analysis explore **gameplay**, they might make discoveries about...
 - Ease of play
 - Details in the game
 - Player modes
 - Degree of challenge
 - Play time
 - When writers of video game analysis explore **theme/purpose**, they might make discoveries about...
 - A connection to universal human experiences

	<ul style="list-style-type: none"> How the player helps shape the game's meaning
As writers, we utilize the critical perspectives of others to inform our own assessment and develop and articulate our own argument.	<ul style="list-style-type: none"> Writers view various types of critical analysis and consider cultural commentary through various lenses. <ul style="list-style-type: none"> If necessary, teachers can use videos, movie clips, songs, article, and blog posts to help the students understand how media reflects social commentary. Writers distinguish how writing critical analysis influences the choices of other people. Writers evaluate and critique the merits of various institutions, products, and media by citing textual evidence and evaluating the commentary of others. Writers informally and formally present their writing to small audiences and receive feedback to support the revision process.
As writers, we structure, develop, and revise their arguments through a critical lens and consider feedback to strengthen our writing.	<ul style="list-style-type: none"> Writers develop a specific critical angle or argument that they use to structure the format of the final writing product. Writers work to define and refine a specific critical angle through several versions of revision and editing. Writers work toward refinement as a means to present or publish a product. Writers thrive off of their own constructive criticism and that of others in order to improve the focus and quality of their work. Writers benefit from reading the work of their peers. Doing so allows the writer to consider different stylistic techniques that they may implement. Writers publish their writing with others and, when possible, on digital student forums.
Suggested Resources/Technology Tools	
Evaluating and Reviewing Children's Books Writing with Mentors by Allison Marchetti and Rebekah O'Dell Beyond Literary Analysis by Allison Marchetti and Rebekah O'Dell Essay Rubrics: Narrative, Argument, & Informational MENTOR TEXT DROPBOX	
21ST CENTURY LIFE AND CAREER STANDARDS	

- ☐ Apply appropriate academic and technical skills.
- ☐ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental social and economics impacts of decisions.
- ☐ Demonstrate creativity and innovation.
- ☐ Employ valid and reliable research strategies.
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ Model integrity, ethical leadership, and effective management.
- ☐ Plan education and career paths aligned to personal goals.
- ☐ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 5	
Multi-Genre Texts: Thematic Connections	
Summary and Rationale	
<p>In this unit students will be exposed to various cross-genre texts as a means to comprehend a theme in its portrayal throughout various mediums. This reading experience will allow students to also develop and synthesize their perspectives on a theme about which they are passionate. Students will plan for and participate effectively in a range of conversations around a common text. During this time, students will apply previously learned skills from their reading and discussion experiences and teachers will continue to integrate mini-lessons and small group lessons to support students as they deepen their understanding of the reading and research process, and a focus on comparing various themes within one-unified texts. Teachers will utilize formative assessments along the way and provide feedback to the students. The unit will end in a culminating, summative assessment.</p>	
Recommended Pacing	
5-6 weeks	
Standards	
Reading: Literature	
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.
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.
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.
RL.11-12.10	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.
Reading: Informational Text	
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.
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.

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.
Writing	
Speaking and Listening	
SL1.	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.
SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Language	
L.11-12.3.	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.
L.11-12.4	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.
L.11-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	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.
Interdisciplinary Connections	
Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Instructional Focus	

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Readers synthesize and connect various multi-genre texts to insightfully analyze how a particular theme relates to their lives. • Readers acknowledge and analyze that effective writers use textual evidence from more than one text to explore a single idea. • Readers prepare for and participate effectively in, a range of conversations by contributing our own thoughts about thematic connections in texts and responding to the thoughts of others. 	<ul style="list-style-type: none"> • How do readers identify, evaluate, and synthesize themes in various genres? • How do readers evaluate textual evidence from varied texts to explore a single idea? • How do readers prepare for and participate effectively in, a range of conversations by contributing our own thoughts and responding to the thoughts of others?
Evidence of Learning (Assessments)	
Formative assessments Book club conversations Reading notebook entries Quizzes/activities that have readers apply skills learned to varied texts Post Unit Assessment	
Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
As readers, we identify, evaluate, and synthesize themes in various genres.	<ul style="list-style-type: none"> • Readers seek out and make strategic choices of texts to cultivate an aspect of a theme that is personally relevant. • Readers apply a thematic lens in order to make connections to identify universal ideas and issues. • Readers note the similarities and differences that occur between texts as they evaluate an author's statement on a particular theme. <ul style="list-style-type: none"> ○ If necessary, teachers will review various formats of how to take meaningful notes to make connections between texts. • Readers analyze and articulate the nuances and variations of the writer's portrayal and presentation of a theme throughout various texts.
As readers, we evaluate textual evidence from varied texts to explore a single idea.	<ul style="list-style-type: none"> • Readers consider an author's stance on a particular theme and then identify compelling evidence to support the stance. • Readers evaluate a single idea through consideration of counterclaims and all parts of the unified whole. • Readers use the text in a unique way as means to challenge the norm and focus on an innovative, insightful stance.

As readers, we prepare for, and participate effectively in, a range of conversations by contributing our own thoughts and responding to the thoughts of others.

- Readers record our observations and reactions to texts, compiling textual evidence to support our view of the book's merit.
- Readers monitor overall meaning, important concepts and themes as they read, understanding that their thinking evolves in the process.

Suggested Resources/Technology Tools

Chromebooks; Databases; Turnitin.com; Applications

21ST CENTURY LIFE AND CAREER STANDARDS

- ☐ Act as a responsible and contributing citizen and employee.
- ☐ Apply appropriate academic and technical skills.
- ☐ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental social and economics impacts of decisions.
- ☐ Demonstrate creativity and innovation.
- ☐ Employ valid and reliable research strategies.
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ Model integrity, ethical leadership, and effective management.
- ☐ Plan education and career paths aligned to personal goals.
- ☐ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 6	
Literary Analysis/Multi-Genre Capstone	
Summary and Rationale	
Students will engage in a cumulative unit wherein they utilize past reading and writing experiences throughout the year to create and present an oral and written multi-genre capstone. Using mentor texts from criticism, articles, and student exemplars, students will utilize personal and peer feedback to reflect, revise and improve writing as a means to construct their own theme-based, multi-genre synthesis to prove a claim.	
Recommended Pacing	
3-4 weeks	
Standards	
Reading: Literature	
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.
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.
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.
Reading: Informational Text	
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.
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.
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.
Writing	

W.11-12.1.	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1. 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>
Speaking and Listening	
SL1.	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.
SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.11-12.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style and appropriate to task, purpose, and audience.
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.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Language	
L.11-12.3.	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.
L.11-12.4	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.
L.11-12.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>
L.11-12.6	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.
Interdisciplinary Connections	
Integration of Technology	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers synthesize and connect various multi-genre texts to insightfully analyze a particular theme by drafting, refining, and understanding the various elements of unbiased, fact-based writing. Writers understand that effective writing of literary essays is composed of arguments emulating a variety of different stylistic techniques and structures in order for a writer to develop a unique voice. Writers receive and utilize feedback to edit literary essays by ensuring that the perspective is clear and the details assert the claim in an effective manner. 	<ul style="list-style-type: none"> How can writers synthesize and connect various multi-genre texts to insightfully analyze a particular theme in a literary essay? How can writers create arguments to support a claim in an analysis of a substantive topic as they craft literary essays? How do writers give, receive, and consider feedback to strengthen and edit their literary essays?
Core Writing Enduring Understandings and Essential Questions	
<ul style="list-style-type: none"> Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. Writers need to understand who their audience is so they can make specific stylistic choices. 	<ul style="list-style-type: none"> How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? How can specific awareness of an audience affect stylistic and mechanical choices?
Evidence of Learning (Assessments)	
Formative assessments Quizzes/activities that have writers apply skills learned to varied texts Writing "check ins" assessed using specific rubric elements Post Unit Assessment : Capstone Project	

Objectives (SLO)

Grammar/Language Focus:

- Writers apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Writers observe hyphenation conventions.
- Writers spell correctly.
- Writers vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- Writers acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, since the 11-12 band is the final band, you may want to look at other other language standards to support your students and provide additional grammar instruction to individuals and/or small groups of students. Please utilize student work to determine what students know and are able to do and what students might need next.

Students will know: (Goals)	Students will be able to: (Teaching Points)
As writers, we revisit a previous text and re-examine and synthesize thematic elements in new texts of a different genre.	<ul style="list-style-type: none">• Writers self-evaluate their writing and consider how additional primary and critical texts will enhance their ideas and provide additional support.<ul style="list-style-type: none">◦ Teachers can provide resources of rubrics and checklists to help students review their writing.
As writers, we write arguments to support a claim in an analysis of a substantive topic as we craft literary essays.	<ul style="list-style-type: none">• Writers use textual evidence from more than one text to explore a single idea.• Writers evaluate and critique the merits of various texts by citing textual evidence and evaluating theme and cultural commentary.• Writers utilize textual evidence from primary texts to form their own argument and support that argument.• Writers use secondary sources--various reviews and/or literary criticism-- to create and enhance a compelling argument.• Writers using valid reasoning, and relevant and sufficient evidence to support their claim.• Writers ensure equity and cohesion when using sources to create balance and increase insight.

As writers, we write routinely over an extended time frame, creating opportunities to revise and edit along the way, maintaining appropriate language and grammatical conventions.

- Writers utilize past resources and feedback as a means to self-evaluate prior to producing a piece.
 - If necessary, teachers can create writing folders to allow students to revisit their feedback. Teachers can also provide graphic organizers to assist students in implementing their feedback.
- Writers initiate improvements to their work by utilizing reflective practices and implementing best writing practice.

Suggested Resources/Technology Tools

Chromebooks; Databases; Turnitin.com; Applications
 Writing with Mentors by Allison Marchetti and Rebekah O'Dell
 Beyond Literary Analysis by Allison Marchetti and Rebekah O'Dell
[Essay Rubrics: Narrative, Argument, & Informational](#)
[MENTOR TEXT DROPBOX](#)

21ST CENTURY LIFE AND CAREER STANDARDS

Please select all standards that apply to this unit of study:

- ☐ Act as a responsible and contributing citizen and employee.
- ☐ Apply appropriate academic and technical skills.
- ☐ Attend to personal health and financial well being.
- ☐ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental social and economics impacts of decisions.
- ☐ Demonstrate creativity and innovation.
- ☐ Employ valid and reliable research strategies.
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ Model integrity, ethical leadership, and effective management.
- ☐ Plan education and career paths aligned to personal goals.
- ☐ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 7

Reading Drama

Summary and Rationale

In this unit, students will have an opportunity to begin their drama exploration with a whole class experience of a drama for the first three weeks. During this time, students will work in whole class, small group, partner, and individual experiences as they analyze and compare characters within a shared dramatic text to gain perspective on the human experience. They will also analyze stylistic choices made in dramatic texts and consider the meaning, as well as its aesthetic impact. After the whole class experience, over the following three weeks, students will work in collaborative book clubs from which groups of students will have a choice in text. Students will plan for and participate effectively in a range of conversations with their club around a common text. During this time, students will apply previously learned skills to their book club experiences and teachers will continue to integrate mini-lessons and small group lessons to support students as they deepen their understanding of dramatic texts and a focus on comparing across texts. Teachers will utilize formative assessments along the way and provide feedback to the students. The unit will end in a culminating, summative assessment.

Recommended Pacing

6 weeks

Standards

Reading: Literature

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.
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.
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).
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.)
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.

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).
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.)
Writing	
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.)
Speaking and Listening	
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 <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
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.
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.
Language	
L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. 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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations
Interdisciplinary Connections	
Standard x.x	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Readers analyze and compare characters within and across dramatic texts to gain perspective on the human experience by considering how drama celebrates, comments on, and questions personal and societal issues and events. • Readers analyze stylistic choices made in texts and consider the meaning, as well as its aesthetic impact in order to deepen their understanding of texts and make connections to the characters and ideas presented. • Readers prepare for and participate effectively in a range of conversations by tracking their thinking across a text and revising ideas through effective conversations. 	<ul style="list-style-type: none"> • How do readers analyze and compare characters within and across dramatic texts to gain perspective on the human experience? • Why do readers analyze stylistic choices made in texts and consider the meaning, as well as its aesthetic impact? • How do readers prepare for and participate effectively in a range of conversations?
Evidence of Learning (Assessments)	
<p>Formative assessments Book club conversations Reading notebook entries Quizzes/activities that have readers apply skills learned to varied texts Post Unit Assessment: Cold Read of One-Act Play with Short Answer Questions on Generic Conventions</p> <p>Post-Assessment</p>	
Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
As readers of drama, we analyze and compare characters within and across texts to gain perspective on the human experience.	<ul style="list-style-type: none"> • Readers of drama envision the action and synthesize information from various sources including: <ul style="list-style-type: none"> ○ Stage directions ○ Dialogue ○ Character Interactions ○ Subtext • Readers of drama examine dialogue in a drama, specifically a character's words in the text, and analyze how they communicate emotion, motivation, viewpoint, perspective, and identity.

	<ul style="list-style-type: none"> ○ If necessary, students can review direct/indirect characterization and point of view. ● Readers of drama pay close attention to the physical, emotional, and psychological settings in a drama and consider ways in which it impacts characters in texts and establishes mood. <ul style="list-style-type: none"> ○ If necessary, students can review the various aspects of setting. Students can also review the difference between mood and tone at this time to effectively analyze characters throughout texts and make connections. ● Readers of drama are on the hunt for conflicts, big and small, and consider the impact that the conflicts have on the characters and themes. <ul style="list-style-type: none"> ○ If necessary, students can review the differences between internal and external conflicts. Teachers can guide students to evaluate how conflicts impact characters and themes. ● Readers of drama notice moments of change and make logical inferences about what may have caused or propelled the changes. <ul style="list-style-type: none"> ○ If necessary, teachers can use this opportunity to review the Notice and Note Signposts for fiction texts to assist students in making inferences and tracking change. (See the resources section below) ● Readers of drama recognize and analyze characterization as a means to uncover both stated and implied themes and messages. <ul style="list-style-type: none"> ○ If necessary, students can review direct/indirect characterization and point of view in the form of a mini-lesson. ○ If necessary, teachers can review the steps to write thematic statements as life lessons to assist students in making connections. ● Readers of drama interpret how drama celebrates, comments on, and questions personal and societal issues and events portrayed in texts. <ul style="list-style-type: none"> ○ Readers may ask: “What do we believe were some of the issues of the time? Are these issues that still exist today?” ● Readers make comparisons across dramatic texts as they consider similarities and differences between characters, social issues, and thematic concepts.
<p>As readers of drama, we analyze stylistic choices made in texts and consider the meaning, as well as its aesthetic impact.</p>	<ul style="list-style-type: none"> ● Readers of drama understand that authors make intentional decisions in their writing (use of syntax, word choice, tone, pace, and mood) as a means to interpret themes. <ul style="list-style-type: none"> ○ Readers 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.

	<ul style="list-style-type: none"> ○ Readers analyze nuances in the meaning of words with similar denotations. ○ If necessary, the teachers can guide students to brainstorm the different choices authors make make when writing texts to interpret themes. ● Readers of drama identify how the structure, imagery, and pivotal events of texts contribute to the aesthetic impact of the drama. <ul style="list-style-type: none"> ○ Readers interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. ● Readers of drama consider their own interpretations of texts and compare them with directors' interpretations in films or live theatrical versions. <ul style="list-style-type: none"> ○ If necessary, teachers can review "reading" a video or performance and reading a text using various resources. ● Readers of drama discover how language drives the events in the play and what it tells us about the characters in it. <ul style="list-style-type: none"> ○ Readers of Shakespearean plays may consider paradox and equivocation. ○ Readers of Shakespearean plays consider the language, iambic pentameter, rhyme, imagery, and figurative language. ○ If necessary, teachers can use parallel texts to support their students in understanding the language used in the play.
As readers of drama, we prepare for and participate effectively in a range of conversations.	<ul style="list-style-type: none"> ● Book club members make purposeful plans and set goals with their book club members. <ul style="list-style-type: none"> ○ If necessary, teachers can use this time to review the purpose of book clubs and provide the students of an overview of their weekly schedule. ● Readers of drama track their thinking, choose their note taking strategies, and prepare for book club conversations. <ul style="list-style-type: none"> ○ If necessary, the students can review the various (differentiated) formats that they can use to take notes. The students will ultimately choose their format for their notes. ● Book club members ask powerful questions that can lead to powerful thinking. <ul style="list-style-type: none"> ○ Conversations are opportunities to grapple with ideas that are new or challenge our current set of beliefs and thinking. Students may want to consider questions such as: <ul style="list-style-type: none"> ■ Who holds the power? ■ Whose voice is missing? ■ How is gender portrayed? ■ How is race depicted? ■ How is age described? ■ What's the political climate?

- How does the geographic location impact the characters? The events?
- If necessary, teachers can show the students videos (using resources like YouTube) of readers having effective book club conversations to model accountable talk.
- If necessary, teachers can begin using Socratic Seminars and transition to several book club conversations to model academic conversations.
- If necessary, teachers can provide verbal prompts and post sentence stems to help students lead their own conversations.
- If necessary, teachers can use alternative tools to promote conversation, including blogs and digital discussions using Google Docs.
- Readers of drama consider other perspectives and revise or change their thinking, when appropriate.
 - If necessary, teachers can model how students can add and edit their notes over time.
 - Teachers can prompt students to add to their notes while they circulate during conversation to guide students to track their thinking.

Suggested Resources/Technology Tools

Shakespeare: *Romeo & Juliet*, *Julius Caesar*, *Merchant of Venice*, *Macbeth*, etc.
A Streetcar Named Desire
The Crucible
The Glass Menagerie
Brighton Beach Memoirs
Our Town
A Raisin in the Sun
Death of a Salesman
A Doll's House
Long Day's Journey
Zoo Story/American Dream
Theban Plays
Brighton Beach Memories

[*Folger Curriculum Guide for Macbeth*](#)

[Notice and Note Signposts for Fiction Texts](#)

21ST CENTURY LIFE AND CAREER STANDARDS

- ☐ Act as a responsible and contributing citizen and employee.
- ☐ Apply appropriate academic and technical skills.
- ☐ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental social and economics impacts of decisions.
- ☐ Demonstrate creativity and innovation.

- ☐ Employ valid and reliable research strategies.
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ Model integrity, ethical leadership, and effective management.
- ☐ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Unit 8

Writing the Drama: One-Act Play

Summary and Rationale

In this unit, students will be exposed to various mentor texts as they examine the characteristics of dramas. They will evaluate how writers structure drama to convey meaning and create compelling characters with conflicts that propel the action. Throughout the unit, students will learn from mentor writers and experiment with varied techniques as they ultimately publish their own one-act play.

Recommended Pacing

4 weeks

Standards

Reading: Literature

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).
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.)
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.

Writing

W.11-12.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 1. 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. 2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 3. 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). 4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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	5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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.
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.
Speaking and Listening	
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 <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
Language	
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.3.	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. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. 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. 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).

L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interdisciplinary Connections	
Integration of Technology	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none">Studying different dramatic mentor texts not only provides clarity of the particular conventions and characteristics of drama, but it enables writers to utilize real-life experiences and connections they have to other people to inform and inspire their writing.Writers use the elements of drama to create series of short scenes that capture human experiences, show pivotal moments, and uncover themes and messages on the human condition.Writers reflect and make purposeful changes during the revision process to ensure that the overall message of the work is clear.	<ul style="list-style-type: none">How can studying different dramatic mentor texts provide clarity of the genre and generate ideas for our own script writing?How do writers use the elements of drama to tell a compelling story and capture interest of the reader in a script?How can the revision process help to clarify the overall message of a dramatic work?
Core Writing Enduring Understandings and Essential Questions	
<ul style="list-style-type: none">Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication.Writers need to understand who their audience is so they can make specific stylistic choices.	<ul style="list-style-type: none">How does a writer’s command of English grammar, mechanics, and usage contribute to effective written communication?How can specific awareness of an audience affect stylistic and mechanical choices?
Evidence of Learning (Assessments)	

Formative assessments

Quizzes/activities that have writers apply skills learned to varied texts

Writing “check ins” assessed using specific rubric elements

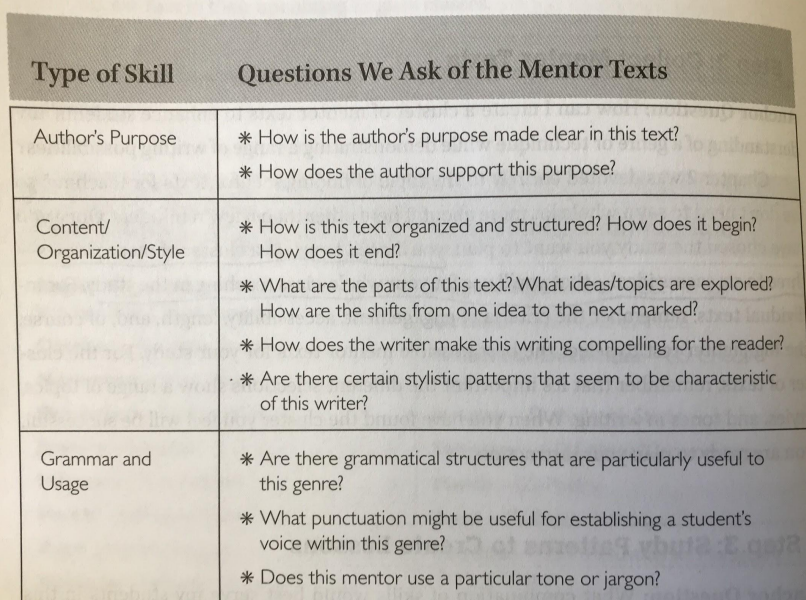
[Post Unit Assessment](#)

[NARRATIVE RUBRIC](#)

Objectives (SLO)

IMMERSION:

Prior to beginning the goals below, spend some time allowing students to look at varied mentor texts from a writer’s lens. The purpose is to begin to take on the role of the writer as you identify and analyze the characteristics of drama. You might want to use the questions from the chart below to support this exploration:



Type of Skill	Questions We Ask of the Mentor Texts
Author's Purpose	<ul style="list-style-type: none">* How is the author's purpose made clear in this text?* How does the author support this purpose?
Content/ Organization/Style	<ul style="list-style-type: none">* How is this text organized and structured? How does it begin? How does it end?* What are the parts of this text? What ideas/topics are explored? How are the shifts from one idea to the next marked?* How does the writer make this writing compelling for the reader?* Are there certain stylistic patterns that seem to be characteristic of this writer?
Grammar and Usage	<ul style="list-style-type: none">* Are there grammatical structures that are particularly useful to this genre?* What punctuation might be useful for establishing a student's voice within this genre?* Does this mentor use a particular tone or jargon?

Figure 3.3 Questions We Ask of the Mentor Texts

Writers would benefit from understanding how to write a play by collaborating with others as they explore drama. This would be best supported through shared reading and shared writing activities during immersion.

Grammar/Language Focus:

- Writers apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Writers observe hyphenation conventions.
- Writers spell correctly.
- Writers vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- Writers acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, since the 11-12 band is the final band, you may want to look at other other language standards to support your students and provide additional grammar instruction to individuals and/or small groups of students. Please utilize student work to determine what students know and are able to do and what students might need next.

Students will know: (Goals)	Students will be able to: (Teaching Points)
<p>Writers of drama study different dramatic mentor texts to gain clarity of the genre and generate ideas for their own work.</p>	<ul style="list-style-type: none"> ● Writers study mentor texts to determine the key characteristics of writing drama. <ul style="list-style-type: none"> ○ If necessary, teachers can guide students to review mentor texts according to their reading levels, skill sets, and interests. ● Writers generate different ideas or purposes for a one act play and consider things that inspire them. <ul style="list-style-type: none"> ■ Setting ■ Characters ■ It would be interesting if... ■ What if? ■ Issues/Events ■ Internal and external discoveries ■ Moments of meaningful interaction ■ Revelations ■ Building of conflict ■ Connections ■ Motifs and themes ● Writers conduct research to become informed and generate ideas for authentic scenes when writing about people or topics that are not personally connected to them. <ul style="list-style-type: none"> ○ If necessary, teachers can guide students to utilize databases to research valuable information for their setting or their character's experiences/conflicts to inform their writing. ● Writers study mentor scenes and acts to review the structure and writer's choices in an effort to inspire their own.
<p>Writers use the elements of drama to tell a compelling story and capture interest of the reader in a script.</p>	<ul style="list-style-type: none"> ● Writers commit to specific characters, conflicts, and starting points when writing a script. <ul style="list-style-type: none"> ○ Step 1: Consider Characters <ul style="list-style-type: none"> ■ Who is your play about? ■ What do you think their names might be? ■ What kinds of homes and jobs do you imagine for them? ■ How did your character's previous experiences impact him or her today? ■ What do you think is the most urgent problem for each person? ○ Step Two: Decide on a conflict <ul style="list-style-type: none"> ■ Give your character a major problem that he or she has to solve immediately.

- Does your character experience an internal or external conflict?
 - What's something this character desperately wants?
 - What difficulties might get in the way?
- Step 3: Decide at which moment the story should start
 - Ask: What are some possible starting places? Which would be the best place to start? Why?
 - If necessary, teachers can provide students with graphic organizers to assist the students in organizing their thoughts and using the mentor texts to inform their writing. Teachers can also provide a checklist of the steps with due dates to assist the students to remain on-task during the writing process.
- Study mentor texts to determine specific ways that dramatic scenes are organized.
 - Stage directions
 - Setting
 - Dialogue
 - Conflict
- Study mentor texts to determine specific ways to structure dramatic scenes and create a cohesive piece.
 - Chronological/linear
 - Bookend
 - Jumping back and forth in time
 - Parallel plotlines
 - Multiple/alternating points of view
 - Varied Settings
- Study mentor texts to examine multiple scenes in drama and ways to develop story:
 - Dialogue
 - Pacing
 - Setting
 - Stage directions
 - Definitive plot line
 - Characterization
- Study mentor texts to examine characterization and how playwrights communicate characters' particulars in a variety of ways
 - Indirect characterization
 - Tone/Vernacular
 - Clothing/physicality
 - Gestures
 - Dialect
 - Direct characterization
 - Stage direction/narration
- Writers remember that good plays involve "stakes"...the characters must genuinely feel that they

	<p>have a lot to win or lose, depending on the outcome of their interactions with each other.</p> <ul style="list-style-type: none"> Writers remember that plays are written for actors to perform. Provide your actors with good acting opportunities by giving every one of them interesting things to say and do. <ul style="list-style-type: none"> If necessary, teachers can modify the assignment according to their students' goals and needs.
Writers use the revision process help to clarify the overall message of a dramatic work.	<ul style="list-style-type: none"> Writers self-reflect and receive specific feedback in order to strengthen writing. Writers choose revision strategies to help with cohesion: <ul style="list-style-type: none"> Checklist/Rubric Partner Teacher conference Stations Passing notes activities Writers edit their work before considering it finished. <ul style="list-style-type: none"> "There are many methods to choose from. It is up to each writer to decide for himself what the most effective strategy is. I will remind you of a few editing strategies you have learned before and then send you off to do as many of them as you see fit." <ul style="list-style-type: none"> Edit drafts with focus on: <ul style="list-style-type: none"> Spelling Punctuation Grammar Diction Writers publish their work and share their writing.
Suggested Resources/Technology Tools	
<p>Writing with Mentors by Allison Marchetti and Rebekah O'Dell</p> <p>Beyond Literary Analysis by Allison Marchetti and Rebekah O'Dell</p> <p>Essay Rubrics: Narrative, Argument, & Informational</p> <p>A Guide to Script Formatting</p> <p>30 Ways to Read a Play</p> <p>MENTOR TEXT DROPBOX</p>	
21ST CENTURY LIFE AND CAREER STANDARDS	
<ul style="list-style-type: none"> <input type="checkbox"/> Apply appropriate academic and technical skills. <input type="checkbox"/> Communicate clearly and effectively and with reason. <input type="checkbox"/> Demonstrate creativity and innovation. <input type="checkbox"/> Employ valid and reliable research strategies. 	

- ☐ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ Model integrity, ethical leadership, and effective management.
- ☐ Plan education and career paths aligned to personal goals.
- ☐ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 9	
Narrative Nonfiction Essay (Personal Essay)	
Summary and Rationale	
<p>In this unit, students will be exposed to various mentor texts as they examine the characteristics of effective personal essay writing, especially the types of writing that are often called for in a college application essay. They will evaluate how writers structure personal essays to convey meaning and share a story or experience. Throughout the unit, students will learn from mentor writers and experiment with varied techniques as they create and refine their own story, based upon a specific learning experience or personal trait. Ultimately, writers will capture a compelling and unique story about themselves, recounting a specific experience or trait that shows that they will enhance the college community.</p>	
Recommended Pacing	
2-3 weeks	
Standards	
Reading: Informational	
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.
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.
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.
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).
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.
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.
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.
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.
Writing	
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.
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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.)
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.
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.
Speaking and Listening	
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 <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
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.
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.
Language	
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. 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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations
Interdisciplinary Connections	

Integration of Technology	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers consider experiences and moments that have had an impact on their lives and identify a central focus for writing a narrative essay by anchoring in moments that matter and uncovering patterns. Writers revise for focus and impact, thinking about what lasting message they want to leave with their readers so that their thesis is clear and supported with a cohesive, well-developed essay. Writers utilize feedback to edit their narrative essays prior to publication by ensuring the essay clearly communicates meaning. 	<ul style="list-style-type: none"> How do writers consider experiences and moments that have had an impact on their lives and identify a central focus for writing a narrative essay? How do writers revise for focus and impact, thinking about what lasting message they want to leave with their readers? How do writers utilize feedback to edit their narrative essays prior to publication?
Core Writing Enduring Understandings and Essential Questions	
<ul style="list-style-type: none"> Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. Writers need to understand who their audience is so they can make specific stylistic choices. 	<ul style="list-style-type: none"> How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? How can specific awareness of an audience affect stylistic and mechanical choices?
Evidence of Learning (Assessments)	
Formative assessments Quizzes/activities that have writers apply skills learned to varied texts Post Unit Assessment Writing "check ins" assessed using specific rubric elements PRE- and POST-ASSESSMENT PROMPTS	
Objectives (SLO)	
Grammar/Language Focus: <ul style="list-style-type: none"> Writers apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. 	

- Writers observe hyphenation conventions.
- Writers spell correctly.
- Writers vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- Writers acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, since the 11-12 band is the final band, you may want to look at other other language standards to support your students and provide additional grammar instruction to individuals and/or small groups of students. Please utilize student work to determine what students know and are able to do and what students might need next.

Students will know: (Goals)	Students will be able to: (Teaching Points)
Writers consider experiences and moments that have had an impact on their lives and identify a central focus for writing a narrative essay.	<ul style="list-style-type: none"> • Essayists deconstruct different types of college essay prompts and make determinations about how best to structure the essay and select a genre/mode of writing or create a multi-genre piece. • Essayists consider moments that have had an impact in their lives and looks for patterns as they work to develop a thesis/big idea for the essay. <ul style="list-style-type: none"> ◦ If necessary, teachers can brainstorm in the form of a whole class lesson of various moments of impacts they have read about freshmen, sophomore, and junior year. • Essayists often find ideas for writing by thinking about issues that matter and finding stories from their lives to support the issue. • Essayists consider moments of change in their lives and ask themselves: <ul style="list-style-type: none"> ◦ How did things used to be? ◦ How are things now? ◦ How do I feel about this change? • Essayists look for patterns to connect moments from their lives in a logical, succinct manner. <ul style="list-style-type: none"> ◦ If necessary, teachers will provide mentor texts to guide students in developing their writing.
Writers revise for focus and impact, thinking about what lasting message they want to leave with their readers.	<ul style="list-style-type: none"> • Essayists experiment with writing their “story” in different modes/genres. • Essayists study the work of mentor authors to inform and inspire their own writing. <ul style="list-style-type: none"> ◦ If necessary, teachers will guide students to choose mentor texts according to reading levels, skill sets, and interests. • Essayists use narrative stories in their essays to make the writing more personal, vivid, and engaging.

	<ul style="list-style-type: none"> ○ If necessary, the teachers can conduct mini-lessons of narrative elements to assist students in developing their writing. ● Essayists angle their story to prove their thesis by underlining only the parts that support the big idea. ● Writers find the connection between their anecdotal stories to make each flow naturally and logically into the next. One way to do this is by... <ul style="list-style-type: none"> ○ Thinking about the most effective order of the stories. ○ Determining how one story links to the next ○ Finding the right transitional phrases to link our stories ● Essayists engage their readers with a clear, meaningful introduction ● Essayists conclude their essay in an effective manner that leaves the reader with closure and a lasting impression ● Essayists incorporate a range of narrative techniques, such as dialogue, pacing, description, and reflection ● Essayists sequence events so that they build on one another to create a whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) ● Essayists use precise words and phrases, telling details, and sensory language. ● Essayists vary their sentence beginnings and lengths.
Writers utilize feedback to edit their narrative essays prior to publication.	<ul style="list-style-type: none"> ● Essayists engage in constructive peer-review of narrative essays. <ul style="list-style-type: none"> ○ If necessary, teachers can conduct mini-lessons on how to provide meaningful and constructive feedback for their peers. ○ If necessary, teachers can provide rubrics and checklists to assist the students in providing their peers with feedback. ● Essayists take out parts that don't fit or don't support the main thesis. ● Essayists produce writing that is appropriate to task, purpose, and audience . ● Essayists practice speaking and listening skills in preparation for a college interview
Suggested Resources/Technology Tools	
Chromebooks; Databases; Turnitin.com; Applications Writing with Mentors by Allison Marchetti and Rebekah O'Dell Beyond Literary Analysis by Allison Marchetti and Rebekah O'Dell	

21ST CENTURY LIFE AND CAREER STANDARDS

- ☐ Act as a responsible and contributing citizen and employee.
- ☐ Apply appropriate academic and technical skills.
- ☐ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental social and economics impacts of decisions.
- ☐ Demonstrate creativity and innovation.
- ☐ Employ valid and reliable research strategies.
- ☐ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☐ Model integrity, ethical leadership, and effective management.
- ☐ Plan education and career paths aligned to personal goals.
- ☐ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>