



## English/Language Arts Department

### Grade 12 - English IV

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### Scope and Sequence

Month	Reading Workshop	Writing Workshop
September to early October	<a href="#">Unit 1: Cross Cultural Texts and Research Book Clubs</a>	
early October to Nov 6		<a href="#">Unit 2: Literary Synthesis</a>
November 7 to mid- Dec	<a href="#">Unit 3: Reading Complex Texts</a>	
mid-Dec to January 23		<a href="#">Unit 4: Writing Argument</a>
January 24 to early March	<a href="#">Unit 5: Ethics, Morality, and Law Study</a>	
mid-March to April 9		<a href="#">Unit 6: Informational Writing (Speeches)</a>
April 10 to Early May	<a href="#">Unit 7: Contemporary Short Stories (1980-present)</a>	

mid-May to  
June 14

[Unit 8: Contemporary Creative Writing](#)

## Unit 1

### Reading: Cross Cultural Texts and Research (Book Clubs)

#### Summary and Rationale

In this unit, students will be exposed to various cross-cultural fiction texts as a means to comprehend how social conditions influence a work of fiction. In this unit, students will research the life of an author, the culture in which he or she was raised, and any world connections made through reading the mentor text or other texts connected to the mentor text. Using several sources, including mentor texts, students will develop a theme that explores how the primary text reflects a personal or social influence. Also, students will engage in small conversations to gather multiple ideas to expand student's thinking and understanding of the topic. Ultimately, after extensive reading, research, and conversation, students will learn how to gather relevant evidence from multiple sources to support a claim for a synthesis. This reading experience will allow students to also develop their own perspective on what makes a worthwhile example of cross cultural reading. 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 from 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 cross-cultural fiction texts, and a focus on comparing various 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

6-8 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.)
RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
Speaking and Listening	
SL.11-12.1	<p>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.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
Interdisciplinary Connections	
Standard 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.
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**Instructional Focus**

**Enduring Understandings:**

- Readers consider the impact that varied `
- Readers can uncover new understandings and look for patterns across texts as they synthesize researched information about a person’s life experiences.
- By analyzing texts from varied lenses, readers can broaden their perspectives and consider viewpoints that might not otherwise have been noticed.
- When readers prepare for and participate effectively in a range of conversations by contributing our own thoughts and responding to the thoughts of others they can deepen their understandings within texts.

**Essential Questions:**

- How does an author’s portrayal of varied social, political, environmental, and societal issues impact a reader’s understanding of cultural experiences?
- How do readers research background information to gain understanding on varied authors’ cultural beliefs, experiences, and various world connections?
- How do readers analyze texts from varied lenses in order to understand new perspectives and deepen our understandings within texts?
- How do book club members effectively prepare for and participate in book club discussions?
- How do readers deepen their understandings about texts and world issues through notebook entries and conversations?

**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](#) (keep?)

[Argument Rubric](#)

**Objectives (SLO)**

Students will know: (Goals)

As readers, we research background information to gain understanding on varied authors’ cultural beliefs and experiences and world issues.

Students will be able to: (Teaching Points)

- Readers research authors and cultures and utilize this information to inform their reflection and analysis of cross-cultural and world perspectives.
  - If necessary, teachers can model how the students can use databases to research the authors and cultures of the texts.

	<ul style="list-style-type: none"> <li>● Readers make strategic choices in what they read in order to narrow on a specific focus within a culture and/or author’s biography</li> </ul>
<p>As readers, we analyze how an author’s portrayal of varied social, political, environmental, and societal issues impact a reader’s understanding of cultural experiences.</p>	<ul style="list-style-type: none"> <li>● Readers discover the characteristics, beliefs, and values of the specific culture identified in the text. <ul style="list-style-type: none"> <li>○ If necessary, teachers can model how the students can use databases to research the culture in their text.</li> </ul> </li> <li>● Readers can identify various systems and structures in society and analyze their impact on the people.</li> <li>● Readers determine how the character is/is not a reflection of the society/time period from which they come.</li> <li>● Readers wonder how people are impacted by the culture in which they live. <ul style="list-style-type: none"> <li>○ If necessary, teachers can conduct mini-lessons on writing effective questions to teach the students to question texts and the world around them.</li> </ul> </li> </ul>
<p>As readers, we analyze texts from varied lenses in order to understand new perspectives and deepen our understandings within texts.</p>	<ul style="list-style-type: none"> <li>● Readers notice elements in texts that create an aesthetic impact and effectively communicate the human experience.</li> <li>● Readers consider the aesthetic impact and determine why texts meet cross-cultural acclaim.</li> <li>● Readers consider how a text makes an impact on a large population in the context of the overall perspective of an established belief system.</li> </ul>
<p>As readers, we reflect upon information learned about various authors’ experiences and consider how their experiences impacted their writing</p>	<ul style="list-style-type: none"> <li>● Readers recognize how a writer’s experiences shape and inform their writing through informational research and analysis about the writer.</li> <li>● Readers seek out and make strategic choices of texts to cultivate an aspect of a culture and world issues that are relevant to their research.</li> <li>● Readers apply a cross-cultural lens in order to make connections to identify universal ideas and issues. <ul style="list-style-type: none"> <li>○ If necessary, teachers can conduct a mini-lesson on connections to assist students in making connections with texts, universal ideas, and issues.</li> </ul> </li> <li>● Readers note the similarities and differences that occur between texts as they evaluate an author’s statement on a particular culture/ cultural event.</li> </ul>

As readers, we deepen our understanding about texts through notebook entries and conversation as we prepare for, and participate effectively in book club discussions by contributing our own thoughts and responding to the thoughts of others.

- Readers record their observations and reactions to texts, compiling textual evidence to support our views of the authors/cultures we've researched.
  - 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.
- Readers monitor overall meaning, important concepts and themes as they read, understanding that their thinking evolves in the process.
- Clubs come to their meetings prepared. They have original ideas in their notebooks with evidence from the text cited. Club members don't just discuss their ideas. They return to their notebooks and jot down how their ideas have grown from having discussions with their club. Jot - Discuss - Jot.
  - 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 look for patterns across a text and revise and shape their thinking about characters, themes, and cultures along the way.
  - If necessary, teachers can model how students can take notes in a differentiated format and revise their notes over time.
- Book club members ask powerful questions that can lead to powerful thinking.
  - 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:
    - 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 conduct a mini-lesson on how to create effective questions.

## Suggested Resources/Technology Tools

Multicultural Voices text

**Maya Angelou--*I Know Why The Caged Bird Sings.***

**Salman Rushdie--*Selected Short Stories***

Chinua Achebe--*Things Fall Apart*

Marjane Satrapi--*Persepolis*

**V.S. Naipaul--*A Bend in The River***

Albert Camus -- *The Stranger*

Gene Luen Yang -- *American Born Chinese*

Richard Wright -- *Black Boy*

Toni Morrison -- *The Bluest Eye*

Elie Wiesel -- *Night*

**Junot Diaz-- *The Brief Wondrous Life of Oscar Wao***

Gabriel Garcia Marquez -- *Chronicle of a Death Foretold*

Nadine Gordimer -- *July's People*

J.M. Coetzee - *Waiting for the Barbarians*

Juan Gabriel Vasquez - *The Sound of Things Falling*

Maxine Hong Kingston - *The Woman Warrior*

Jhumpa Lahiri - *The Namesake*

Jhumpa Lahiri - *The Interpreter of Maladies*

Junot Diaz - *Drown*

Zora Neale Hurston - *Their Eyes Were Watching God*

Sherman Alexie - *The Absolutely True Diary of a Part-Time Indian*

## 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: Literary Synthesis (Analysis of Author's Perspective in Connection to Novel)

#### Summary and Rationale

In this unit, students will be exposed to various mentor texts as they develop a claim that synthesizes an idea in a text that can be explored through writer's biography, additional texts by the same author, additional texts on the idea, and literary criticism. Ultimately, writers will capture a compelling and unique idea that explores the author's work using his/her social conditions and ideologies.

#### Recommended Pacing

3-4 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.11-12.7.

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.)

##### 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

NJSLSA.W1.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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.
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	
NJSLSA.L3.	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.
NJSLSA.L4.	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.
NJSLSA.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
NJSLSA.L6.	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	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>

- Writers establish effective claims and consider compelling evidence as they anchor themselves in their work and establish a focus for their synthesis essays.
- Writers research in advance and support their synthesis essays with information gleaned from literary and informational texts, as well as their own insights and perspectives.
- Writers used varied strategies to draft and revise their work with a focus on structure, cohesion, and development, while ensuring that the meaning is clear.
- Writers consider feedback on their work as they edit prior to publication to ensure that appropriate language and grammatical conventions are applied.

- How do writers establish claims and consider compelling evidence for their synthesis essays?
- How can writers synthesize information gleaned from literary and informational texts with their own perspectives to support their claims?
- How do writers draft and revise their work, considering structure, cohesion, and development?
- Why do writers consider feedback on their work as they edit prior to publication?

### Evidence of Learning (Assessments)

[Argument Writing Rubric](#)

[Argument Writing Checklist](#)

Formative assessments

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

[Post Unit Assessment](#)

Writing “check ins” assessed using specific rubric elements

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

Figure 3.3 Questions We Ask of the Mentor Texts

Writers would benefit from understanding how to write literary synthesis 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 to support literary synthesis.

**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 establish our claims and consider compelling evidence for our synthesis essays.	<ul style="list-style-type: none"> <li>● Writers consider connections between text and author's background and culture.</li> </ul>

	<ul style="list-style-type: none"> <li>● Writers make a strong, arguable, compelling claim about these connections, interjecting insight and perspective through development and evidence. <ul style="list-style-type: none"> <li>○ If necessary, teachers can conduct mini-lessons on writing claims and supporting the claims with textual evidence.</li> </ul> </li> </ul>
As writers, we synthesize information gleaned from literary and informational texts with our own perspectives to support our claims.	<ul style="list-style-type: none"> <li>● Writers use textual evidence, blending primary and secondary sources to prove their claims and make cohesive and relevant connections. <ul style="list-style-type: none"> <li>○ If necessary, teachers can conduct mini-lessons to model how to embed textual evidence within an essay and support this with examples from mentor texts.</li> </ul> </li> </ul>
As writers, we draft and revise our work, considering structure, cohesion, and development.	<ul style="list-style-type: none"> <li>● Writers develop a specific critical angle or argument that they use to structure the format of the final writing product.</li> <li>● Writers work to define and refine a specific critical angle through several versions of revision and editing.</li> <li>● Writers work toward refinement as a means to present or publish a product. <ul style="list-style-type: none"> <li>○ Teachers can provide resources of rubrics and checklists to help students review their writing.</li> </ul> </li> </ul>
As writers, we consider feedback on our work as we edit prior to publication.	<ul style="list-style-type: none"> <li>● Writers thrive off of their own constructive criticism and that of others in order to improve the focus and quality of their work.</li> <li>● Writers benefit from reading the work of their peers. Doing so allows the writer to consider different stylistic techniques that they may implement. <ul style="list-style-type: none"> <li>○ If necessary, teachers can model how to provide constructive criticism and meaningful feedback to help their peers to develop their writing.</li> </ul> </li> </ul>

### 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](#)  
[Writing Process Learning Progressions](#)

### 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 3

### Reading Complex Texts

#### Summary and Rationale

In this unit, students will read both fiction and informational complex texts that will require them to be skillful, critical, and analytical readers. Texts will contain elements that require interpretation of complex plots, themes, layers of meaning, and abstract ideas or irrelevant information, which will engage students in making judgments and inferences. Complex texts will also be sophisticated in diction, syntax, and non-continuous structures. To deepen their understanding, students will work in partnerships or in book clubs to analyze complex texts.

#### Recommended Pacing

4-5 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.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at

	grade level or above.
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 (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.11-12.8.	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., The Federalist, 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 12, read and comprehend literary nonfiction at grade level text-complexity or 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 grades 11–12 topics, texts, and issues, 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.
SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Language	
NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.L3.	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.
NJSLSA.L4.	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.
Interdisciplinary Connections	
Social Studies	
6.2	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.
6.3	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Integration of Technology	

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
<b>Instructional Focus</b>		
<b>Enduring Understandings:</b>		<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Readers who comprehend and analyze complex texts are equipped with the comprehension strategies needed to cope in the increasingly complex world of print beyond grade level expectations and beyond high school and allow for investigation, interrogation, and exploration of the deep meanings of a text.</li> <li>● Readers of complex texts can form opinions and arguments and can defend their positions as a result; readers who communicate increasingly complex information and ideas through reading complex text, also increase the complexity of the use of ideas and information that they comprehend.</li> </ul>		<ul style="list-style-type: none"> <li>● How do readers utilize comprehension and analysis strategies to engage with complex texts?</li> <li>● How do readers of complex texts form opinions and arguments and defend these positions?</li> </ul>
<b>Core Reading Enduring Understandings and Essential Questions</b>		
<ul style="list-style-type: none"> <li>● Readers uncover words they do not know and the author’s intent by using various strategies to record thinking and comprehension.</li> <li>● Readers listen and collaborate to understand others’ thinking by participating in whole-class or small-group conversations to challenge and clarify their own thoughts.</li> </ul>		<ul style="list-style-type: none"> <li>● How do readers track their thinking to uncover lessons from text, unknown words, and understand implicit meaning?</li> <li>● How is my understanding of a text expanded, explained, or challenged by my conversation with others?</li> </ul>
<b>Evidence of Learning (Assessments)</b>		
<p>Formative assessments  Group conversations  Reading notebook entries  Quizzes/activities that have readers apply skills learned to varied texts  Post Unit Assessment</p>		
<b>Objectives (SLO)</b>		
Students will know (Goals):	Students will be able to (Teaching Points):	

<ul style="list-style-type: none"> <li>● As readers we utilize comprehension and analysis strategies to engage with complex texts.</li> </ul>	<ul style="list-style-type: none"> <li>● Readers make predictions and form arguments through use prior knowledge from life experiences and comprehension of the complex text.</li> <li>● Readers ask effective questions while reading complex texts as a means to: <ul style="list-style-type: none"> <li>○ Focus their reading</li> <li>○ Delve deeper into the text</li> <li>○ Clarify meaning</li> <li>○ Critically reflect on what they have read</li> </ul> </li> <li>● Readers examine the structural shape of a text by examining text features of a text type such as <ul style="list-style-type: none"> <li>○ language (tense, vocabulary, participants, signal words for time and order)</li> <li>○ type of supports: <ol style="list-style-type: none"> <li>1. artwork (illustrations, photographs, diagrams, graphs)</li> <li>2. aids to organization or language (contents, index, headings, glossary, references)</li> </ol> </li> </ul> </li> <li>● Readers utilize visualization techniques to envision, imagine, and ‘see’ images from the text by using graphic organizers and other visual displays to represent the text, to communicate the information, and to show relationships beyond the use of words.</li> <li>● Readers monitor their meaning of complex texts by recognizing when meaning breaks down and utilizing <ul style="list-style-type: none"> <li>○ intermittent questioning</li> <li>○ Rereading sections of a text</li> <li>○ Conferring</li> <li>○ Utilizing supplemental resources that aid in deciphering meaning within the text and outside the text (i.e. footnotes, media sources)</li> </ul> </li> <li>● Readers summarize a complex text during reading through: <ul style="list-style-type: none"> <li>○ Identifying the main points of the text</li> <li>○ Discounting unimportant ideas</li> <li>○ Maintaining the author’s point of view</li> <li>○ Sequencing the information logically</li> </ul> </li> <li>● Readers effectively comprehend and analyze themes, perspectives, and concepts within complex texts as a means to investigate, interrogate, and explore deeper layers of meaning.</li> </ul>
<ul style="list-style-type: none"> <li>● As readers, we prepare for, and participate effectively in discussions by contributing our own thoughts and responding to the thoughts of others.</li> </ul>	<ul style="list-style-type: none"> <li>● Readers annotate and/or track their thinking to uncover lessons from text, unknown words, and understand implicit meaning.</li> <li>● Readers formulate opinions and arguments and defend these through group and paired discussions</li> <li>● Readers utilize conversations with others to expand upon ideas, explain varied interpretations, and challenge ideas.</li> </ul>

**Suggested Resources/Technology Tools**

Dante's *Inferno*

Shakespearean tragedies (*King Lear*, *Macbeth*, *Hamlet*, *Othello*, etc.)

*Madame Bovary* by Gustave Flaubert

*Paradise Lost* by John Milton

*The Hitchhiker's Guide to the Galaxy* - Douglas Adams

*Piecing Me Together* - Renee Watson

*Frankenstein* - Mary Shelley

*The Nightingale* - Kristin Hannah

*The Red Tent* - Anita Diamant

Project Gutenberg <http://www.gutenberg.org>

## 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.
- 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.

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

## Unit 4

### Writing: Argument

#### Summary and Rationale

In this unit, students will explore argumentative texts present in the world in many different formats. Students will create a new understanding about social/moral issues that can also be found in literature to prove relevance and significance. Through this process, students will develop a claim about a topic of their choice (literature, community or culturally based) and support it in a logical way with textual evidence from various sources and perspectives. Throughout the writing process, they will compose a written argument - following the proper structure and points as observed in existing argumentative texts.

#### 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.
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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.
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### 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"><li>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.</li><li>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.</li><li>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.</li><li>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</li></ol>
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	<p>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.11-12.7	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. (MLA or APA Style Manuals).
W.11-12.9	<p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>B. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>
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	
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.11-12.5	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 a speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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.11-12.3	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"> <li>Writers immerse themselves in argument writing and consider topics of interest for exploration so that they can insure that they understand the characteristics of argument writing and find a topic of exploration that is personally fulfilling.</li> <li>Writers revise to create focus and impact in order to leave readers with a lasting message.</li> </ul>	<ul style="list-style-type: none"> <li>How do writers immerse themselves in argument writing and consider topics of interest for exploration?</li> <li>How do writers support a claim and revise for focus and impact?</li> <li>How do writers utilize feedback to edit their argumentative writing prior to publication?</li> </ul>

- Writers utilize feedback to edit an argument prior to publication

## 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 argument. Utilize published arguments in online newspapers, databases, etc. so that students can see argument out in the world. 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"> <li>* How is the author's purpose made clear in this text?</li> <li>* How does the author support this purpose?</li> </ul>
Content/ Organization/Style	<ul style="list-style-type: none"> <li>* How is this text organized and structured? How does it begin? How does it end?</li> <li>* What are the parts of this text? What ideas/topics are explored? How are the shifts from one idea to the next marked?</li> <li>* How does the writer make this writing compelling for the reader?</li> <li>* Are there certain stylistic patterns that seem to be characteristic of this writer?</li> </ul>
Grammar and Usage	<ul style="list-style-type: none"> <li>* Are there grammatical structures that are particularly useful to this genre?</li> <li>* What punctuation might be useful for establishing a student's voice within this genre?</li> <li>* Does this mentor use a particular tone or jargon?</li> </ul>

**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 to support students who are writing literary analysis.

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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)
As writers, we immerse ourselves in argument writing and consider topics of interest for exploration.	<ul style="list-style-type: none"> <li>● Writers study mentor texts to determine the key characteristics of writing an argument.               <ul style="list-style-type: none"> <li>○ If necessary, teachers can guide students to choose mentor texts according to their reading levels, skill sets, and interests.</li> </ul> </li> <li>● Writers consider topics of personal interest and/or significance and begin to generate and explore ideas for writing arguments.               <ul style="list-style-type: none"> <li>○ Students may choose to write a literary argument OR an argument about a community or cultural based issue. Students should be encouraged to reflect upon who they are as seniors and what type of argument writing they should explore - considering future goals and aspirations.</li> </ul> </li> </ul>
As writers, we write arguments to support a claim and revise for focus and impact.	<ul style="list-style-type: none"> <li>● Writers use textual evidence from more than one text to explore a single idea.</li> <li>● Writers evaluate and critique the merits of various texts by citing textual evidence and evaluating the presented information/arguments.</li> <li>● Writers utilize textual evidence from primary texts and/or real life experiences to form their own argument and support that argument.</li> <li>● When appropriate, writers use secondary sources-- various reviews and/or literary criticism-- to create and enhance a compelling argument.</li> <li>● Writers using valid reasoning, and relevant and sufficient evidence to support their claim.</li> <li>● Writers ensure equity and cohesion when using sources to create balance and increase insight.</li> <li>● Writers think about what lasting message they want to leave with their readers.</li> </ul>

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.
- Writers self-evaluate their writing and consider how additional primary and critical texts will enhance their ideas and provide additional support.
  - Teachers can provide resources of rubrics and checklists to help students review their writing.

### 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](#)  
[Writing Process Learning Progressions](#)

### 21ST CENTURY LIFE AND CAREER STANDARDS

- 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 5

### Reading: Ethics, Morality, and Law Study (Fiction/Nonfiction)

#### Summary and Rationale

In this unit, students will be exposed to various fictional and informational texts as a means to comprehend various perspectives relating to ethics, morality, and the law. These exercises allow students to also develop their own perspectives on ethical and moral dilemmas and the concept of justice. 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 from 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 both fictional and informational texts, and a focus on comparing various 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

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.	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.	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.

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.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
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	
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

<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>• An author’s portrayal of varied social, political, environmental, and societal issues impact a reader’s understanding of ethical and moral dilemmas by exposing underlying truths/issues present in the world and considering how they impact people in an ethical/unethical manner.</li> <li>• Readers analyze texts to define our personal perspective on certain moral and ethical issues, and to enlarge our understanding of points of view that are both similar and different from what we currently believe.</li> <li>• Readers prepare for, and participate effectively in book club discussions by contributing our own thoughts and responding to the thoughts of others.</li> </ul>	<ul style="list-style-type: none"> <li>• How does an author’s portrayal of varied social, political, environmental, and societal issues impact a reader’s understanding of ethical and moral dilemmas?</li> <li>• How do readers define their personal perspectives on certain moral and ethical issues?</li> <li>• How do readers prepare for and participate effectively in a book club discussions?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
Formative assessments Book club conversations Reading notebook entries Quizzes/activities that have readers apply skills learned to varied texts <a href="#">Post Unit Assessment</a> <a href="#">Argument Rubric</a>	
<b>Objectives (SLO)</b>	
Students will know: (Goals)	Students will be able to: (Teaching Points)
As readers, we analyze how an author’s portrayal of varied social, political, environmental, and societal issues impact a reader’s understanding of ethical and moral dilemmas.	<ul style="list-style-type: none"> <li>• Readers recognize how the morals and ethics of a particular culture are depicted in a text.</li> <li>• Readers can identify various systems and structures in society and analyze their impact on the justice system.</li> <li>• Readers determine if the moral or ethical dilemma is a reflection of the society/time period from which the text is written.</li> <li>• Readers consider how people are impacted by the ethical and moral customs and practices within their culture and other cultures.</li> </ul>

As readers, we analyze texts to define our personal perspective on certain moral and ethical issues, and to enlarge our understanding of points of view that are both similar and different from what we currently believe.

- Readers notice elements in texts that create an aesthetic impact and effectively communicate topics about which there are various perspectives and dilemmas.
- Readers consider the aesthetic impact and determine why certain stories offer cross cultural classifications of ethical and moral dilemmas.
- Readers consider how a text makes an impact on a large population in the context of the overall perspective of an established belief system.

As readers, we prepare for, and participate effectively in book club discussions by contributing our own thoughts and responding to the thoughts of others.

- Readers look for patterns across a text and revise and shape their thinking about characters, themes, and cultures along the way.
  - If necessary, teachers can model how the students can effectively record meaningful notes in a differentiated format.
- Book club members ask powerful questions that can lead to powerful thinking.
- Conversations are opportunities to grapple with ideas that are new or challenge our current set of beliefs and thinking.
  - If necessary, teachers can use Socratic Seminars to model the expectations of book club members.
- Students may want to consider questions such as:
  - 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?

**Suggested Resources/Technology Tools**

The Moral of the Story: An Introduction to Ethics - Nina Rosenstand  
 The Moral of the Story: An Anthology of Ethics Through Literature - Peter Singer & Renata Singer (eds.)

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.
- Attend to personal health and financial well being.
- 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 6

### Informational Writing (Speeches)

#### Summary and Rationale

Students will engage in writing and presenting an informational speech for a specific audience base. Students will read and listen to models of speeches, and prepare and present their own informational speech through reading, research, planning, rehearsing, editing, and revising their speech through feedback. Students will effectively incorporate visual and multimedia aids. Students will also consider the ethics of public speaking during the research, writing, and execution of their speech presentation.

#### Recommended Pacing

3-4 weeks

#### Standards

##### Reading: Informational Text

RI.11-12.10.	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
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##### 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.
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W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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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.
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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.
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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.
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W.11-	Gather relevant information from multiple authoritative print and digital sources, using advanced
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12.8.	searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
W.11-12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are 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.
Interdisciplinary Connections	
Social Studies	
6.2	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	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>

- Writers understand the components of writing and performing an effective informational speech
- Writers utilize drafting and revision techniques to engage their audience with a particular issue and structure an effective informational speech by captivating their audience through the use of storytelling, questioning, and, when necessary, humor.
- Writers utilize feedback and edit prior to finalizing their informational speech by considering other perspectives and making meaningful changes.

- What are the components (verbal and written) of an effective informational speech?
- How do writers utilize drafting and revision techniques to engage their audience with a particular issue and structure an effective informational speech?
- How do writers utilize feedback and editing prior to finalizing their digital publication of the informational speech?

**Core Writing Enduring Understanding and Essential Questions**

- 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.
- Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.

- 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?
- How can one most effectively utilize technology to produce, refine, publish and share writing?

**Evidence of Learning (Assessments)**

Pre-assessment  
[Post-assessment](#)  
 Formative checks

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

Figure 3.3 Questions We Ask of the Mentor Texts

Writers would benefit from understanding how to write a speech by collaborating with others as they explore this genre. 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.

<p>Students will know (Goals):</p> <ul style="list-style-type: none"> <li>● Writers understand the components of writing and performing an effective informational speech.</li> </ul>	<p>Students will be able to (Teaching Points):</p> <ul style="list-style-type: none"> <li>● Writers will study mentor informational speeches to unpack the purpose of an effective informational speech. <ul style="list-style-type: none"> <li>○ If necessary, teachers can guide students to review mentor texts according to their reading levels and interests.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>● Writers will study mentor texts of informational speeches and may notice the following characteristics: <ul style="list-style-type: none"> <li>○ Informational speakers start by making their audience care, using a relatable example or an intriguing idea.</li> <li>○ Informational speakers explain their ideas clearly and with conviction.</li> <li>○ Informational speakers describe their evidence and how and why their idea could be implemented.</li> <li>○ Informational speakers end by addressing how their idea could affect their audience if they were to accept it. <ul style="list-style-type: none"> <li>■ If necessary, teachers can review the ways (formats) in which students can take notes to record the characteristics.</li> </ul> </li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Writers create a speech that engages the audience utilizing the components of an effective informational speech.</li> </ul>	<ul style="list-style-type: none"> <li>● Writers choose a topic to create a stance on the issue. <ul style="list-style-type: none"> <li>○ If necessary, the teacher can conduct a mini-lesson to assist students in choosing an issue.</li> </ul> </li> <li>● Writers adopt the characteristics of an informational speech to outline the script of their argument. <ul style="list-style-type: none"> <li>○ If necessary, teachers can provide graphic organizers to assist students in applying the characteristics of an informational speech to their argument.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Writers utilize drafting and revision techniques to engage their audience with a particular issue and structure an effective informational speech.</li> </ul>	<ul style="list-style-type: none"> <li>● Writers need to understand who their audience is so they can make specific stylistic choices.</li> <li>● Writers rehearse their speech for effectiveness: <ul style="list-style-type: none"> <li>○ Timing</li> <li>○ Posture</li> <li>○ Vocal Tones</li> <li>○ Gestures</li> <li>○ No use of fillers like, “uh,” “um,” and “like”</li> <li>○ Slides with pictures, graphs, infographics, tables (no text)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Writers utilize feedback and edit prior to finalizing their informational speech for oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>● Writers seek and apply feedback to strengthen their performance. <ul style="list-style-type: none"> <li>○ Peer-to-peer</li> <li>○ Teacher conference</li> <li>○ Self-reflection</li> </ul> </li> </ul>
<p>Suggested Resources/Technology Tools</p>	

Chromebooks; databases; 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](#)

[Writing Process Learning Progressions](#)

## 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.

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

## Unit 7

Unit 7: Contemporary Short Stories (1980-present): Reflecting on our World Today

### Summary and Rationale

In this unit students will be exposed to contemporary short fiction of various styles, genres, and themes that encompass complex plot lines, themes, or character archetypes and structures. Students will focus on acute analysis of texts of choice in which they will examine how short fiction accomplishes an impactful and meaningful message through its structure, length, diction, and syntax. Students will deepen their understanding of varied perspectives in texts by first silencing personal biases and judgements in order to understand the perspective of others with understanding and empathy. Readers will think critically about how contemporary short stories affect readers' perceptions as they reflect upon their own lives. In the beginning of this unit, the teacher may want to use some whole class short stories with the class. Ultimately, students will work in book clubs to select some common texts to explore as a group as they synthesize ideas across multiple texts and work with greater independence.

### 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.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Readers understand and analyze the structure and development of the contemporary short story and how it impacts meaning.</li> <li>● Readers consider and reflect upon varied perspectives in contemporary short stories and how these perspectives affect reader's perceptions.</li> <li>● Readers think critically about contemporary short stories and bring evidence and logical arguments for discussion.</li> <li>● Readers in book clubs synthesize across texts and generate ideas, questions, and theories as a means to engage in thoughtful discussion to generate claims.</li> </ul>	<ul style="list-style-type: none"> <li>● How does the structure of the contemporary short story impact meaning?</li> <li>● How do readers consider and reflect upon varied perspectives in contemporary short stories and how these perspectives may affect their perceptions?</li> <li>● How do readers recognize and make sense of ambiguous messages and themes as they are generated through the author's decision to structure plot, characterization, conflict, and resolution?</li> <li>● How do readers acknowledge and evaluate the critical perspectives of others to inform their own assessment and develop and articulate their own argument in book club discussions?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<p>Pre-Assessment</p> <p>Formative assessment</p> <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>	
<b>Objectives (SLO)</b>	
Students will know: (Goals)	Students will be able to: (Teaching Points)

<p>As readers we understand and analyze the <b>structure and development</b> of the contemporary short story and how it <b>impacts meaning</b>.</p>	<ul style="list-style-type: none"> <li>● Readers track characters and their relationships as they develop throughout a short story.</li> <li>● Readers evaluate how diction, syntax, and characterization impact meaning.</li> <li>● Readers analyze and evaluate the complexity of conflict by determining the factors and characters involved in the conflict, along with the final resolution.</li> <li>● 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.</li> <li>● Readers are able to identify multiple themes throughout the course of a text.</li> <li>● Readers are able to evaluate the gravity, relevance, and urgency of a theme.</li> </ul>
<p>As readers we <b>consider varied perspectives</b> in contemporary short stories <b>as a means to reflect on our own perspectives</b>.</p>	<ul style="list-style-type: none"> <li>● Readers silence their biases and judgements when trying to understand someone’s feelings or situations. <ul style="list-style-type: none"> <li>○ Readers make note of the perspective of others and recognize another’s perspective as truth, seeing the world as others see it, even if it’s not their perspective.</li> </ul> </li> <li>● When evaluating perspective, readers consider: <ul style="list-style-type: none"> <li>○ What is the narrator’s viewpoint? Other characters’ viewpoint(s)?</li> <li>○ Who holds the power in a given moment?</li> <li>○ Whose voice is missing?</li> <li>○ How is gender, race, and class portrayed by various characters?</li> <li>○ What’s the political climate?</li> </ul> </li> </ul>
<p>As readers we think <b>critically</b> about how contemporary short stories affect <b>reader’s perceptions</b> as we reflect upon our own lives.</p>	<ul style="list-style-type: none"> <li>● Readers recognize where authors leave some matters unresolved.</li> <li>● Readers use texts as an opportunity for self reflection on future behavior and conduct by asking: <b>What is the author trying to say about the human condition?</b></li> <li>● Readers consider varied ways to empathize with characters in short stories, even when their experiences or backgrounds are different from the characters’. <ul style="list-style-type: none"> <li>○ Readers can understand other people’s feelings by connecting with a moment where they experienced that feeling.</li> <li>○ Readers can communicate the understanding of another person’s feelings and explain what and why they might be feeling a certain way.</li> </ul> </li> <li>● Readers consider what they have learned from texts and how this knowledge can shape and/or refine their thinking.</li> <li>● Readers see that conversations are opportunities to grapple with ideas that are new or challenge our current set of beliefs and thinking.</li> </ul>

As readers, book club members **synthesize** across texts and generate ideas, questions, and theories as a means to **engage in thoughtful discussion** to generate claims.

- Readers generate ideas and questions and consider “ah-ha” moments and theories while reading to bring to club conversations.
  - Prompts to consider:
    - I learned/discovered...
    - This makes me think/wonder...
    - This perspective, although different from mine, made me realize...
    - I now know...
    - In the future...
- Readers utilize their reading notebooks to organize and revise their thinking.
- Readers are mindful about the words they choose and how they convey ideas when sharing their thinking with others.
- Readers analyze the structure/development of multiple texts, noting similarities and differences, with independence.
- Readers generate claims and support thinking with evidence.
- Readers share findings and questions to connect the characters’ perspectives to their own lives, current events, or lives of others in order to make sense of the larger world.

### 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 8

### Writing: Contemporary Short Stories

#### Summary and Rationale

In this unit, students will be exposed to various mentor texts as they examine the characteristics of a contemporary narrative. They will evaluate how writers create the characteristics of a contemporary narrative to convey meaning and share a story. Throughout the unit, students will learn from mentor writers and experiment with varied narrative techniques as they create and refine their own draft of a contemporary narrative. To begin, students will generate various ideas for their short stories and experiment with writing multiple entries prior to choosing one idea to formally move forward with. Students will choose their individual themes/genres. Ultimately, writers will draft, review, and edit a compelling and unique story. Some students may publish more than one story.

#### 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	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	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.11-12.3	<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"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
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.
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.11-12.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions.</p> <p>B. Spell correctly.</p>
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:

- Studying different mentor texts that feature a contemporary narrative not only provides clarity of the particular conventions and characteristics of both the protagonist and the journey, 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 contemporary narratives to create stories that capture a protagonist's actions and choices and moments of maturity and growth.
- Writers reflect and make purposeful changes during the revision process to ensure that the overall message of the work is clear.

#### Essential Questions:

- How can studying different mentor texts featuring a contemporary narrative provide clarity of the genre and generate ideas for our own narrative writing?
- How do writers use the elements of a contemporary narrative to tell a compelling story and capture the interest of the reader?
- How can the revision process help to clarify the overall message of a narrative?

### 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

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

Figure 3.3 Questions We Ask of the Mentor Texts

Writers would benefit from understanding how to write narrative by collaborating with others as they explore this genre. You could even utilize (contemporary short stories) narratives so that students can see how this theme is explored by various author/perspectives. 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)
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<ul style="list-style-type: none"> <li>● Writers of contemporary narratives read and analyze different mentor texts to gain clarity of the genre and generate ideas for their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Writers study mentor texts to determine the key characteristics of writing short stories. <ul style="list-style-type: none"> <li>○ If necessary, teachers will guide students to choose mentor texts according to reading levels, skill levels, and interests.</li> </ul> </li> <li>● Writers generate different ideas or purposes for a contemporary narrative and consider things that inspire them. <ul style="list-style-type: none"> <li>○ Writers may want to consider writing about... <ul style="list-style-type: none"> <li>■ Events that triggered a realization of a life lesson</li> <li>■ People/places that matter</li> <li>■ Moments of strong emotion</li> <li>■ Genres that inspire</li> <li>■ Moments of change in our lives</li> <li>■ Future aspirations</li> <li>■ Social issues</li> </ul> </li> </ul> </li> <li>● Writers may use their experience(s) to shape their decisions as they create a fictional world.</li> <li>● Writers reflect on moments of maturity and growth in their own lives or instances of ethics/integrity they have witnessed to portray a narrative short story. <ul style="list-style-type: none"> <li>○ If necessary, teachers can guide students to brainstorm acts of personal humanist growth in the form of a whole group lesson.</li> <li>○ If necessary, teachers can provide graphic organizers to assist students in organizing their thoughts.</li> </ul> </li> <li>● Writers study mentor contemporary narratives to review the structure and writers' choices in an effort to inspire their own.</li> </ul>
<ul style="list-style-type: none"> <li>● Writers use the elements of contemporary narratives to tell a compelling story and capture the interest of the reader in a narrative.</li> </ul>	<ul style="list-style-type: none"> <li>● Writers commit to a short story idea and create a flash draft that considers plot structure.</li> <li>● Writers commit to specific characterization, conflicts, and messages of ethics and integrity when writing a contemporary narrative.</li> <li>● Writers remember that contemporary narratives are designed to inspire and teach, and craft stories that feature moments and choices for the audience to emulate.</li> <li>● Writers study mentor texts to determine specific ways to revise their contemporary narratives.</li> <li>● Writers of contemporary narratives avoid expected outcomes and cliché, reaching their readers with vivid details, realistic and relevant plotlines, and thought-provoking, lasting messages.</li> </ul>

- Writers use the revision process help to clarify the overall message of a contemporary narrative.

- Writers commit to revision in order to enhance their overall structure and development of their stories.
- Writers self-reflect and receive specific feedback in order to strengthen writing.
- Writers choose revision strategies to help with cohesion:
  - Checklist/Rubric
  - Partner
  - Teacher conference
  - Stations
  - Passing notes activities
- Writers edit their work before considering it finished.
  - “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.”
    - Edit drafts with focus on:
      - Spelling
      - Punctuation
      - Grammar
      - Diction
- Writers publish their work and share their writing.

### 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](#)  
[Writing Process Learning Progressions](#)

### 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>