

New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

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Grade 11-12 – Unit 1: Narrative Writing

Rationale

Unit 1 provides a framework for narrative writing that can be altered to suit the varying purposes and student populations of districts statewide. For example, this unit would most easily work as a college essay unit, but can also be used to create cover letters, letters to/from characters from literature, scholarship essays, and written pieces that ask the writer to adopt multiple points of view. To inform the writing, students will read and analyze models in the genre in which they are writing, read informational texts, and discuss their questions/findings to inform their writing.

Grade 11-12 – Unit 1, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
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.	<ul style="list-style-type: none">▪ make relevant connections to support analysis of what the text says explicitly▪ make relevant connections to support analysis of inferences drawn from the text
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.	<ul style="list-style-type: none">▪ two or more themes interact and build upon one another in a text▪ two or more themes interact and build on one another to produce a complex text▪ determine two or more themes or central ideas of a text▪ analyze two or more themes or central ideas as they develop over the course of the text▪ 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).	<ul style="list-style-type: none">▪ authors make specific choices to impact the development of a story or drama▪ evaluate the impact of the author's choices▪ analyze the interaction of the elements of a story or drama

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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.)	<ul style="list-style-type: none"> ▪ the figurative and connotative meanings of words and phrases are determined by how they are used in the text ▪ specific words and phrases used in the text impact meaning and tone ▪ 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.	<ul style="list-style-type: none"> ▪ analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure ▪ author’s choices contribute to its overall structure and meaning of a text ▪ analyze how an author’s structural choices contribute to its overall meaning ▪ analyze how an author’s structural choices contribute to 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).	<ul style="list-style-type: none"> ▪ authors use multiple literary elements to establish their point of view ▪ analyze point of view ▪ distinguish what is directly stated in a text from what is really meant
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</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>	<ul style="list-style-type: none"> ▪ 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 ▪ build on others’ ideas and express our ideas clearly and persuasively ▪ in order to participate effectively in discussions, we must build on others’ ideas and express our own ideas clearly and persuasively. ▪ read and research material to prepare for discussions ▪ 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

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<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</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>	<ul style="list-style-type: none"> ▪ collaborate with peers to promote civil, democratic discussions and decision-making ▪ set clear goals and assessments (e.g. student-developed rubrics) ▪ establish individual roles as needed
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</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>	<ul style="list-style-type: none"> ▪ 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 ▪ promote divergent and creative perspectives

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<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</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>	<ul style="list-style-type: none"> ▪ respond thoughtfully to diverse perspectives ▪ synthesize comments, claims, and evidence made on all sides of an issue ▪ resolve contradictions when possible ▪ determine what additional information or research is required to deepen the investigation or complete the task
<p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> ▪ speech must be adapted to a variety of contexts and tasks, reflecting formal English when indicated or appropriate ▪ adapt speech to a variety of contexts and tasks ▪ formal English is appropriate in certain contexts and tasks
<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.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p>	<ul style="list-style-type: none"> ▪ apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style ▪ comprehend more fully when reading or listening

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Grade 11-12 – Unit 1, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<ul style="list-style-type: none"> written narratives, either real or imagined, should use effective techniques and well-chosen details, and well-structured event sequencing engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view engage and orient the reader by introducing a narrator and/or characters engage and orient the reader by developing experiences, events, and/or characters
<p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<ul style="list-style-type: none"> use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
<p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>	<ul style="list-style-type: none"> 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)
<p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<ul style="list-style-type: none"> use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

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W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<ul style="list-style-type: none"> ▪ provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> ▪ clear and coherent writing is appropriate to task, purpose, and audience ▪ produce clear and coherent writing in which the development is appropriate to task, purpose, and audience ▪ produce clear and coherent writing in which the organization is appropriate to task, purpose, and audience ▪ produce clear and coherent writing in which the style is appropriate to task, purpose, and audience
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<ul style="list-style-type: none"> ▪ planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing ▪ addressing what is most significant for a specific purpose and audience strengthens writing ▪ develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. ▪ consult a style manual (such as MLA or APA Style) ▪ focus on addressing what is most significant for a specific audience and purpose
W.11-12.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<ul style="list-style-type: none"> ▪ use technology, including the Internet, to produce, share, and update individual or shared writing products ▪ use technology, including the Internet, to link to other information
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> ▪ writing occurs over various time frames for a variety of tasks, purposes, and audiences ▪ write routinely over extended and shorter time frames ▪ write routinely for a range of tasks, purposes, and audiences

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SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> ▪ speech must be adapted to a variety of contexts and tasks, reflecting formal English when indicated or appropriate ▪ adapt speech to a variety of contexts and tasks ▪ formal English is appropriate in certain contexts and tasks
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<ul style="list-style-type: none"> ▪ demonstrate command of the conventions of standard English grammar and usage when writing or speaking ▪ usage is a matter of convention and can change over time and be contested
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Spell correctly.	<ul style="list-style-type: none"> ▪ demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing ▪ spell correctly
L.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.	<ul style="list-style-type: none"> ▪ determine or clarify the meanings of unknown or multiple-meaning words and phrases ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies ▪ use context clues to determine or clarify meaning ▪ identify and use patterns of word changes to determine different meanings or the part of speech of words or phrases ▪ consult reference materials to find the pronunciation, to determine meaning, and to understand its part of speech, where the word came from, and how it is used ▪ verify our preliminary determination of the meaning of a word or phrase, such as by checking the inferred meaning in context or in a dictionary
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.	<ul style="list-style-type: none"> ▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings ▪ interpret figures of speech within a text (e.g., hyperbole, paradox)

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L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none">▪ accurate use of words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level is important to comprehension or expression