

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

Issued by the New Jersey Department of Education – Updated August 2019

Grades 9-10 – Unit 4: Narrative Writing

Rationale

After spending the year reading the works of other authors, students will learn to create their own narratives as well as write in the style or craft of mentor texts. Unit 4 should be used as a culminating unit for students to demonstrate their writing skills after extensive analysis of literary and informational texts in Unit 1, skillful use of argument and claims from Unit 2, and quality research from Unit 3. All of this work should inform the Narrative Writing Unit. When implementing this unit, teachers should consider appropriate mentor texts (both fiction and non-fiction) as well as foundational skills necessary for the effective instruction of the standards highlighted in this unit.

Grades 9-10 – Unit 4, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.	<ul style="list-style-type: none">▪ every text has a central idea and related theme▪ specific details that can develop a theme
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme	<ul style="list-style-type: none">▪ character interactions can advance the plot and develop the theme▪ character interactions should be analyzed to determine the theme
RL.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<ul style="list-style-type: none">▪ authors make specific choices when structuring and ordering a text, as well as manipulating time▪ those specific author choices create effects, such as mystery, tension, or surprise
W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<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

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

Grades 9-10 – Unit 4, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<ul style="list-style-type: none"> written narratives, real or imagined, should use effective techniques and well-chosen details, and well-structured event sequencing
W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	<ul style="list-style-type: none"> engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) 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
W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<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
W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	<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
W.9-10.3. 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.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> evidence from literary and nonfiction informational texts can be used to support analysis, reflection, and research

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

<p>A. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p>	<ul style="list-style-type: none">▪ draw evidence from literature to support analysis, reflection, and research
--	---