NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 11	UNIT #: 1	UNIT NAME: Reading Literature/Writing Narrative

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly.	RL.11.1
2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text.	RL.11.2
3.	Provide an objective summary of the text.	RL.11.2
4.	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.11.3
5.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. **(Include Shakespeare as well as other authors.)**	RL.11.4
6.	Determine the meaning of words and phrases as they are used in the text.	RL.11.4
7.	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.11.5
8.	Write narratives to develop real or imagined experiences or events using effective technique; use narrative techniques, such as dialogue, pacing, description, **reflection**, and multiple plot lines, to develop experiences, events, and/or characters.	W.11.3b.

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9.	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.	W.11.3a.
10.	When writing narratives, create a smooth progression of experiences or events.	W.11.3a.
11.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	W.11.3e.
12.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.11.4
13.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.11.5
14.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products.	W.11.6
15.	Draw evidence from literary texts to support analysis, reflection, and research. a. Apply **grade 11** *Reading standards* to literature **(e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").**	W.11.9a.
16.	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	W.11.10

	audiences.	
17.	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.	**SL.11.1a.**
18.	Work with peers to **promote civil, democratic discussions and decision making, set** clear goals and deadlines, and establish individual roles as needed.	**SL.11.1b.**
19.	Propel conversations by posing and responding to questions that **probe reasoning and evidence.**	**SL.11.1c.**
20.	**When taking part in collaborative conversations, ensure a hearing for a full range of positions on a topic or issue**; clarify, verify, or challenge ideas and conclusions.	**SL.11.1c.**
21.	**Promote divergent and creative perspectives when speaking.**	**SL.11.1c.**
22.	**Resolve contradictions when possible when speaking.**	**SL.11.1d.**
23.	**Synthesize comments, claims, and evidence made on all sides of an issue.**	**SL.11.1d.**
24.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	**SL.11.6**
25.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**L.11.1a.**
26.	**Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*)**	**L.11.1b.**

	as needed.	
27.	**Observe hyphenation conventions.**	**L.11.2a.**
28.	Demonstrate command of the conventions of standard English and spell correctly when writing.	**L.11.2b.**
29.	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; **vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed.**	L.11.3a.
30.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 11 reading and content*, choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase	**L.11.4a.**
31.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).	L.11.4b.
32.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 11 reading and content*, choosing flexibly from a range of strategies; consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, **or its standard usage;**	L.11.4c.
33.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking	L.11.4d.

	the inferred meaning in context or in a dictionary).	
34.	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;	**L.11.6**
35.	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**L.11.6**

Code #	Common Core State Standards
RL.11.1	Cite strong and thorough textual evidence 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.11.2	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.11.3	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.11.4	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. (Include Shakespeare as well as**

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	other authors.)
RL.11.5	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.11.6	Analyze a **case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).**
W.11.3	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 **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. b. Use narrative techniques, such as dialogue, pacing, description, **reflection**, and multiple plot lines, to develop experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.11.4	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.11.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products **in**

	response to ongoing feedback, including new arguments or information.
W.11.9a.	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply **grade 11** *Reading standards* to literature **(e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").**
W.11.10	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.
SL.11.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 11 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. 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. b. Work with peers to **promote civil, democratic discussions and decision making, set** clear goals and deadlines, and establish individual roles as needed. 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.** 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.11.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11.1	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.** b**. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.**
L.11.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. **Observe hyphenation conventions.** b. Spell correctly.
L.11.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. **Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.**

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L.11.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 11 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, **or its standard usage.** d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
L.11.6	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.