

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 12	UNIT #: 1	UNIT NAME: Reading Literature/Writing Narrative
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Draw inferences from the text, <b>including determining where the text leaves matters uncertain.</b>	RL.12.1
2.	Determine how themes or central ideas <b>interact and build on one another to produce a complex account.</b>	RL.12.2
3.	Provide an objective summary of the text.	RL.12.2
4.	Analyze <b>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).</b>	RL.12.3
5.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. <b>(Include Shakespeare as well as other authors.)</b>	RL.12.4
6.	Analyze <b>the impact</b> of specific word choices on meaning and tone, <b>including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</b>	RL.12.4
7.	Analyze how an author's choices concerning how to structure <b>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.</b>	RL.12.5
8.	Analyze a <b>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</b>	RL.12.6

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	<b>understatement).</b>	
<b>9.</b>	When writing narratives, use a variety of techniques to sequence events so that they build on one another to create a coherent whole <b>and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</b>	<b>W.12.3c.</b>
<b>10.</b>	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters when writing narratives.	<b>W.12.3d.</b>
<b>11.</b>	Write narratives to develop real or imagined experiences or events using effective well-chosen details; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<b>W.12.3d.</b>
<b>12.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>W.12.4</b>
<b>13.</b>	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.	<b>W.12.5</b>
<b>14.</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products <b>in response to ongoing feedback.</b>	<b>W.12.6</b>
<b>15.</b>	Draw evidence from literary texts to support analysis, reflection, and research.  a. Apply <b>grade 12 Reading standards</b> to literature (e.g., “ <b>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</b>	<b>W.12.9a.</b>

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	similar themes or topics”).	
<b>16.</b>	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.	<b>W.12.10</b>
<b>17.</b>	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>SL.12.1a.</b>
<b>18.</b>	Work with peers to <b>promote civil, democratic discussions and decision making, set</b> clear goals and deadlines, and establish individual roles as needed.	<b>SL.12.1b.</b>
<b>19.</b>	Propel conversations by posing and responding to questions that <b>probe reasoning and evidence.</b>	<b>SL.12.1c.</b>
<b>20.</b>	<b>When taking part in collaborative conversations, ensure a hearing for a full range of positions on a topic or issue;</b> clarify, verify, or challenge ideas and conclusions.	<b>SL.12.1c.</b>
<b>21.</b>	<b>Promote divergent and creative perspectives when speaking.</b>	<b>SL.12.1c.</b>
<b>22.</b>	<b>Resolve contradictions when possible when speaking.</b>	<b>SL.12.1d.</b>
<b>23.</b>	<b>Determine what additional information or research is required to deepen the investigation or complete the task.</b>	<b>SL.12.1d.</b>
<b>24.</b>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<b>SL.12.6</b>

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<b>25.</b>	<b>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</b>	<b>L.12.1a.</b>
<b>26.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</b>	<b>L.12.1b.</b>
<b>27.</b>	Demonstrate command of the conventions of standard English capitalization and punctuation; <b>observe hyphenation conventions.</b>	<b>L.12.2a.</b>
<b>28.</b>	Demonstrate command of the conventions of standard English and spell correctly when writing.	<b>L.12.2b.</b>
<b>29.</b>	<b>Apply an understanding of syntax to the study of complex texts when reading.</b>	<b>L.12.3a.</b>
<b>30.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>grade 12 reading and content</b> , 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; identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <b><i>conceive, conception, conceivable</i></b> ).	<b>L.12.4a.b.</b>
<b>31.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>grade 12 reading and content</b> , 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	<b>L.12.4c.</b>

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	clarify its precise meaning, its part of speech, its etymology, <b>or its standard usage.</b>	
<b>32.</b>	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)	<b>L.12.4d.</b>
<b>33.</b>	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.	<b>L.12.6</b>
<b>34.</b>	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.12.6</b>

<b>Code #</b>	<b>Common Core State Standards</b>
<b>RL.12.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, <b>including determining where the text leaves matters uncertain.</b>
<b>RL.12.2</b>	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, <b>including how they interact and build on one another to produce a complex account</b> ; provide an objective summary of the text.
<b>RL.12.3</b>	Analyze <b>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).</b>
<b>RL.12.4</b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative

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	meanings; analyze <b>the impact</b> of specific word choices on meaning and tone, <b>including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</b>
<b>RL.12.5</b>	Analyze how an author's choices concerning how to structure <b>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.</b>
<b>RL.12.6</b>	Analyze a <b>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).</b>
<b>W.12.3</b>	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 <b>and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</b>  d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
<b>W.12.4</b>	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.)
<b>W.12.5</b>	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.
<b>W.12.6</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products <b>in response to ongoing feedback, including new arguments or information.</b>

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<b>W.12.9a.</b>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <b>grade 11 Reading standards</b> to literature (e.g., “<b>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</b>”).</p>
<b>W.12.10</b>	<p>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.</p>
<b>SL.12.1</b>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grade 11 topics, texts, and issues</b>, 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. Work with peers to <b>promote civil, democratic discussions and decision making, set</b> clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that <b>probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue</b>; clarify, verify, or challenge ideas and conclusions; <b>and promote divergent and creative perspectives.</b></p> <p>d. Respond thoughtfully to diverse perspectives; <b>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.</b></p>
<b>SL.12.6</b>	<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or</p>

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	appropriate.
<b>L.12.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. <b>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</b>  b. <b>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</b>
<b>L.12.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. <b>Observe hyphenation conventions.</b>  b. Spell correctly.
<b>L.12.3</b>	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. <b>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</b>
<b>L.12.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>grade 11 reading and content</b> , 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.,

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	<p><i>conceive, conception, conceivable</i>).</p> <p>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, <b>or its standard usage</b>.</p> <p>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)</p>
<b>L.12.6</b>	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.