

Department of Equity, Curriculum and Instruction

English Language Arts

Curriculum Guide

MHS English Patterns Grades 11&12: Creative Writing I & II

Revised: June - August 2018

Approved by the Montclair Board of Education: September 2018



Montclair Public Schools

Course Title: Creative Writing

Curriculum Area: ELA Credits: 2.5 (Elective) - per semester

Course Pre-Requisites: English Grade 10

2018 Curriculum Writers

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Introduction

The Montclair Public Schools believes in celebrating the rich history of our magnet school system while ensuring consistent, high quality instruction for all learners.

New Jersey Student Learning Standards for English Language Arts

Grades 11-12

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Anchor Standards for Writing**Text Types and Purposes**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

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.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. 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.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of

presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of 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.

Vocabulary Acquisition and Use

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.

Overview	Reading	Writing	Speaking & Listening	Language
Unit 1	Primary Focus Standards: RL.11-12.1 RI.11-12.1 RL.11-12.2 RI.11-12.2 RL.11-12.3 RI.11-12.3 RL.11-12.4 RI.11-12.5 RL.11-12.5 RI.11-12.6 RL.11-12.6	Primary Focus Standards: W.11-12.2: B, C W.11-12.4 W.11-12.5 W.11-12.9 W.11-12.10	Primary Focus Standards: SL.11-12.1: A, B SL.11-12.3 SL.11-12.4	Primary Focus Standards: L.11-12.1 L.11-12.2:B L.11-12.4: B L.11.12.5: B
	Text type: <ul style="list-style-type: none"> • 3-5 essays • 1-3 short stories • 1-3 critical essays 	Writing Focus: <ul style="list-style-type: none"> • Informative writing • Explanatory writing • Routine Writing 	Task Type: <ul style="list-style-type: none"> • Discussions • Presentations 	Skill focus: <ul style="list-style-type: none"> • apply and master grammar • apply and master vocabulary • apply and master literary terms
Unit 2	Primary Focus Standards: RL.11-12.1 RI.11-12.4 RL.11-12.2 RI.11-12.7 RL.11-12.9	Primary Focus Standards: W.11-12.1: A, B W.11-12.4 W.11-12.5 W.11-12.6	Primary Focus Standards: SL.11-12.1.C SL.11-12.3 SL.11-12.4	Primary Focus Standards: L.11-12.1 L.11-12.2:B L.11-12.4: A L.11.12.5: A
	Text type: <ul style="list-style-type: none"> • 3-6 poems • 1-3 essays 	Writing Focus: <ul style="list-style-type: none"> • Argumentative writing • Explanatory writing 	Task Type: <ul style="list-style-type: none"> • Discussions • Debates (informal) 	Skill focus: <ul style="list-style-type: none"> • apply and master grammar

	<ul style="list-style-type: none"> • 1-3 short stories • 1-3 speeches • 1-3 literary criticisms 	<ul style="list-style-type: none"> • Routine Writing 	<ul style="list-style-type: none"> • Presentations 	<ul style="list-style-type: none"> • apply and master vocabulary • apply and master literary terms
Unit 3	<p>Primary Focus Standards:</p> <p>RL.11-12.2 RI.11-12.3</p> <p>RL.11-12.3 RI.11-12.5</p> <p>RL.11-12.5 RI.11-12.6</p> <p>RL.11-12.6</p>	<p>Primary Focus Standards:</p> <p>W.11-12.4</p> <p>W.11-12.5</p> <p>W.11-12.9</p> <p>W.11-12.10</p>	<p>Primary Focus Standards:</p> <p>SL.11-12.1: B</p> <p>SL.11-12.3</p> <p>SL.11-12.4</p>	<p>Primary Focus Standards:</p> <p>L.11-12.1</p> <p>L.11-12.2</p> <p>L.11-12.4: A</p> <p>L.11-12.5: A</p>
	<p>Text type:</p> <ul style="list-style-type: none"> • 3-5 narrative essays • 1-3 short stories • 1-3 writing craft essays 	<p>Writing Focus:</p> <ul style="list-style-type: none"> • Narrative writing • Explanatory writing • Routine writing 	<p>Task Type:</p> <ul style="list-style-type: none"> • Discussions • Presentations 	<p>Skill focus:</p> <ul style="list-style-type: none"> • apply and master grammar • apply and master vocabulary • apply and master literary terms

<p><u>Unit 4</u></p>	<p>Primary Focus Standards: RL.11-12.3 RI.11-12.3 RL.11-12.6 RI.11-12.5 RL.11-12.7 RI.11-12.7 RL.11-12.9 RI.11-12.9</p>	<p>Primary Focus Standards: W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.7 W.11-12.8 W.11-12.9</p>	<p>Primary Focus Standards: SL.11-12.1 SL.11-12.3 SL.11-12.4 SL.11-12.6</p>	<p>Primary Focus Standards: L.11-12.2 L.11-12.3</p>
	<p>Text type: <ul style="list-style-type: none"> ● 1 extended text ● 1-2 literary criticisms Choose one of the following: <ul style="list-style-type: none"> ● 1-3 historical texts ● 1-3 science texts </p>	<p>Writing Focus: <ul style="list-style-type: none"> ● Research writing ● Narrative Writing ● Routine Writing </p>	<p>Task Type: <ul style="list-style-type: none"> ● Discussions ● Presentations </p>	<p>Skill focus: <ul style="list-style-type: none"> ● apply and master grammar ● apply and master vocabulary ● apply and master literary terms </p>
<p><u>Suggested Open Educational Resources</u></p>	<p>Reading</p> <ul style="list-style-type: none"> ● Mining Literature for Deeper Meaning ● Close Reading: "A Reason to Read" ● Multiple Perspectives on Theme ● Rhetorical Devices ● DIDLS guide for rhetorical analysis ● Comparing multiple interpretations of a text ● Analyzing speeches as arguments ● Sample Close Reading: from Walden ● Reading a Supreme Court Case ● Analyzing purpose and meaning in political cartoons 	<p>Writing/Language</p> <ul style="list-style-type: none"> ● Improving Student Writing Through Critical Thinking ● Evaluating a source: survey ● Analyzing style: formal and informal language ● The Passion of Punctuation ● Developing Core Proficiencies from Engage New York ● Writing an Argumentative Essay About the First Chapter of "Up From Slavery" ● Developing Persuasive Arguments Through Ethical Inquiry: Two Pre-Writing Strategies 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> ● Taking Lecture and Class Notes ● Conver-Stations: A Discussion Strategy ● Using Debate to Develop Thinking and Speaking ● Developing Core Proficiencies from Engage New York ● Lessons to Use with Popular Stories ● Lessons to Use with Anthologies ● English Language Arts Methods: Grades 9-12 Model Lessons 	<p>Critical Thinking</p> <ul style="list-style-type: none"> ● College Board: SAT Critical Thinking ● Critical Thinking: A Path to College and Career ● Critical thinking through whole class dialogue ● Developing Critical and Analytical Thinking about Literary Characters ● Teaching Channel Presents: Inquiry-Based Teaching ● Inquiry Graphic Organizer ● Assessing Cultural Relevance: Exploring Personal Connections to a Text

		<ul style="list-style-type: none"> • Spend a Day in My Shoes: Exploring the Role of Perspective in Narrative 	<ul style="list-style-type: none"> • For Arguments Sake: Playing “Devil’s Advocate” with Non Fiction Texts • The Pros and Cons of Discussion 	
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Montclair Public Schools Instructional Unit					
Content:	Creative Writing			Grade:	11 /12
Marking Period	1	Unit Title:	Who I Am & What Really Matters to Me	Pacing:	10 Weeks
Overview					
<p>Big Ideas: Writing requires a knowledge of grammar, syntax, and style to be effective. One must internalize the writing process to become a better writer. The practice and reading of creative writing allows the writer to develop her own voice and style. Creative writing allows one to express ideas and communicate with others, while also entertaining and relating to an audience. Creative writing is defined as writing – fiction, poetry, creative non-fiction, screenwriting – which expresses ideas in original and imaginative ways.</p> <p>Essential Questions: Why do we write creatively? How does a writer’s background influence her writing? How does a writer discover the form that will best suit the purpose and function of her writing efforts? What is a creative non-fiction and how does it differ from the kinds of essays we’ve written before? How does a writer weave their world and the events into her fictional (or non-fictional) world?</p> <p>Enduring Understandings: To become a better writer, one must understand how language (grammar, style, and syntax) works. The writing process allows one the time and space to hone one’s writing strengths and to discern and improve one’s writing weaknesses. The rhetorical strategies a writer uses helps to shape her message. Collaboration and constructive criticism/feedback are necessary tools in developing one’s writing.</p>					

Unit 1 Grade 11/12

NJSLS

Unit 1: Reading Standards		Critical Knowledge and Skills	Depth of Knowledge
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Make personal connections, connections to other texts, and/or global/historical connections when relevant ● Analyze the text and identify explicit and implicit textual evidence ● Determine the difference between strong and insufficient (unreliable) details ● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) ● Draw inferences using implicit and explicit text evidence ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text ● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence 	3
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Determine two or more themes or central ideas in a text ● Recognize supporting details for themes/central ideas ● Analyze themes/central ideas as it develops over the course of the text ● Make inferences through the use of details, word choice, and literary elements regarding the thematic development ● Use the text to draw conclusions ● Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) ● Construct an objective summary of the text 	3

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).	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.	RL.11-12. 3: <ul style="list-style-type: none"> ● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction ● Explain how the order in which each is presented in the text impacts the overall text ● Analyze those choices as they pertain to the overall story 	3
		RI.11-12.3: <ul style="list-style-type: none"> ● Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc) of the text ● Explain why the structure of the text is ordered as it is ● Explain how the choices of text structure impact the meaning of the text. 	3
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"> ● Assess figurative meaning ● Assess connotative meaning ● Determine and evaluate technical meaning (jargon) ● Identify tone of text ● Explain how word choice creates tone ● Explain how the tone supports the overall meaning of the text. 	2 (H-3)
			3
RL.11-12. 6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a	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	RL.11-12.6: <ul style="list-style-type: none"> ● Identify and assess the point of view ● Determine what the text literally and figuratively states ● Determine what the text actually means, considering satire, sarcasm, irony, and understatement 	3

text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	content contribute to the power, persuasiveness or beauty of the text.	<ul style="list-style-type: none"> • Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose 	
		<p>RI.11-12.6:</p> <ul style="list-style-type: none"> • Determine the author’s overall purpose • Analyze how an author uses various rhetorical strategies to advance that purpose. • Focus on both how the text is written and what the text is about • Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text 	
Unit 1 Writing Standards		Critical Knowledge and Skills	Depth of Knowledge
<p>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.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<ul style="list-style-type: none"> • Effectively select, organize, and analyze content • Determine how many facts, definitions, details, quotations and other information are needed • Use sources that are appropriate to task, audience, and purpose Supply evidence in order to inform the audience • Use relevant and sufficient facts, definitions, details, and quotes • Examine and communicate complex ideas, concepts, or information clearly and accurately • Develop a topic • Introduce a topic by arranging ideas, concepts, and information to show interrelationships • Decide what organization is most effective for purpose, audience, and task • Focus on syntax as it creates effective writing 		<p>2</p> <p>B-3</p> <p>C-2</p>
<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.)</p>	<ul style="list-style-type: none"> • Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience (intended reader) appropriately • Understand and utilize appropriate style 		2

	<ul style="list-style-type: none"> Understand how structure, style and rhetorical devices convey the purpose of writing 	
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.	<ul style="list-style-type: none"> Create and use appropriate planning templates Understand and utilize revision techniques Understand writing as a process Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience Determine what details and/or information is most appropriate for a specific purpose 	3
W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme Utilize evidence to support analysis, reflection, and research 	2
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.	<ul style="list-style-type: none"> Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences Synthesize research gathered over shorter time frames into a long-term research project Manage a long-term research project that incorporates research, reflection, and revision 	2
Unit I Speaking & Listening Standards	Critical Knowledge and Skills	Depth of Knowledge
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. 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.	<ul style="list-style-type: none"> Effectively participate in one-on-one, group, and teacher-led discussions Prepare for discussions Read and research materials beforehand Articulate ideas clearly and persuasively in a discussion Refer to evidence from texts and other research Draw from and build on the ideas of others in a discussion 	3 A-3(H-4)

<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"> ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Set guidelines for class discussions ● Establish goals and roles for group members and adhere to assigned roles ● Participate in polite and democratic discussions and decision-making activities. ● Self monitor the work and assign specific tasks as needed ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity 	<p>B-3</p>
<p>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.</p>	<ul style="list-style-type: none"> ● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading ● Move from passive listener to active participant ● Consider and assess the speaker, argument, organization, diction, and tone ● Use evidence from sources/text to prove fallibility in speaker’s reasoning 	<p>3</p>
<p>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.</p>	<ul style="list-style-type: none"> ● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading ● Use evidence from sources/text to prove fallibility in speaker’s reasoning ● Engage as an active listener and participant ● Consider and assess the speaker, argument, organization, diction, and tone 	<p>3 (H-4)</p>
<p>Unit 1 Language Standards</p>	<p>Critical Knowledge and Skills</p>	<p>Depth of Knowledge</p>
<p>L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> ● Recognize and use appropriate grammar and usage in writing and speaking ● Understand that language and appropriate usage changes ● 	<p>2</p>

<p>L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B: Spell correctly.</p>	<ul style="list-style-type: none"> Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling 	<p>B-1</p>
<p>L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p>	<ul style="list-style-type: none"> Use context clues to derive word meaning Consult reference materials to derive word meanings and correct pronunciation of words 	<p>B-3</p>
<p>L.11.12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk) 	<p>3 (H-4)</p>
Instructional Plan		
Formative Assessment Plan	Summative Assessment Plan	
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Students will maintain a creative writing idea journal (CWIJ) of specific influences in their world (articles, blogs, overheard dialogue, art, photo, tv, etc.). Students will read and summarize expository essays. Students will discuss the writer’s compositional risks in style and structure and how they inform meaning within the essay. Students will write first drafts of expository essays. Students will, in small groups, share their work and listen to constructive criticism. Students will, in small groups, read and analyze the essays of their classmates and offer constructive criticism. Students will conference with the teacher.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Students will write an analysis of one text read in class to explain how the writer has used style and structure to support meaning within the text. Students will revise and polish their expository essays. Students will present the final drafts of their essays to their peers. Students will develop a creative start (poem, essay, short story, etc.) from an idea within their creative writing idea journal.</p>	
Texts	Supplementary Resources	
<p><i>Essays:</i></p>	<p>“Turning Strengths into Strategies” - Ellen Kolba & Sheila Crowell</p>	

“Sixteen Pictures of My Father” – Marion Winik
 “How to Escape a Bad Date”
 “How to Date a Brown Girl, Black Girl, White Girl, or Halfie” – Junot Diaz
 “Superman & Me: How I Learned to Read and Write” – Sherman Alexie
 “Indian Education” – Sherman Alexie
 “Letter from Birmingham Jail” – Dr. Martin Luther King, Jr.
 “How to Tame a Wild Tongue” – Gloria Anzaldua
 “Mother Tongue” – Amy Tan
 “On Compassion” – Barbara Lazear Ascher

Writing Prompt resources:

- PBS Education: <http://www.pbs.org/parents/education/reading-language/creative-writing/writing-prompts-kids/>
- Edutopia: <https://www.edutopia.org/article/50-writing-prompts-all-grade-levels-todd-finley> (scaffolded by education level; could be useful in academic classes where levels vary in reading and writing abilities)
- Visual prompt resource for more visual learners: <http://visualprompts.weebly.com/high-school.html>

 Online

- for review of grammar and expository writing concepts: Quizlet.com, Kahoot.com, <https://owl.english.purdue.edu/exercises> (comprehensive; includes MLA/APA style support)
- Elements of an essay: https://www.youtube.com/watch?v=4sx42_C10zw (Thesis Development--as a visual/video component to instruction), <https://www.youtube.com/watch?v=IN6IOSMviS4> (Introduction Development)

Instructional Best Practices and Exemplars

Dialectical Notes for Analysis:
 Students are asked to examine specific aspects of style and structure within the essays, identifying passage in which it is employed, summarizing the passage, stating the specific element in use, and explaining the intended effect or function of the element on the reader.

Rhetorical Roundtables :
 Students will be assigned to a small group and an essay. Each individual is given a specific element to find and complete dialectical notes for analysis. When all have completed their analyses, the group will discuss the essay in order to answer the question: How has the writer used style and rhetoric to create, support, and extend his/her meaning in the essay?

Creative Writing Idea Journals:
 Students will keep a journal in which they will write daily. By each week’s end, they will have completed: one 10 minute free-write; one transcribed overheard conversation; one summary of a newspaper/blog/magazine article; reflection on that newspaper/blog/magazine article; one summary of a piece of art (photo, drawing, music, dance, and, one reflection on that piece of art. These materials will be used of the course of the semester to start their poetry, short stories, essays, scenes, and other writing pursuits.

CROSS CURRICULAR RESOURCES

The NJ Amistad Commission’s NJSLS literacy resources: <http://njamistadcurriculum.net/commoncore/>
 The NJ Commission of Holocaust Education’s Curriculum Guides/Materials: <https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf>

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply

Global Awareness
 Financial, Economic, Business and Entrepreneurial Literacy
 Civic Literacy
 Health Literacy
 Environmental Literacy

21st Century Skills: Bold all that apply

Creativity & Innovation
 Critical Thinking & Problem Solving
 Communication & Collaboration
 Media Literacy
 Information Literacy
 Information, Communication & Technology
 Life & Career Skills

Technology Infusion

<https://docs.google.com/document/d/1-5e13aJdD9j0WIJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>
 select from the list above/copy and paste
 Smart Board Applications
 enVision applications

Evidence of Student Learning

- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students’ published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit

Content:	Creative Writing		Grade:	11/12	
Marking Period	2	Unit Title:	Point/Counterpoint	Pacing:	10 Weeks

Overview

Big Ideas:

A writer must understand how and when to use different appeals (ethos, logos, and pathos) to persuade her audience. Persuasive argument considers other viewpoints through the use of refutation and concession. Social justice issues have been argued through speeches, fiction, and poetry from the inception of the American Colonies to the present. Writing requires a knowledge of grammar, syntax, and style to be effective. One must internalize the writing process to become a better writer.

Essential Questions:

- How does the use of appeals help to support or undercut an argument?
- What is SOAPSTone and how can it be used to analyze an essay or speech?
- What is TPCASTT and how can it be used to analyze a poem?
- How does persuasive argument differ from propaganda?
- What is the difference between an open and closed thesis?
- What is the purpose of imagery?
- What are the different types of imagery?
- Why is it important to make sure that writing, whether fiction or nonfiction, has a thesis?
- What forms of writing have been at the epicenter of social change in America?

Enduring Understandings:

The literary elements a writer uses helps to shape her message.
 To become a better writer, one must understand how language (grammar, style, and syntax) works.
 A writer must employ logic, reason, and/or emotion in order to persuade her audience that the merits of her argument(s) are valid.
 The writing process allows one the time and space to hone one’s writing strengths and to discern and improve one’s writing weaknesses.

Unit 2 Grade 11/12

NJSLS

Unit 2 Reading Standards		Critical Knowledge and Skills	Depth of Knowledge
<p>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.</p>		<ul style="list-style-type: none"> ● Make personal connections, connections to other texts, and/or global/historical connections when relevant ● Analyze the text and identify explicit and implicit textual evidence ● Determine the difference between strong and insufficient (unreliable) details ● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) ● Draw inferences using implicit and explicit text evidence ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience 	3
<p>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.</p>		<ul style="list-style-type: none"> ● Determine two or more themes or central ideas in a text ● Recognize supporting details for themes/central ideas ● Analyze themes/central ideas as it develops over the course of the text ● Make inferences through the use of details, word choice, and literary elements regarding the thematic development ● Use the text to draw conclusions ● Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) ● Construct an objective summary of the text 	3

	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).	<ul style="list-style-type: none"> ● Assess figurative meaning ● Assess connotative meaning ● Determine and evaluate technical meaning (jargon) ● Identify tone of text ● Explain how word choice creates tone ● Explain how the tone supports the overall meaning of the text 	2 (H-3)
	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.	<ul style="list-style-type: none"> ● Compare and contrast how various accounts of a subject are told in multiple mediums ● Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message ● Use references to the different media to answer a question or to solve a problem 	2 (H-3)
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.		<ul style="list-style-type: none"> ● Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text ● Recognize foundational and canonical American texts ● Identify and explain how different texts from the same era/genre approach the same theme/topics 	2 (H-3)
Unit 2 Writing Standards		Critical Knowledge and Skills	
Depth of Knowledge			
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.		<ul style="list-style-type: none"> ● Effectively select, organize, and analyze content ● Use the most relevant and sufficient facts, definitions, details, and quotes ● Examine and communicate complex ideas, concepts, or information clearly and accurately ● Determine how many facts, definitions, details, quotations and other information are needed to effectively craft an argument 	A-3
A. 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.			
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.	<ul style="list-style-type: none"> ● Use sources that are appropriate to task, audience, and purpose ● Understand how much evidence is needed to satisfactorily support a point ● Develop a topic ● Learn how to introduce argument(s) clearly and accurately with regard to counterclaims ● Understand and establish why the claim is important ● Structure arguments so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence ● Treat claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have 	B-3	
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.)	<ul style="list-style-type: none"> ● Determine writing task type and its appropriate organizational structure ● Identify and understand the writing purpose ● Determine and address the audience (intended reader) appropriately ● Understand and utilize appropriate style ● Understand how structure, style and rhetorical devices convey the purpose of writing 	2	
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.	<ul style="list-style-type: none"> ● Create and use appropriate planning templates ● Understand and utilize revision techniques ● Understand writing as a process ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience ● Determine what details and/or information is most appropriate for a specific purpose 	3	
Unit 2 Speaking & Listening Standards	Critical Knowledge and Skills	Depth of Knowledge	
SL.11-12.1. 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.	<ul style="list-style-type: none"> ● Encourage others to participate in a discussion or collaborative activity ● discuss and question the argument and evidence 	3	

	<ul style="list-style-type: none"> ● Make certain that a variety of possible arguments have been heard ● Respond thoughtfully ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments 		
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.	<ul style="list-style-type: none"> ● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading ● Use evidence from sources/text to prove fallibility in speaker's reasoning ● Engage as an active listener and participant ● Consider and assess the speaker, argument, organization, diction, and tone 	3	
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.	<ul style="list-style-type: none"> ● Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Consider and address opposing viewpoints ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation 	3 (H-4)	
Unit 2 Language Standards	Critical Knowledge and Skills	Depth of Knowledge	
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.	<ul style="list-style-type: none"> ● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking. 	3	

<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p>	<ul style="list-style-type: none"> ● Use context clues to derive word meaning ● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns 	<p>A-2</p>
<p>L.11-12.5. 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>	<ul style="list-style-type: none"> ● Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox ● Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk) 	<p>3(H-4)</p>

Instructional Plan

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Students will maintain a creative writing idea journal (CWIJ) of specific influences in their world (articles, blogs, overheard dialogue, art, photo, tv, etc.).</p> <p>Students will analyze poems in small groups and individually.</p> <p>Students will outline an argumentative essay in defense of public education.</p> <p>Students will write a poem explication.</p> <p>Students will, in small groups, analyze a poem.</p> <p>Students will, in small groups, present their poem explications.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Students will write an argumentative essay, speech, or poem in defense of a social justice issue of their choice.</p>
Texts	Supplementary Resources
<p><i>Poems:</i></p> <p>“I Sing America” - Walt Whitman</p> <p>“I, Too, Sing America” - Langston Hughes</p> <p>“The Grocer’s Children” - Herbert Scott</p> <p>“Proem” - Langston Hughes</p> <p>“Homage to My Hips” - Lucille Clifton</p> <p>“Things to Do in the Bible” - Elaine Equi</p>	<p><i>Writing Resources</i></p> <ul style="list-style-type: none"> ● Evidence-based writing resource (for higher level but could be modified): http://www.ace-leon.org/files/137/Transitions/ACE%20EBW%20prompts%202015[21%20copy.pdf ● Distinguishing Argument, Persuasion and Propaganda (snapshot): http://www.readwritethink.org/files/resources/lesson_images/lesson829/Argument-Propaganda.pdf

“I Want a Love Like” - Shihan
The Grocer’s Children
Things to Do in the Bible

Short Stories:

“Girl” - Jamaica Kinkaid
“Jacob’s Chicken” - Milos Macourek
“My Name” - Sandra Cisneros
“The Story of an Hour” - Kate Chopin

Essays:

“A Modest Proposal” – Jonathan Swift
“My Dungeon Shook -- Letter to my Nephew on the One Hundredth Anniversary of Emancipation” - James Baldwin (excerpt)

Speeches:

“Eulogy of the Dog” - George G. Vest
“We the People” - Barack Obama
“We Call BS” -- Emma Gonzalez

Online Resources

- Appeals of writing--identification practice: <https://quizlet.com/224077424/rhetorical-appeals-flash-cards/>

Short Stories and essays

- “Birmingham Clergy Letter to Dr. King”
- “A More Perfect Union” -Barack Obama (nice paired reading with King’s letter and shorter)
- “Next Life, I’ll Be White”-Laurence Thomas (social justice relevant)
- “In the Dungeon of My Skin”-Madeline Coopsammy **poem**
- “Mommy, What Does Nigger Mean?” - Gloria Naylor
- “So Mexicans are Taking Jobs from Americans” - Jimmy Santiago Baca (relevant to what’s happening now with the immigration crisis/migrant family separations)
- “How to Watch Your Brother Die”- Michael Lassell (relevant to gay rights)
- “Like Mexicans” - Gary Soto
- “Hold the Mayonnaise” - Julia Alvarez
- “A Worn Path”-Eudora Welty

Longer works:

- *Elizabeth and Hazel: Two Women of Little Rock* by David Margolick (I loved this novel but could be used as informational text--a chapter here or there to write about a civil rights event)

Instructional Best Practices and Exemplars

Four Corners:

Students will be presented with a thesis. Assign them a number from one to four. (1 = affirms the thesis; 2= refutes the thesis; 3 = affirms with qualification; 4 = refutes with qualification) Students will then be asked to write two arguments from their position. Students will then share their arguments with others who had the same number, coming to consensus on the what they collectively feel are the three strongest arguments in support of their position. Students will have additional time to gather support for those three arguments before arguing them before the class.

Poetry Workshop:

Students, in small groups, will be tasked with reading, analyzing, and discussing a poem. After having read the text, discussed, analyzed the poem, they will present the poem to the other groups.

Write Moves Blog:

Students will write a poem based on the style and structure of one of the poems we have read, discussed, and analyzed in class. They will be provided a template for the poems structure. Students will publish their final drafts on our class blog.

CROSS CURRICULAR RESOURCES

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ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

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 Health Literacy
 Environmental Literacy

21st Century Skills: Bold all that apply

Creativity & Innovation
 Critical Thinking & Problem Solving
 Communication & Collaboration
 Media Literacy
 Information Literacy
 Information, Communication & Technology
 Life & Career Skills

Technology Infusion

<https://docs.google.com/document/d/1-5e13aJdD9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>
 select from the list above/copy and paste
 Smart Board Applications
 enVision applications

Evidence of Student Learning

- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit

Content:	Creative Writing		Grade:	11/12	
Marking Period	3	Unit Title:	We Are the Story	Pacing:	10 Weeks

Overview

Big Ideas:

Storytelling allows us to examine our lives and discover the universality of our experiences.
 Good stories not only have plot, but compelling characters and settings, too, that evoke place and time.
 Settings can serve as characters within a story.
 The rhetorical modes of narration and description are primarily used to tell stories.
 Writing requires a knowledge of grammar, syntax, and style to be effective.
 One must internalize the writing process to become a better writer.
 The practice and reading of creative writing allows a writer to develop her own voice and style.
 It is through the sharing of narratives that the diversity of voices and experiences can be shared.

Essential Questions:

- What is the structure of a short story?
- What is a static character?
- What is a dynamic character?
- What is creative nonfiction?
- How does a writer generate materials?
- Where do the ideas come from?
- How does the writer create art from what s/he encounters and experiences?
- What make for good dialogue?
- Why is the use of imagery vital in short story?
- What are the major elements required to create a compelling plot?

Enduring Understandings:

The practice and reading of creative writing allows a writer to develop her own voice and style.
 Good stories not only have plot, but compelling characters and settings, too, that evoke place and time.
 Fiction is an avenue by which writers explore the human condition.
 Improving one's writing is an on going process.
 Writers compose original works with different purposes in mind.
 Fiction allows an audience to examine human conflicts, motivations, and behaviors.

Unit 3 Grade 11/12

NJSLS

Unit 3 Reading Standards		Critical Knowledge and Skills	Depth of Knowledge
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"> ● Determine two or more themes or central ideas in a text ● Recognize supporting details for themes/central ideas ● Analyze themes/central ideas as it develops over the course of the text ● Make inferences through the use of details, word choice, and literary elements regarding the thematic development ● Use the text to draw conclusions ● Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) ● Construct an objective summary of the text 	3
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).	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.	<ul style="list-style-type: none"> ● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction ● Explain how the order in which each is presented in the text impacts the overall text ● Analyze those choices as they pertain to the overall story 	3
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.	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.	RL.11-12.5: <ul style="list-style-type: none"> ● Identify the structure of the text (ex. en media res, flashbacks, tragic elements) ● Describe how an author has chosen to structure a text and order events within it ● Explain why the author chose that structure and how it enhances the work as a whole ● Analyze how sequence contributes to the meaning and aesthetic impact 	3

		<p>RI.11-12.5:</p> <ul style="list-style-type: none"> Investigate how an author structures the text and develops ideas Critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by the larger text Evaluate how the form effectively follows the function of the text 	4
<p>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).</p>	<p>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.</p>	<p>RL.11-12.6:</p> <ul style="list-style-type: none"> Identify the point of view Determine what the text literally states Determine what the text actually means, considering satire, sarcasm, irony, and understatement Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose 	3
		<p>RI.11-12.6:</p> <ul style="list-style-type: none"> Determine the author’s overall purpose Analyze how an author uses various rhetorical strategies to advance that purpose. Focus on both how the text is written and what the text is about Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text 	3
Unit 3 Writing Standards		Critical Knowledge and Skills	Depth of Knowledge
<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.)</p>		<ul style="list-style-type: none"> Determine writing task type and its appropriate organizational structure Identify and understand the writing purpose 	2

	<ul style="list-style-type: none"> ● Determine and address the audience (intended reader) appropriately ● Understand and utilize appropriate style ● Understand how structure, style and rhetorical devices convey the purpose of writing 		
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.	<ul style="list-style-type: none"> ● Create and use appropriate planning templates ● Understand and utilize revision techniques ● Understand writing as a process ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience ● Determine what details and/or information is most appropriate for a specific purpose 	3	
W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> ● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. ● Utilize evidence to support analysis, reflection, and research 	2	
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.	<ul style="list-style-type: none"> ● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision 	2	
Unit 3 Speaking & Listening Standards	Critical Knowledge and Skills	Depth of Knowledge	
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. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from	<ul style="list-style-type: none"> ● Effectively participate in one-on-one, group, and teacher-led discussions ● Prepare for discussions ● Read and research materials beforehand ● Articulate ideas clearly and persuasively in a discussion ● Refer to evidence from texts and other research 	3 A-3(H-4)	

texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.			
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.	<ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading • Use evidence from sources/text to prove fallibility in speaker’s reasoning • Engage as an active listener and participant • Consider and assess the speaker, argument, organization, diction, and tone 	3	
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.	<ul style="list-style-type: none"> • Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Consider and address opposing viewpoints • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation 	3(H-4)	
Unit 3 Language Standards	Critical Knowledge and Skills	Depth of Knowledge	
L.11-12.1.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"> • Recognize and use appropriate grammar and usage in writing and speaking • Understand that language and appropriate usage changes • Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation 	2	
L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> • Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling 	1	

L.11-12. 4. 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.	<ul style="list-style-type: none"> ● Use context clues to derive word meaning ● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns ● Consult reference materials to derive word meanings and correct pronunciation of words ● Trace the etymology of words 	2
L.11-12.5. A: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	<ul style="list-style-type: none"> ● Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox ● Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk) 	3(H-4)

Instructional Plan

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Students will discuss the readings. Students will model elements of writing from each of the text they read. Students will map the story arc of a short story read in class. Students will continue to keep a CWIJ.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Students will write a polished final draft of a short story. Students will write and publish a polished final draft of a narrative, non fiction essay.</p>

Texts	Supplementary Resources
<p><i>Short Stories:</i> “The Last Leaf” - O. Henry “Popular Mechanics” - Raymond Carver “Max at Sea” - Dave Eggers “Where the Wild Things Are” - Maurice Sendak “I See You Never” - Ray Bradbury “Yes, Ma’am” – Langston Hughes <i>Cinderella</i> <i>Good Night, Moon</i> <i>Hansel & Gretel</i></p> <p><i>Articles:</i> “On the Necessity of Turning Oneself into a Character” – Phillip Lopate Hugh Gallagher’s College Essay for NYU Admissions</p>	<p><i>Analysis of text--Where the Wild Things Are (higher level):</i> https://abcnews.go.com/Health/maurice-sendak-the-pointed-psychology-behind-wild-things/blogEntry?id=16305204</p> <p><i>College Essay Writing:</i> https://owl.english.purdue.edu/owl/resource/642/01/ https://www.nytimes.com/2017/08/02/education/edlife/college-application-essay-admissions.html</p> <p>“On Writing the College Application Essay: The Key to Acceptance at the College of Your Choice” -Harry Bauld</p>

“Me Talk Pretty One Day” - David Sedaris	
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Instructional Best Practices and Exemplars

Write Moves Blog:
 Students will examine their body of work and choose their best story and narrative essay to publish on the class blog. They will be responsible for: finding images to accompany their work; making sure anything they post to the blog is within copyright guidelines; and, inviting their peers and families to read their work.

CROSS CURRICULAR RESOURCES

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 The NJ Commission of Holocaust Education’s Curriculum Guides/Materials: <https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf>

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

Technology Infusion

<https://docs.google.com/document/d/1-5e13aJdD9j0WIJGA2gdtKQ8jwwwOCP98vx5zzJI6s/edit?usp=sharing>
 select from the list above/copy and paste
 Smart Board Applications
 enVision applications

Evidence of Student Learning

- Common benchmark

- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit					
Content:	Creative Writing			Grade:	11/12
Marking Period	4	Unit Title:	Imagining the Future and Reimagining the Past	Pacing:	10 Weeks
Overview					
<p>Big Ideas: Reimagining the past can help to make sense of the present. Imagining the future can help to make sense of the present. By examining historical figures, writers expose perspectives and experiences of real people and are able to make connections about their own experiences, as they create characters in their writing. Discussing and analyzing excerpts from non-fiction sources, writers can better understand substantiated fact. To create believable fiction, writers must understand the facts of time, place, and culture before they begin to take creative liberties with them.</p>					
<p>Essential Questions: What is historical fiction? Why must a writer research the history of the period and peoples about which she is writing? How can setting function as both place and character? How do you determine whether or not a source of information is reliable or not? Why do writers choose to create fictionalized versions of history? Why do writers choose to create fictionalized versions of the future?</p>					
<p>Enduring Understandings:</p>					

The writing workshop structure allows writers to give and receive constructive criticism, helping them to reshape and revise their works in progress. Research into the subject on which one is writing will only serve to strengthen and anchor one’s writing on that subject. Writing requires a knowledge of grammar, syntax, and style to be effective. One must internalize the writing process to become a better writer. Fiction writers are able to examine the human condition, allowing their audience the opportunity to better understand themselves and their world.

Unit 4 Grade 11/12

NJSLS

Unit 4 Reading Standards

Critical Knowledge and Skills

Depth of Knowledge

<p>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).</p>	<p>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.</p>	<p>RL.11-12.3:</p> <ul style="list-style-type: none"> Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction Explain how the order in which each is presented in the text impacts the overall text Analyze those choices as they pertain to the overall story 	<p>3</p>
		<p>RI.11-12.3:</p> <ul style="list-style-type: none"> Identify and evaluate the structure and sequence (chronological, spatial, compare/contrast, etc) of the text Explain why the structure of the text is ordered as it is Explain how the choices of text structure impact the meaning of the text 	<p>3</p>
	<p>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.</p>	<ul style="list-style-type: none"> Investigate how an author structures the text and develops ideas Analyze how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by the larger text Evaluate how the form effectively follows the function of the text 	<p>4</p>
<p>RL.11-12.6: Analyze how an author’s choices concerning how to structure</p>		<p>RL.11-12.6:</p> <ul style="list-style-type: none"> Identify and assess the point of view 	<p>4</p>

<p>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.</p>		<ul style="list-style-type: none"> ● Determine what the text literally and figuratively states ● Determine what the text actually means, considering satire, sarcasm, irony, and understatement ● Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose 	
<p>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.)</p>	<p>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.</p>	<p>RL.11-12.7:</p> <ul style="list-style-type: none"> ● Read and/or view different versions of the same text, recordings, film, and/or live performances ● Compare and contrast the multiple versions ● Explain the differences between the multiple versions ● Focus on significant changes to structure, order, plot, and/or character ● Analyze how changes to structure, order, plot or character impact meaning of different versions of same text ● 	<p>3</p>
		<p>RI.11-12.7:</p> <ul style="list-style-type: none"> ● Compare and contrast how various accounts of a subject are told in multiple mediums ● Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message ● Use references to the different media to answer a question or to solve a problem 	<p>4</p>
<p>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.</p>	<p>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.</p>	<p>RL.11-12.9:</p> <ul style="list-style-type: none"> ● Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text ● Recognize foundational and canonical American texts ● Identify and explain how different texts from the same era/genre approach the same theme/topics <p>RL.11-12.9:</p> <ul style="list-style-type: none"> ● Study and evaluate influential U.S. documents ● Identify and explain the themes and purposes 	<p>3</p>

		Identify and explain their rhetorical features such as diction, imagery, details, figurative language, and syntax	
Unit 4 Writing Standards		Critical Knowledge and Skills	Depth of Knowledge
W.11-12.3.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"> Apply narrative techniques including dialogue, imagery, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures 	B-3
W.11-12.3.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 effective details using precise language to evoke human sensory experiences, a sense of setting, and to create nuanced, multi-dimensional characters. 	D-3
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.		<ul style="list-style-type: none"> Conduct short and more sustained research projects Conduct research drawing on multiple sources Understand steps of an investigation Develop an inquiry question Refocus inquiry/generate additional questions when appropriate Know how to broaden or narrow an inquiry Synthesize and summarize information from a variety of sources achieving new insights Evaluate multiple sources and understand their content 	4
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 over reliance on any one source and following a standard format for citation.(MLA or APA Style Manuals).		<ul style="list-style-type: none"> Gather print and digital information Consider the sources in terms of task, audience, and purpose Assess the validity of each source as it pertains to the specific task, purpose and audience Assess whether information from reliable and authoritative sources is relevant Utilize a variety of sources, not depending on one specific source Paraphrase correctly Follow a standard format for citation (MLA, APA, etc.) 	4
W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.		<ul style="list-style-type: none"> Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. Utilize evidence to support analysis, reflection, and research 	2

Unit 4 Speaking & Listening Standards	Critical Knowledge and Skills	Depth of Knowledge
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.	<ul style="list-style-type: none"> Listen to and evaluate multiple sources of information in diverse formats and media Utilize multiple sources of information in order to make decisions Evaluate the credibility and accuracy of each source 	3
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.	<ul style="list-style-type: none"> Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective Draw information from primary and secondary sources, and provide a conclusion Consider and address opposing viewpoints Organize, develop, and produce a presentation in a style appropriate to my purpose and audience Present information clearly, concisely, and logically Use correct eye contact Adapt volume and tone to audience and purpose Speak with clear pronunciation 	3(H-4)
Unit 4 Language Standards	Critical Knowledge and Skills	Depth of Knowledge
L.11-12.1.Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> Recognize and use appropriate grammar and usage in writing and speaking Understand that language and appropriate usage changes 	2
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.	<ul style="list-style-type: none"> Apply knowledge of language to understand how language functions in different situations Apply knowledge of language to make effective choices to shape the meaning and style Apply knowledge of language to comprehend more fully when reading, listening, or speaking 	3
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"> Acquire general academic words from content-specific written texts Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level 	3
Instructional Plan		

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Students will conduct research for their work of fiction. Students will discuss the plot, characterization, use of dialogue, and elements of history or science in the works we read in class. Students will take notes on literary terms and new vocabulary encountered in reading texts for class. Students will write peer coaching notes in preparation for writing workshop. Students will offer verbal and written constructive criticism on their peers' writing.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Students will write a work of historical or science fiction.</p>
Texts	Supplementary Resources
<p><i>Kindred</i> - Octavia Butler <i>The Handmaid's Tale</i> - Margaret Atwood <i>Fever 1793</i> - Laurie Halse Anderson <i>Brave New World</i> - Aldous Huxley <i>Fahrenheit 451</i> - Ray Bradbury <i>The Nightingale</i> - Kristin Hannah</p> <p>Excerpts from: <i>The Great Gatsby</i> - F. Scott Fitzgerald <i>If Beale Street Could Talk</i> -- James Baldwin</p>	<p><i>Research resources:</i> https://owl.english.purdue.edu/owl/resource/552/1/ https://owl.english.purdue.edu/owl/resource/559/1/</p> <p><i>Understanding literary terms (these quizzes provide immediate feedback; useful for other quarters as well):</i> https://www.quia.com/quiz/270936.html?AP_rand=740255547 https://www.proprofs.com/quiz-school/quizshow.php?title=3rd-hour-literary-devices-quiz&q=2&next=n</p> <p><i>Other examples of historical and/or science fiction:</i></p> <p><i>Girl with a Pearl Earring</i>-Tracy Chevalier ---summary of: https://www.gradesaver.com/girl-with-a-pearl-earring/study-guide/summary</p>
Instructional Best Practices and Exemplars	
<p><i>Literature Circles:</i> Students will spend four weeks reading a novel of their choice. They will choose how much to read each week, what role each of them would take during the Lit Circle meeting for the week. After the fourth week, they will create a PowerPoint to share their text with the rest of the class.</p>	

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE resources <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

<ul style="list-style-type: none"> ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible ● Utilize a multi-sensory approach to new topics ● NJDOE Resources 			
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ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

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Smart Board Applications
enVision applications

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