

PACING GUIDE

COURSE: Enrichment ELA

GRADE(S): 11

MONTH/DAYS	UNIT	STANDARDS	ASSESSMENTS What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered?	CONTENT Topics being covered? What do students need to know? (<i>nouns</i>)	ACTIVITIES w/Integration of Technology & Career Ready Practices
September - November/ 45 days	Unit 1 Fundamentals	<p>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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>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.</p>	<p>Rhetorical Terms Quiz</p> <p>Sentence Types Quiz</p> <p>Short writing assignments</p> <p>Study Island Quizzes</p> <p>Newsela Quizzes</p> <p>Revised Essays</p> <p>Projects</p> <p>Choral Responses: Vocabulary review, Literary Terms & SAT Prep</p> <p>Turn To Your Partner: Bring peers up to speed by sharing prior knowledge</p> <p>Hand Signals - Agree or disagree by a show of hands, then justify verbally</p> <p>Questions of Day - Thought-provoking questions</p>	<p>Rhetorical Terms</p> <p>Sentence Structures</p> <p>The Alchemist by Paulo Coelho</p>	<p>Practice sophisticated sentence construction skills</p> <p>Complete technical writing which helps them see that "to write, is to engage in any communication"</p> <p>Individual and group practice using worksheets, workbooks, and teacher-generated materials</p> <p>Revise Simple sentences</p> <p>Revise essays</p>

		<p>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.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>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.</p>	<p>connecting current events to content</p> <p>Vocab Implementation Games - speaking using vocabulary words in small talk</p> <p>Famous Quotes - connecting statements from notable people to content</p> <p>Anticipatory Set:De-briefing - Students "Spill" all their prior knowledge on a topic to assess the starting point for instruction</p> <p>Subjective/Objective Check In</p> <p>Logical Inference related to content</p> <p>Point of Views</p> <p>What Would You Do? - Problem solving / Moral compass</p> <p>Song connections</p> <p>Closure:</p> <p>Journaling: Reflection</p> <p>Ticket Out the Door: Subjective and Objective</p> <p>Z-Chart: Universal / Central Themes</p>		
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			<p>Self-Assessments</p> <p>Surveys</p> <p>Kahoot</p> <p>Quizlet Practice</p>		
<p>November - January/ 45 days</p>	<p>Unit 2 Fiction-Literary Analysis</p>	<p>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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings,</p>	<p>Choral Responses: Vocabulary review, Literary Terms & SAT Prep</p> <p>Turn To Your Partner: Bring peers up to speed by sharing prior knowledge</p> <p>Hand Signals - Agree or disagree by a show of hands, then justify verbally</p> <p>Questions of Day - Thought-provoking questions connecting current events to content</p> <p>Vocab Implementation Games - speaking using vocabulary words in small talk</p> <p>Grammar Games - Strengthening grammar before writing workshops and sessions</p> <p>Famous Quotes - connecting statements from notable people to content</p>	<p>Puritan Literature/Era The Scarlet Letter Subjective vs Objective writing Prayer for Owen Meany by John Irving</p>	<p>Write / Revise LAT</p> <p>Complete technical instructions which helps them see that "to write, is to engage in any communication"</p> <p>Individual and group practice using worksheets, workbooks, and teacher-generated materials</p> <p>Round robin story writing to practice the use of varied transitions</p>

		<p>and analyze how specific word choices shape meaning or tone.</p> <p>NJLSA.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.</p> <p>NJLSA.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.</p> <p>NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed</p> <p>NJLSA.W4. Produce clear and coherent writing in which the development, organization, and</p>	<p>Anticipatory Set:</p> <p>De-briefing - Students "Spill" all their prior knowledge on a topic to assess the starting point for instruction</p> <p>Subjective/Objective Check In</p> <p>Logical Inference related to content</p> <p>Point of Views</p> <p>What Would You Do? - Problem solving / Moral compass</p> <p>Song connections</p> <p>Closure:</p> <p>Journaling: Reflection</p> <p>Ticket Out the Door: Subjective and Objective</p> <p>Z-Chart: Universal / Central Themes</p> <p>Self-Assessments</p> <p>Surveys</p> <p>Kahoot</p> <p>Quizlet Practice</p> <p>Short writing assignments</p>		
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		<p>style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Study Island</p> <p>Quizzes</p> <p>Essays</p> <p>Figurative Language Instagram Project</p> <p>Essays about specific elements of literature within a text</p>		
January - April/ 45 days	Unit 3 Non Fiction/ Research Simulation	<p>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.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>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</p>	<p>Short writing assignments</p> <p>Study Island Quizzes</p> <p>Newsela Quizzes</p> <p>Argumentative Essays</p> <p>Choral Responses: Vocabulary review, Literary Terms & SAT Prep</p> <p>Turn To Your Partner: Bring peers up to speed by sharing prior knowledge</p> <p>Hand Signals - Agree or disagree by a show of hands, then justify verbally</p> <p>Questions of Day -</p>	Hiroshima by John Hersey or The Hobbit by JRR Tolkien	<p>Use Newsela to research topic</p> <p>Write/revise argumentative response using sources</p> <p>Complete technical instructions which helps them see that "to write, is to engage in any communication"</p> <p>Individual and group practice using worksheets, workbooks, and teacher-generated materials</p>

		<p>sufficiency of the evidence.</p> <p>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.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p>	<p>Thought-provoking questions connecting current events to content</p> <p>Vocab Implementation Games - speaking using vocabulary words in small talk</p> <p>Grammar Games - Strengthening grammar before writing workshops and sessions</p> <p>Anticipatory Set:</p> <p>De-briefing - Students "Spill" all their prior knowledge on a topic to assess the starting point for instruction</p> <p>Subjective/Objective Check In</p> <p>Logical Inference related to content</p> <p>Point of Views</p> <p>What Would You Do? - Problem solving / Moral compass</p> <p>Closure:</p> <p>Journaling: Reflection</p> <p>Ticket Out the Door: Subjective and Objective</p> <p>Z-Chart: Universal / Central</p>		
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		<p>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.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Themes</p> <p>Self-Assessments</p> <p>Surveys</p> <p>Kahoot</p> <p>Quizlet Practice</p>		
April - June/ 45 days	Unit 4 Fiction/ Narrative Writing	<p>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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Short writing assignments</p> <p>Study Island Quizzes</p> <p>Narrative Essays</p> <p>Figurative Language Instagram Project</p> <p>Common Lit quizzes</p> <p>Choral Responses: Vocabulary review, Literary Terms & SAT Prep</p> <p>Turn To Your Partner: Bring peers up to speed by sharing prior knowledge</p> <p>Hand Signals - Agree or disagree by a show of hands, then justify verbally</p>	<p>A Raisin in the Sun by Lorraine Hansberry</p> <p>Elements of Poetry/ Short Stories</p>	<p>Write / Revise narrative texts</p> <p>Individual and group practice using worksheets, workbooks, and teacher-generated materials</p> <p>Round robin story writing to practice the use of varied transitions</p>

		<p>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.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed</p>	<p>Questions of Day - Thought-provoking questions connecting current events to content</p> <p>Vocab Implementation Games - speaking using vocabulary words in small talk</p> <p>Grammar Games - Strengthening grammar before writing workshops and sessions</p> <p>Famous Quotes - connecting statements from notable people to content</p> <p>Anticipatory Set:</p> <p>De-briefing - Students "Spill" all their prior knowledge on a topic to assess the starting point for instruction</p> <p>Subjective/Objective Check In</p> <p>Logical Inference related to content</p> <p>Point of Views</p> <p>What Would You Do? - Problem solving / Moral compass</p> <p>Song connections</p> <p>Closure:</p>		
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		<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Journaling: Reflection</p> <p>Ticket Out the Door: Subjective and Objective</p> <p>Z-Chart: Universal / Central Themes</p> <p>Self-Assessments</p> <p>Surveys</p> <p>Kahoot</p> <p>Quizlet Practice</p>		
		<p>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.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R8. Delineate and evaluate the</p>			

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		<p>questions, demonstrating understanding of the subject under investigation.</p> <p>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.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			