

# LHS ELA 11 Unit 1

Content Area: **ELA**  
Course(s):  
Time Period: **MP1**  
Length:  
Status: **Published**

## Unit Overview

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**Theme:** The Perilous Journey

**Benchmark Text Focus:** Literature

**Anchor Text:** Beowulf

**Writing Genre Focus:** Narrative

[Benchmark & Answer Key](#)

## Targeted ELA Standards

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Add the appropriate NJSL ELA standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.11–12.2	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.
ELA.L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational

text says explicitly and inferentially, as well as interpretations of the text.

- ELA.RL.CI.11–12.2 Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
- ELA.RI.CI.11–12.2 Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- ELA.RL.IT.11–12.3 Analyze the impact of the author’s choices as they develop ideas throughout the text 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).
- ELA.RI.IT.11–12.3 Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- ELA.RL.TS.11–12.4 Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
- ELA.RL.PP.11–12.5 Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- ELA.W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- ELA.W.WP.11–12.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- ELA.W.RW.11–12.7 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.
- ELA.SL.PE.11–12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- ELA.SL.AS.11–12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## Weekly Structure

Day One		Day Two		Day Three		Day Four		Day Five		Day Six	
Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus	
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-	20	Small	30	Mini-	20	Small	30	Mini-	20	Small	30

lesso n (I Do)	minute s	Group Instructi on (You Do)	minute s	lesso n (I Do)	minute s	Group Instructi on (You Do)	minute s	lesso n (I Do)	minute s	Group Instructi on (You Do)	minute s
Pract ice (We Do)	17 minute s	Closure	7 minute s	Pract ice (We Do)	17 minute s	Closure	7 minute s	Pract ice (We Do)	17 minute s	Closure	7 minute s

Day Seven		Day Eight		Day Nine		Day Ten	
Writing Focus				Writing Focus			
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

## Rationale

This unit on *Beowulf* and the theme of The Perilous Journey is designed to deepen students' understanding of classic literary themes such as heroism, bravery, and the struggle between good and evil. By engaging with an epic narrative, students not only enhance their analytical and narrative writing skills but also gain insights into how stories shape and reflect human experiences. This unit prepares students for new learning by honing their ability to craft compelling narratives and analyze complex texts, skills that are crucial for academic success and effective communication in any field. Additionally, the themes explored encourage students to reflect on their own experiences with challenges and personal growth, making the unit relevant to their lives beyond the classroom.

At the end of the unit, students will demonstrate mastery of the standards and skills through a comprehensive benchmark and summative assessment. The benchmark assessment will evaluate their ability to analyze and interpret a grade-level text by citing textual evidence and exploring its themes, narrative structure, and character development. The summative assessment will require students to craft their own narrative that incorporates thematic elements using effective storytelling techniques to create a compelling and cohesive story. Through these assessments, students will showcase their proficiency in narrative writing, critical analysis, and thematic interpretation, reflecting their understanding of the unit's objectives and their readiness for future academic challenges.

## Enduring Understandings

Content Specific	Skills Specific
<p><b>1. The Power of Language and Structure:</b></p> <p>Students will understand that the effective use of language, including figurative language and structural choices, plays a crucial role in creating meaningful and compelling narratives. The structure of a story, from character development to pacing, contributes to the thematic depth of the work.</p> <p><b>2. Thematic Depth and Narrative Coherence:</b></p> <p>Students will understand how themes such as heroism, sacrifice, and the journey toward self-discovery can be interwoven into narrative writing. They will see that the effective development of themes is key to creating stories that resonate with readers on a deeper level.</p> <p><b>3. Narrative Techniques:</b></p> <p>Students will understand that narrative techniques such as dialogue, pacing, and detailed descriptions enhance storytelling by allowing readers to connect emotionally and intellectually with the text. Additionally, these techniques help writers explore complex ideas and experiences.</p> <p><b>4. Critical Analysis and Perspective:</b></p> <p>Students will understand that analyzing multiple perspectives and literary elements in texts like <i>Beowulf</i> deepens comprehension and offers insight into the universal human experience, especially during perilous journeys. They will see how authors use narrative to explore the complexities of life and survival.</p>	<p><b>1. Mastery of Language and Structure:</b></p> <p>Students will demonstrate the ability to effectively use and manipulate the system and structure of the English language in both writing and speaking, crafting coherent, well-organized narratives that communicate complex ideas.</p> <p><b>2. Analytical and Interpretive Skills:</b></p> <p>Students will demonstrate the ability to analyze and interpret literary texts, such as <i>Beowulf</i>, by identifying themes, evaluating authorial choices, and citing strong and relevant textual evidence to support their analysis. They will accurately determine multiple themes and analyze how they interact, demonstrating an ability to comprehend and critique the complexities of literary texts.</p> <p><b>3. Advanced Narrative Writing Techniques:</b></p> <p>Students will be able to create their own well-structured, imaginative narratives that incorporate advanced techniques such as complex character development, nuanced settings, and thematic depth, mirroring the structural sophistication found in texts like <i>Beowulf</i>. They will apply narrative techniques such as dialogue, pacing, and detailed descriptions to enhance storytelling, ensuring that their narratives are compelling and resonate with the reader.</p> <p><b>4. Strategic Use of Figurative Language:</b></p> <p>Students will demonstrate an understanding of figurative language, word relationships, and the nuances of word meanings. They will skillfully use these elements in their writing to convey deeper connotative and thematic meanings. They will also clarify and determine the meaning of unfamiliar or multiple-meaning words, using strategies such as context clues and reference materials.</p>

	<p><b>5. Revision and Reflection in Writing:</b></p> <p>Students will develop and strengthen their writing through ongoing processes of revision, reflection, and editing. They will sustain their efforts over extended periods, applying feedback and self-assessment to improve and refine their narratives. They will also engage in reflective practices, tracking their progress and making intentional choices to enhance their writing style, tone, and purpose for specific audiences.</p> <p><b>6. Effective Communication in Speaking and Discussion:</b></p> <p>Students will engage in meaningful, collaborative discussions, expressing their ideas clearly and persuasively while building on the contributions of others. They will demonstrate effective listening skills and adapt their speech to different contexts, audiences, and tasks. They will show a command of formal English when appropriate, particularly in academic or professional settings, while still retaining their authentic voice in creative expression.</p>
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**Essential Questions**

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Content Specific	Skills Specific
<ul style="list-style-type: none"> <li>• How do the key events and character experiences in <i>Beowulf</i> shape the overall narrative and contribute to its thematic development?</li> <li>• What are the main characteristics of the hero’s journey in <i>Beowulf</i>, and how do these characteristics influence the story’s structure and progression?</li> <li>• How does the setting in <i>Beowulf</i> affect the mood and actions of the characters, and what</li> </ul>	<ul style="list-style-type: none"> <li>• How can you apply narrative techniques such as dialogue, pacing, and descriptive detail in your writing to create a compelling and engaging story?</li> <li>• What strategies can you use to effectively develop characters in your narrative, drawing on techniques observed in <i>Beowulf</i>?</li> <li>• How can you use the themes from <i>Beowulf</i>—like heroism, bravery, and the struggle between good and evil—to shape and organize your own story, making sure that your narrative stays focused and meaningful?</li> <li>• How can you revise and strengthen your</li> </ul>

<p>role does it play in advancing the plot?</p> <ul style="list-style-type: none"> <li>• How does the language and style employed in Beowulf influence the reader’s understanding of heroism and the nature of a perilous journey?</li> </ul>	<p>narrative writing to enhance its clarity, coherence, and emotional impact, drawing on lessons from Beowulf?</p>
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**Key Resources**

Beowulf

**Supplementary Resources**

Informational texts from district-approved resources.

[Additional district-approved secondary ELA instructional resource list](#)

[Warm-Up Activities to Engage Students Before They Read Nonfiction Texts](#)

**Skills, Content, Activity, Assessment**

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
September	1-2	SL.PE.11–12.1 Initiate and participate effectively in a range of collaborative	SWBAT demonstrate 11th grade policies and procedures.	<ul style="list-style-type: none"> <li>• Getting to Know You</li> <li>• Classroom Procedures &amp; Expectations</li> </ul>			<ul style="list-style-type: none"> <li>• LinkIt! pre-assessment - reading</li> </ul>

	<p>discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>L.KL.11–12.2 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.</p> <p>SL.AS.11–12.6 Adapt speech to a variety of contexts and tasks,</p>	<p>SWBAT identify the norms of a group or partnership.</p> <p>SWBAT demonstrate the procedures and expectations of a student-centered activity.</p> <p>SWBAT demonstrate their knowledge of reading by taking a pre-assessment.</p>	<p>(relationship building, Instructional Workshop Model, group work, turn &amp; talk procedures, etc.)</p> <ul style="list-style-type: none"> <li>• Reading Pre-assessment</li> </ul>			
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		demonstrating a command of formal English when indicated or appropriate.					
		<p>SL.PE.11–12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively .</p> <p>W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and</p>	<p>SWBAT demonstrate 11th grade policies and procedures.</p> <p>SWBAT identify the characteristics of a good reader.</p> <p>SWBAT demonstrate their knowledge of narrative writing by taking a pre-assessment.</p>	<ul style="list-style-type: none"> <li>• Getting to Know You</li> <li>• Classroom Procedures &amp; Expectations (choosing "just right" books, when to abandon a book, how to "book talk", etc.)</li> <li>• Writing Pre-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Narrative Writing Pre-Assessment</a></li> <li>• <a href="#">Narrative Rubric</a></li> </ul>	<ul style="list-style-type: none"> <li>• Narrative writing pre-assessment</li> </ul>	



	<p>well-structured event sequences.</p> <p>W.RW.11–12.7 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.</p>					
3-4	<p>L.VL.11–12.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p>	<p>SWBAT explain the meaning of a word, sentence, or paragraph by analyzing its context.</p> <p>SWBAT analyze the impact of specific word choices on meaning</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Derive meaning of unknown words from sentences, paragraphs, or texts</li> <li>• Impact of specific word choice</li> <li>• Interpretation of figures of speech (hyperbole, paradox)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>

		<p>L.VI.11–12.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.WP.11–12.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting,</p>	<p>and tone.</p> <p>SWBAT identify figures of speech in a text and explain their meanings and effects.</p> <p>SWBAT organize the character development, plot events, and the point of view to write their narrative story.</p>	<p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Brainstorming (character development and POV)</li> <li>• Brainstorming (multiple plot lines)</li> </ul>			
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	<p>trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>				
	<p>RL.CR.11–12.1 Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of</p>	<p>SWBAT accurately cite several pieces of textual evidence to support their analysis.</p> <p>SWBAT provide interpretations of both</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Accurately citing several pieces of textual evidence</li> <li>• Interpreting explicit and inferential meanings</li> <li>• Relevant connections</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>

	<p>what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.11–12.1 Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>W.NW.11–12.3 Write narratives to develop real</p>	<p>explicit and implicit meanings found in the text.</p> <p>SWBAT make at least two relevant connections between textual evidence and their analysis.</p> <p>SWBAT identify characteristics of a narrative exemplar.</p> <p>SWBAT construct an engaging hook by setting up a problem and establishing a point of view for their narrative.</p>	<p>ns to support analysis</p> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Exemplar vs. non-exemplar</li> <li>• Engaging and orienting the reader</li> </ul>			
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	<p>or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.WP.11–12.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on</p>					
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		addressing what is most significant for a specific purpose and audience.					
October	1-2	<p>RL.CI.11–12.2 Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RI.CI.11–12.2 Determine two or more central ideas of an informational text and analyze how they are developed and refined</p>	<p>SWBAT identify and articulate one or more themes present in a literary text.</p> <p>SWBAT analyze how each theme is developed and refined throughout a text.</p> <p>SWBAT evaluate how the identified themes interact and build on one another.</p> <p>SWBAT utilize multiple plot lines and sequence</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Identify one or more themes in a text</li> <li>• Development and change of the theme throughout the text</li> <li>• Interactions between multiple themes</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Narrative techniques: multiple plot lines (including sequence of events that build toward a specific tone or outcome)</li> <li>• Narrative techniques: dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>	

	<p>over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p> <p>W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.WP.11–12.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining</p>	<p>of events to build the tone to enhance their narrative.</p> <p>SWBAT revise their writing by adding effective dialogue.</p>				
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	<p>effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>					
	<p>RL.CI.11–12.2 Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a</p>	<p>SWBAT identify the best objective summary for a text.</p> <p>SWBAT write an objective summary of a text.</p> <p>SWBAT analyze how an</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Identifying an objective summary</li> <li>• Writing a summary of a text without personal bias (objective summary)</li> <li>• Importance of author's decisions (setting &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>



	<p>complex account or analysis; provide an objective summary of the text.</p> <p>RI.CI.11–12.2 Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3 Analyze the impact of the author’s choices as they develop ideas throughout</p>	<p>author's decisions shape the narrative by examining the setting and sequence of events.</p> <p>SWBAT use pacing and effective transitions to develop their characters and plot events.</p> <p>SWBAT choose precise words and sensory details to enhance their narrative story.</p>	<p>sequence)</p> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Narrative techniques: pacing &amp; transitions</li> <li>• Narrative techniques: description, sensory details, and word choice</li> </ul>			
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	<p>the text 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.IT.11–12.3 Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</p> <p>W.NW.11–12.3 Write narratives to develop real</p>					
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	<p>or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.WP.11–12.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on</p>					
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		addressing what is most significant for a specific purpose and audience.				
3-4	<p>RI.IT.11–12.3 Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</p> <p>W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>SWBAT analyze how an author's decisions shape the narrative by examining the action and character development.</p> <p>SWBAT assess how the structure of a text shapes its overall meaning and aesthetic impact.</p> <p>SWBAT analyze how the choice of where to begin a story affects the reader's engagement</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Importance of author's decisions (action &amp; characterization)</li> <li>• Understanding of narrative structures</li> <li>• Impact of beginning and ending on a story</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Narrative techniques: reflection (internal thinking)</li> <li>• Reflective conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>	

		<p>RL.TS.11–12.4 Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.</p> <p>W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event</p>	<p>ent and understanding.</p> <p>SWBAT use reflection to develop their characters and plot events.</p> <p>SWBAT provide a reflective conclusion that ties together their narrative's experiences or observation.</p>				
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	<p>sequences.</p> <p>W.WP.11–12.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>				
	<p>L.SS.11–12.1 Demonstrat</p>	<p>SWBAT analyze two texts</p>	<p>Reading Mini-lessons:</p>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instruc</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS Sugge sted</a></li> </ul>

	<p>e command of the system and structure of the English language when writing or speaking.</p> <p>RL.PP.11–12.5 Evaluate perspectives /lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p> <p>W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event</p>	<p>related to a common topic to identify differing perspectives.</p> <p>SWBAT justify their chosen viewpoint with evidence from the texts.</p> <p>SWBAT review the unit's standards and skills in order to prepare for the benchmark assessment.</p> <p>SWBAT compose an original story based on elements from a fictional text.</p> <p>SWBAT</p>	<ul style="list-style-type: none"> <li>• Different perspectives of related topics</li> <li>• What makes a viewpoint convincing</li> <li>• Spiral review of unit's standards and skills to prepare for BM</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Write an original story (a spin off story)</li> <li>• Write a story from a different character's POV</li> </ul>	<p><a href="#">tional Works hop Model Suggested Activities/Grou ps</a></p>	<p><a href="#">Formative Reading Assessments</a></p>
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		<p>sequences.</p> <p>W.WP.11–12.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>compose a narrative story from a different character's POV that logically follows from the events described .</p>				
November	1-2	L.VL.11–12.3 Determine	SWBAT to demonstr	<ul style="list-style-type: none"> <li>• Reading benchmark MP 1</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Narrative Rubric</a></li> </ul>	<ul style="list-style-type: none"> <li>• LinkIt! Bench</li> </ul>



	<p>or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.11–12.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>RL.CR.11–12.1 Accurately cite strong and thorough textual evidence and make</p>	<p>ate their knowledge of a fictional text by taking a benchmark assessment.</p> <p>SWBAT reflect on their learning in reading and writing throughout marking period 1 by creating SMART goals.</p>	<ul style="list-style-type: none"> <li>• Writing benchmark MP 1</li> <li>• End of MP reflection</li> <li>• Creating SMART goals</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">End of MP Reflection</a></li> </ul>	<p>mark MP 1</p> <ul style="list-style-type: none"> <li>• End of MP Reflection</li> </ul>
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	<p>relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RL.CI.11–12.2 Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an</p>					
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	<p>objective summary of the text.</p> <p>RL.IT.11–12.3 Analyze the impact of the author’s choices as they develop ideas throughout the text 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>RL.TS.11–12.4 Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to</p>					
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	<p>begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.</p> <p>RL.PP.11–12.5 Evaluate perspectives /lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p> <p>W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using</p>					
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	<p>effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.RW.11–12.7 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.</p>					
	<p>L.VL.11–12.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a</p>	<p>SWBAT transfer their understanding of the unit's standards by completing an end of marking period project.</p> <p>SWBAT review the unit's standards</p>	<p>Enrichment &amp; Intervention Week (based on BM1 data):</p> <ul style="list-style-type: none"> <li>• Enrichment project</li> <li>• Intervention groups</li> </ul>			

	<p>range of strategies.</p> <p>L.VI.11–12.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>RL.CR.11–12.1 Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this</p>	<p>by participating in a teacher-led small group.</p>				
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	<p>may include determining where the text leaves matters uncertain.</p> <p>RL.CI.11–12.2 Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3 Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to</p>					
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	<p>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>RL.TS.11–12.4 Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.</p>					
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		<p>RL.PP.11–12.5 Evaluate perspectives /lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p> <p>W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.RW.11–12.7 Write routinely over extended time frames (time for</p>					
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		research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.					
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### Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<ul style="list-style-type: none"> <li>● <b>Reading Skills:</b> <ol style="list-style-type: none"> <li>1. <b>Citing Textual Evidence in Literary Analysis (ELA.RL.CR.11–12.1):</b> <ul style="list-style-type: none"> <li>▪ Accurately citing strong and thorough textual evidence.</li> <li>▪ Making relevant connections to support a comprehensive analysis of literary texts.</li> <li>▪ Interpreting explicit and inferential aspects of texts.</li> </ul> </li> <li>2. <b>Citing Textual Evidence in Informational Analysis (ELA.RI.CR.11–12.1):</b> <ul style="list-style-type: none"> <li>▪ Accurately citing a range of textual evidence.</li> <li>▪ Supporting comprehensive analysis of informational texts with relevant connections.</li> </ul> </li> <li>3. <b>Analyzing Themes in Literary Texts (ELA.RL.CI.11–12.2):</b> <ul style="list-style-type: none"> <li>▪ Determining and analyzing two or more themes.</li> <li>▪ Understanding how themes interact and build on one another.</li> </ul> </li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Reading:</b> <ul style="list-style-type: none"> <li>▪ <b>Advanced Analysis and Interpretation:</b> <ul style="list-style-type: none"> <li>▪ Accurately citing strong textual evidence to support complex analyses of themes, character development, and authors' choices in <i>Beowulf</i>.</li> <li>▪ Analyzing how multiple themes interact and build on one another to create a nuanced understanding of the text.</li> </ul> </li> <li>▪ <b>Critical Evaluation:</b> <ul style="list-style-type: none"> <li>▪ Evaluating the effectiveness of narrative structures and authors' stylistic choices.</li> <li>▪ Comparing and</li> </ul> </li> </ul> </li> </ul>

- Providing objective summaries of literary texts.

**4. Analyzing Central Ideas in Informational Texts (ELA.RI.CI.11–12.2):**

- Determining and analyzing two or more central ideas.
- Understanding how central ideas interact and build on one another.
- Providing objective summaries of informational texts.

**5. Analyzing Author’s Choices in Literature (ELA.RL.IT.11–12.3):**

- Examining how authors develop ideas through narrative elements (setting, action order, character development).

**6. Analyzing Author’s Choices in Informational Texts (ELA.RI.IT.11–12.3):**

- Analyzing the development of ideas and sequences in informational texts.
- Explaining how individuals, ideas, or events interact and develop.

**7. Evaluating Author’s Structural Choices (ELA.RL.TS.11–12.4):**

- Evaluating how structure and specific parts of a text contribute to its overall meaning and aesthetic impact.

**8. Comparing Perspectives in Texts (ELA.RL.PP.11–12.5):**

- Evaluating different perspectives or lenses from two or more texts on related topics.
- Justifying the more cogent

contrasting perspectives from multiple texts to develop a deeper understanding of related topics.

**▪ Writing:**

**▪ Narrative Techniques:**

- Developing well-structured narratives that incorporate advanced techniques like complex character development, detailed settings, and sophisticated plot structures.
- Using narrative techniques such as dialogue, pacing, description, and reflection to enhance storytelling.

**▪ Revising and Strengthening:**

- Engaging in comprehensive revision processes, including planning, editing, rewriting, and reflecting on writing progress.
- Consulting style manuals (MLA or APA) for proper formatting and stylistic choices.

**▪ Speaking:**

**▪ Collaborative Discussions:**

viewpoint.

**9. Determining Word Meanings (ELA.L.VL.11–12.3):**

- Clarifying the meaning of unknown and multiple-meaning words and phrases.
- Using context clues, word parts, and reference materials to determine meanings.

**10. Understanding Figurative Language (ELA.L.VI.11–12.4):**

- Analyzing figurative language, word relationships, and nuances in word meanings.
- Understanding and interpreting connotative meanings.

**Writing Skills:**

**1. Writing Narratives (ELA.W.NW.11–12.3):**

- Developing real or imagined experiences using effective technique and well-structured event sequences.
- Employing narrative techniques such as dialogue, pacing, description, and reflection.

**2. Developing and Strengthening Writing (ELA.W.WP.11–12.4):**

- Planning, revising, editing, rewriting, and trying new approaches in writing.
- Tracking and reflecting on personal writing progress using portfolios, journals, and conferencing.
- Consulting style manuals (e.g., MLA or APA) for specific purposes and audiences.

**3. Writing Routinely**

- Initiating and participating effectively in in-depth discussions on complex topics, building on others' ideas, and expressing personal insights clearly and persuasively.
- **Adaptation and Formal Speech:**
  - Adapting speech to various contexts and demonstrating a command of formal English in appropriate situations.

**(ELA.W.RW.11–12.7):**

- Writing over extended and shorter time frames for various tasks and purposes.
- Incorporating research, reflection, and revision into writing processes.

**4. Command of the English Language  
(ELA.L.SS.11–12.1):**

- Mastery of grammar, syntax, and sentence structure.
- Effective use of language conventions in writing and speaking.

**5. Understanding Language  
Functions (ELA.L.KL.11–12.2):**

- Analyzing how language functions in different contexts.
- Making effective choices for meaning or style in writing.
- Enhancing comprehension when reading or listening through language analysis.

**Speaking Skills:**

**1. Participating in Collaborative  
Discussions (ELA.SL.PE.11–12.1):**

- Initiating and participating effectively in discussions on topics, texts, and issues.
- Building on others' ideas and expressing one's own clearly and persuasively.

**2. Adapting Speech to Various  
Contexts (ELA.SL.AS.11–12.6):**

- Adapting speech for different contexts and tasks.
- Demonstrating command of formal English when appropriate.

## **Career Readiness, Life Literacies, and Key Skills**

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Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).  Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

## **Interdisciplinary Connections**

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How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

SOC.6.2.12.GeoHE.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
SOC.6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
SOC.6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.