Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets	Assessments (*required)	Interdisciplinary Connections	21st Century Connections
	What do good	Effective readers	R1: Read closely	RL.9-10.1 Cite	Distinguish	Formative:	NJ.SS.6.1.12.D.3.	CRP4
Unit 1:	readers do?	use a variety of	to determine what	strong and	between literal	- Expository Essay	e Determine the	Communicate
Historical		strategies to make	the text says	thorough textual	language and	prewriting	impact of religious	clearly and
Fiction /	Am I clear about	sense of key ideas	explicitly and to	evidence and	figurative	- Graphic	and social	effectively and
Narrative	what I just read?	and details	make logical	make relevant	language.	Organizers	movements on the	with reason.
Part 1	How do I know?	presented in the	inferences and	connections to		- Class	development of	
(4 weeks)		text.	relevant	support analysis of	Recognize the	Discussions	American culture,	CRP11 Use
,	Author's choice:		connections from	what the text says	difference	- Journal	literature, and art.	technology to
	Why does it	To gain keener	it; cite specific	explicitly as well	between	reflections		enhance
	matter?	insight into the	textual evidence	as inferentially,	denotative	- Quote Analysis*	NJ.SS.6.3.12.5	productivity.
		integration of	when writing or	including	meanings and	- Peer	Decolonization,	
	What makes a	knowledge and	speaking to	determining where	connotative	editing/revision	the emergence of	9.2.4.A.1 Identify
	story a "great"	ideas, effective	support	the text leaves	meanings.	- Paragraph	new independent	reasons why
	story?	readers analyze	conclusions drawn	matters uncertain.		structure *	nations, and	people work,
		and evaluate	from the text.		Analyze how	- Worksheets	competing	different types of
	What do good	content,		RL.9-10.2	specific word	- Close Reading	ideologies	work, and how
	writers do?	reasoning, and	R2: Determine	Determine a	choices build on	- Characterization	changed the	work can help a
		claims in diverse	central ideas or	theme or central	one another to	Annotations	political landscape	person achieve
	What's my	formats.	themes of a text	idea of a text and	create a	- Guided Reading	and national	personal and
	purpose and how		and analyze their	analyze in detail	cumulative impact	Notes	identities of those	professional goals.
	do I develop it?	Students who are	development;	its development	on the overall		involved, and	
		college and career	summarize the key	over the course of	meaning and tone	Summative:	sometimes	9.3.12.ED.2
	Writing clearly:	ready read and	supporting details	the text, including	of a text.	- Tests and	included military	Demonstrate
	What makes a	interpret a variety	and ideas.	how it emerges	D 0 0	Quizzes	confrontations and	effective oral,
	difference?	of complex texts	D2 4 1 1	and is shaped and	Define points of	- Expository Essay	violations of	written, and
	7771 . 1 1	with confidence	R3: Analyze how	refined by specific	view	- Short	human rights.	multimedia
	What do good	and independence.	and why	details, and		Constructed	NICO	communication in
	writers do?	A	individuals,	provide an	Determine an	Responses*	NJ.SS.	multiple formats
	W/l	Analyzing texts	events, and ideas	objective	author's point of	- Annotations	6.1.12.D.14.e	and contexts.
	When a word	for structure,	develop and	summary of the	view and explain	- Projects	Evaluate the role	0.2.12 ED 5
	doesn't make	purpose, and	interact over the	text.	his/her purpose for	C	of religion on	9.3.12.ED.5
	sense, what can I	viewpoint allows	course of a text.		writing the text.	Common:	cultural and social	Demonstrate

do?	an effective reader		RL.9-10.3		- MP1 CA1*	mores, public	group
	to gain insight and	R4: Interpret	Analyze how	Identify claims		opinion, and	collaboration
How do I use w		words and phrases	complex	that are supported		political decisions.	skills to enhance
I know to figure	understanding.	as they are used in	characters (e.g.,	by facts(s) and			professional
out what I don'		a text, including	those with	those that are			education and
know?	Effective readers	determining	multiple or	opinions.			training practice.
	and writers use	technical,	conflicting				
In what ways do	oes knowledge of the	connotative, and	motivations)	Analyze how			9.3.12.ED.11
the creative cho	ice structure and	figurative	develop over the	different			Demonstrate
impact the	context of	meanings, and	course of a text,	documents			group
audience?	language to	analyze how	interact with other	address related			management skills
	acquire, clarify,	specific word	characters, and	themes and			that enhance
	and appropriately	choices shape	advance the plot	concepts.			professional
	use vocabulary.	meaning or tone.	or develop the				education and
			theme.	Determine how			training practice.
	Writing should be	R5: Analyze the		the time period			
	purposely focused,	structure of texts,	RL.9-10.4	and point of view			
	detailed,	including how	Determine the	of an author			
	organized, and	specific sentences,	meaning of words	affects his/her			
	sequenced in a	paragraphs, and	and phrases as	perspective on a			
	way that clearly	larger portions of	they are used in	theme or concept.			
	communicates the	the text (e.g., a	the text, including				
	ideas to the reader.	section, chapter,	figurative and	Analyze			
		scene, or stanza)	connotative	substantive			
	Effective writers	relate to each	meanings; analyze	(influential) topics			
	use a variety of	other and the	the cumulative	or texts to			
	formats to	whole.	impact of specific	determine an			
	communicate		word choices on	argument that			
	ideas appropriate	R7: Integrate and	meaning and tone	causes or has			
	for the audience,	evaluate content	(e.g., how the	caused a debate in			
	task, and time	presented in	language evokes a	society.			
	frame.	diverse media and	sense of time and	D (
	ECC 4: 1	formats, including	place; how it sets	Present my			
	Effective readers,	visually and	a formal or	position in a			
	writers, and	quantitatively, as	informal tone).	formal style that			
	listeners use	well as in words.	DI 0 10 5	includes an			
	knowledge of	D10. D - 1 - 1	RL.9-10.5	introduction,			
	language to make	R10: Read and	Analyze how an	supporting details			

appropriate	comprehend	author's choices	with transitions		
choices when	complex literary	concerning how to	that create		
	and informational		cohesion and		
presenting		structure a text,			
information and to	texts	order events	clarify		
clarify meaning	independently and	within it (e.g.,	relationships, and		
when reading or	proficiently with	parallel plots), and	provide a		
listening.	scaffolding as	manipulate time	concluding		
	needed.	(e.g., pacing,	statement/section		
		flashbacks) create	that supports my		
	W2: Write	specific effects	claim.		
	informative/expla	(e.g. mystery,			
	natory texts to	tension, or	Define common		
	examine and	surprise).	organizational/for		
	convey complex		matting structures		
	ideas and	RL.9-10.7	(e.g., headings,		
	information	Analyze the	graphics,		
	clearly and	representation of a	multimedia) and		
	accurately through	subject or a key	determine the		
	the effective	scene in two	structures that will		
	selection,	different artistic	allow me to		
	organization, and	mediums,	organize my		
	analysis of	including what is	complex ideas		
	content.	emphasized or	best.		
		absent in each			
	W4: Produce clear	work (e.g.,	Analyze the		
	and coherent	Auden's "Musée	information,		
	writing in which	des Beaux Arts"	identify		
	the development,	and Breughel's	domain-specific		
	organization, and	Landscape with	vocabulary for my		
	style are	the Fall of Icarus).	topic, and		
	appropriate to	<u> </u>	organize		
	task, purpose, and	RL.9-10.9	information into		
	audience.	Analyze and	broader categories		
		reflect on (e.g.	using my chosen		
	W5: Develop and	practical	structure(s).		
	strengthen writing	knowledge,			
	as needed by	historical/cultural	Present		
	planning, revising,	context, and	information		
	praining, revising,	context, and	miormanon		

editing, rewriting,	background	maintaining an	$\overline{}$
or trying a new	knowledge) how	objective tone and	
	an author draws		
approach.		formal style that	
W.C. II.	on and transforms	includes an	
W6: Use	source material in	introduction that	
technology,	a specific work	previews what is	
including the	(e.g., how	to follow,	
Internet, to	Shakespeare treats	supporting details,	
produce and	a theme or topic	varied transitions	
publish writing	from mythology	(to clarify and	
and to interact and	or the Bible or	create cohesion	
collaborate with	how a later author	when moving	
others.	draws on a play by	from one idea to	
	Shakespeare).	another), and	
W7: Conduct		concluding	
short as well as	RL.9-10.10 By	statement/section	
more sustained	the end of grade 9,	that supports the	
research projects,	read and	information	
utilizing an	comprehend	presented.	
inquiry-based	literature,		
research process,	including stories,	Use	
based on focused	dramas, and	organizational/	
questions,	poems at grade	formatting	
demonstrating	level	structures (graphic	
understanding of	text-complexity or	organizers) to	
the subject under	above with	develop writing	
investigation.	scaffolding as	ideas.	
m. vongunom	needed. By the		
W9: Draw	end of grade 10,	Compose a clear	
evidence from	read and	and logical piece	
literary or	comprehend	of writing that	
informational	literature,	demonstrates my	
texts to support	including stories,	understanding of a	
analysis,	dramas, and	specific writing	
reflection, and	poems, at grade	style.	
research.	level or above.	Style.	
researcii.	icver or above.	Define textual	
W10. Writa	DI 0 10 1		
W10: Write	RI.9-10.1	evidence.	

	I			I	1
		routinely over	Accurately cite		
		extended time	strong and	Determine how	
		frames (time for	thorough textual	textual evidence	
		research,	evidence, (e.g., via	supports analysis,	
		reflection, and	discussion, written	reflection, and/or	
		revision) and	response, etc.) and	research.	
		shorter time	make relevant		
		frames (a single	connections, to	Compose written	
		sitting or a day or	support analysis of	responses and	
		two) for a range of	what the text says	include textual	
		tasks, purposes,	explicitly as well	evidence to	
		and audiences.	as inferentially,	strengthen	
			including	analysis,	
		SL1: Prepare for	determining where	reflection, and /or	
		and participate	the text leaves	research.	
		effectively in a	matters uncertain.		
		range of		Recognize that	
		conversations and	RI.9-10.10: By	different writing	
		collaborations	the end of grade 9,	tasks require	
		with diverse	read and	varied time frames	
		partners, building	comprehend	to complete.	
		on others' ideas	literary nonfiction	-	
		and expressing	at grade level	Determine a	
		their own clearly	text-complexity or	writing	
		and persuasively.	above with	format/style to fit	
			scaffolding as	the task, purpose,	
		SL3: Evaluate a	needed. By the	and/or audience.	
		speaker's point of	end of grade 10,		
		view, reasoning,	read and	Write for a variety	
		and use of	comprehend	of reasons.	
		evidence and	literary nonfiction		
		rhetoric.	at grade level	Research	
			text-complexity or	materials to be	
		SL4: Present	above.	discussed and	
		information,		determine key	
		findings, and		points and/or	
		supporting	W.9-10.2	central ideas.	
		evidence such that	A. Introduce a		
		Criaciice such that	11. Introduce u		<u> </u>

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	listeners can	topic; organize	Create questions	
	follow the line of	complex ideas,	and locate key	
	reasoning and the	concepts, and	textual evidence to	
	organization,	information to	contribute to a	
	development, and	make important	discussion on the	
	style are	connections and	given topic, text or	
	appropriate to	distinctions;	issue.	
	task, purpose, and	include formatting		
	audience.	(e.g., headings),	Participate in a	
		graphics (e.g.,	discussion by	
	SL5: Make	figures, tables),	posing questions	
	strategic use of	and multimedia	that connect the	
	digital media and	when useful to	ideas of several	
	visual displays of	aiding.	speakers,	
	data to express	comprehension	responding to	
	information and	B. Develop the	questions, and	
	enhance	topic with	elaborating on	
	understanding of	well-chosen,	personal ideas	
	presentations.	relevant, and	and/or the ideas of	
		sufficient facts,	others to propel	
	SL6: Adapt	extended	the discussion.	
	speech to a variety	definitions,		
	of contexts and	concrete details,	Identify various	
	communicative	quotations, or	purposes for	
	tasks,	other information	presenting	
	demonstrating	and examples	information to a	
	command of	appropriate to the	reader or	
	formal English	audience's	audience.	
	when indicated or	knowledge of the		
	appropriate.	topic.	Analyze the	
		C. Use appropriate	information	
	L1: Demonstrate	and varied	presented in	
	command of the	transitions to link	diverse media and	
	conventions of	the major sections	formats and	
	standard English	of the text, create	integrate the	
	grammar and	cohesion, and	information to	
	usage when	clarify the	gain an overall	
		relationships	understanding of	

	writing or	among complex	the topic		
		ideas and			
	speaking.		presented.		
	10.0	concepts.			
	L2: Demonstrate	D. Use precise			
	command of the	language and			
	conventions of	domain-specific			
	standard English	vocabulary to			
	capitalization,	manage the			
	punctuation, and	complexity of the			
	spelling when	topic.			
	writing.	E. Establish and			
		maintain a style			
	L3: Apply	and tone			
	knowledge of	appropriate to the			
	language to	audience and			
	understand how	purpose (e.g.			
	language	formal and			
	functions in	objective for			
	different contexts,	academic writing)			
	to make effective	while attending to			
	choices for	the norms and			
	meaning or style,	conventions of the			
	and to	discipline in			
	comprehend more	which they are			
	fully when reading	writing.			
	or listening.	F. Provide a			
	or noveming.	concluding			
	L4: Determine or	paragraph or			
	clarify the	section that			
	meaning of	supports the			
	unknown and	argument			
	multiple-meaning	presented (e.g.,			
	words and phrases	articulating			
	by using context	implications or the			
	clues, analyzing	significance of the			
	meaningful word	topic).			
	parts, and	topic).			
		W 0 10 4 Droduce			
	consulting general	W.9-10.4 Produce			

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and speci			
reference	- C		
materials			
appropria	ite. organization, and		
	style are		
L5: Dem	onstrate appropriate to		
understar	iding of task, purpose, and		
word rela	tionships audience.		
and nuan	ces in (Grade-specific		
word me	anings. expectations for		
	writing types are		
L6: Acqu			
use accur			
range of			
academic	and		
domain-s	pecific W.9-10.5 Develop		
words an	d phrases and strengthen		
sufficien	for writing as needed		
reading,	writing, by planning,		
speaking	and revising, editing,		
listening	at the rewriting, trying a		
college a	nd career new approach, or		
readiness	level; consulting a style		
demonstr	rate manual (such as		
independ	ence in MLA or APA		
gathering	Style), focusing		
vocabula			
knowled	ge when what is most		
encounte	ring an significant for a		
unknown	term specific purpose		
importan			
compreh			
expression			
	should		
	demonstrate		
	command of		
	Language		
	standards 1–3 up		

	to and including	
	to and including	
	grades 9–10).	
	W 0 10 CH	
	W.9-10.6 Use	
	technology,	
	including the	
	Internet, to	
	produce, share,	
	and update writing	
	products, taking	
	advantage of	
	technology's	
	capacity to link to	
	other information	
	and to display	
	information	
	flexibly and	
	dynamically.	
	W.9-10.7 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	
	the subject under	

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		investigation.		
		W 0 10 0		
		W.9-10.9		
		A. Apply grades		
		9–10 Reading		
		standards to		
		literature (e.g.,		
		"Analyze how an		
		author draws on		
		and transforms		
		source material in		
		a specific work		
		[e.g., how		
		Shakespeare treats		
		a theme or topic		
		from mythology		
		or the Bible or		
		how a later author		
		draws on a play by		
		Shakespeare]").		
		B. Apply grades		
		9–10 Reading		
		standards to		
		nonfiction		
		informational		
		(e.g., "Delineate		
		and evaluate the		
		argument and		
		specific claims in		
		a text, assessing		
		whether the		
		reasoning is valid		
		and the evidence		
		is relevant and		
		sufficient; identify		
		false statements		
		and fallacious		
		reasoning").		
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			W.9-10.10 Write			
			routinely over			
			extended time			
			frames (time for			
			research,			
			reflection, and			
			revision) and			
			shorter time			
			frames (a single			
			sitting or a day or			
			two) for a range of			
			tasks, purposes,			
			and audiences.			
			SL.9-10.1			
			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.			
			C. Propel			
			conversations by			
			posing and			
			responding to			
L	L.	L .			l .	

questions that
relate the current
discussion to
broader themes or
larger ideas;
actively
incorporate others
into the
discussion; and
clarify, verify, or
challenge ideas
challenge ideas
and conclusions.
D. Respond
thoughtfully to
various
perspectives,
summarize points
of agreement and
disagreement, and
justify own views.
Make new
connections in
light of the
evidence and
reasoning
presented.
SL.9-10.4 Present
information,
findings and
supporting evidence clearly,
consists and
concisely, and
logically. The
content,
organization,
development, and
style are

	_	_	•		
			appropriate to		
			task, purpose, and		
			audience.		
			SL.9-10.5 Make		
			strategic use of		
			digital media (e.g.,		
			digital illeula (e.g.,		
			textual, graphical,		
			audio, visual, and		
			interactive		
			elements) in		
			presentations to		
			enhance findings,		
			reasoning, and		
			evidence and to		
			add interest.		
			add interest.		
			SL.9-10.6 Adapt		
			speech to a variety		
			of contexts and		
			tasks,		
			demonstrating		
			command of		
			formal English.		
			(See grades 9–10		
			Language		
			standards 1 and 3		
			for specific		
			expectations.)		
			expectations.)		
			T 0 10 1		
			L.9-10.1		
			B. Use various		
			types of phrases		
			(noun, verb,		
			adjectival,		
			adverbial,		
			participial,		
			prepositional,		
<u> </u>			propositional,		

absolute) and
clauses
(independent,
dependent; noun,
relative, adverbial)
to convey specific
meanings and add
variety and
interest to writing
or presentations.
L.9-10.2
B. Use a colon to
introduce a list or
quotation.
C. Spell correctly.
L.9-10.3 Apply
knowledge of
language to make
effective choices
for meaning, or
style, and to
comprehend more
fully when
reading, writing,
speaking or
listening. A. Vary word choice and
sentence structure
to demonstrate an
understanding of
the influence of
language.
L.9-10.4
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.	
	B. Identify and	
	correctly use	
	patterns of word	
	changes that	
	indicate different	
	meanings or parts	
	of speech (e.g.,	
	analyze, analysis,	
	analytical;	
	advocate,	
	advocacy).	
	C. Consult general	
	and specialized	
	reference	
	materials (e.g.,	
	dictionaries,	
	glossaries,	
	thesauruses), both	
	print and digital,	
	to find the	
	pronunciation of a	
	word or determine	
	or clarify its	
	precise meaning,	
	its part of speech,	
	or its etymology.	
	D. Verify the	
	preliminary	
	determination of	
	the meaning of a	
	the meaning of a	

			word or phrase			
			(e.g., by checking			
			the inferred			
			meaning in			
			context or in a			
			dictionary).			
			L.9-10.5			
			A. Interpret			
			figures of speech			
			(e.g., euphemism,			
			oxymoron) in			
			context and			
			analyze their role			
			in the text.			
			L.9-10.6 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.			
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TT 1/ 0	What do good	Effective readers	R1: Read closely	RL.9-10.1 Cite	Distinguish	Formative:	NJ.SS.6.1.12.A.8.	CRP5 Consider
Unit 2:	readers do?	use a variety of	to determine what	strong and	between literal	- Graphic	c Relate social	the environmental,
Historical	.	strategies to make	the text says	thorough textual	language and	Organizers	intolerance,	social and
Fiction /	Am I clear about	sense of key ideas	explicitly and to	evidence and	figurative	- Class	xenophobia, and	economic impacts
Narrative	what I just read?	and details	make logical	make relevant	language.	Discussions	fear of anarchists	of decisions.
Part 2	How do I know?	presented in the	inferences and	connections to		- Group	to government	CRP.6
(6 weeks)		text.	relevant	support analysis of	Recognize the	Discussions	policies restricting	Demonstrate
	Author's choice:		connections from	what the text says	difference	- Journal	immigration,	creativity and
	Why does it	To gain keener	it; cite specific	explicitly as well	between	reflections	advocacy, and	innovation.
	matter?	insight into the	textual evidence	as inferentially,	denotative	- Worksheets	labor	inito vacioni.
		integration of	when writing or	including	meanings and	- Quote Analysis*	organizations.	CRP8 Utilize
	What makes a	knowledge and	speaking to	determining where	connotative	- Narrative		critical thinking to
	story a "great"	ideas, effective	support	the text leaves	meanings.	pre-writing	NJ.SS.	make sense of
	story?	readers analyze	conclusions drawn	matters uncertain.		- Close Reading	6.1.12.D.14.e	problems and
		and evaluate	from the text.		Analyze how	- Annotations	Evaluate the role	persevere in
	What do good	content,		RL.9-10.2	specific word		of religion on	solving them.
	writers do?	reasoning, and	R2: Determine	Determine a	choices build on	Summative:	cultural and social	solving them.
		claims in diverse	central ideas or	theme or central	one another to	- Narrative	mores, public	CRP11 Use
	What's my	formats.	themes of a text	idea of a text and	create a	Writing*	opinion, and	technology to
	purpose and how		and analyze their	analyze in detail	cumulative impact	- Presentations	political decisions.	enhance
	do I develop it?	Students who are	development;	its development	on the overall	- Tests and		productivity.
		college and career	summarize the key	over the course of	meaning and tone	Quizzes	NJ.SS.6.3.12.5	productivity.
	Writing clearly:	ready read and	supporting details	the text, including	of a text.	- Projects	Decolonization,	9.3.12.ED.2
	What makes a	interpret a variety	and ideas.	how it emerges		- Short	the emergence of	Demonstrate
	difference?	of complex texts		and is shaped and	Define points of	Constructed	new independent	effective oral,
		with confidence	R3: Analyze how	refined by specific	view and evaluate	Responses	nations, and	written, and
	Why write?	and independence.	and why	details, and	points of view	- Quote Analysis*	competing	multimedia
			individuals,	provide an		- Text Analysis	ideologies	communication in
	What do good	Analyzing texts	events, and ideas	objective	Use POV		changed the	multiple formats
	writers do?	for structure,	develop and	summary of the	variation in	Common:	political landscape	and contexts.
		purpose, and	interact over the	text.	writing	- MP1 CA2*	and national	and contexts.
	What makes	viewpoint allows	course of a text.		_		identities of those	9.3.12.ED.5
	collaboration	an effective reader		RL.9-10.3	Determine an		involved, and	Demonstrate
	meaningful?	to gain insight and	R4: Interpret	Analyze how	author's point of		sometimes	
		strengthen	words and phrases	complex	view and explain		included military	group collaboration
	Making meaning	understanding.	as they are used in	characters (e.g.,	his/her purpose for		confrontations and	skills to enhance
	from a variety of		a text, including	those with	writing the text.		violations of	professional
	sources: What will	Effective readers	determining	multiple or			human rights.	education and
				-				education and

hel	lp?	and writers use	technical,	conflicting	Identify claims		training practice.
		knowledge of the	connotative, and	motivations)	that are supported	NJ.SS.6.1.12.13	
	ommunicating	structure and	figurative	develop over the	by facts(s) and	The Civil Rights	
clea	early: What does	context of	meanings, and	course of a text,	those that are	movement marked	
it ta	take?	language to	analyze how	interact with other	opinions.	a period of social	
		acquire, clarify,	specific word	characters, and		turmoil and	
	hen a word	and appropriately	choices shape	advance the plot	Analyze how	political reform,	
	esn't make	use vocabulary.	meaning or tone.	or develop the	different	resulting in the	
	nse, what can I			theme.	documents	expansion of	
do?	?	Writing should be	R5: Analyze the		address related	rights and	
		purposely focused,	structure of texts,	RL.9-10.4	themes and	opportunities for	
	ow do I use what	detailed,	including how	Determine the	concepts.	individuals and	
	now to figure	organized, and	specific sentences,	meaning of words		groups previously	
	t what I don't	sequenced in a	paragraphs, and	and phrases as	Determine how	discriminated	
kno	ow?	way that clearly	larger portions of	they are used in	the time period	against.	
		communicates the	the text (e.g., a	the text, including	and point of view		
	what ways does	ideas to the reader.	section, chapter,	figurative and	of an author	NJ.SS.6.3.12	
	e creative choice		scene, or stanza)	connotative	affects his/her	Active Citizenship	
	pact the	Producing clear	relate to each	meanings; analyze	perspective on a	in the 21st	
aud	dience?	ideas as a writer	other and the	the cumulative	theme or concept.	Century: All	
		involves selecting	whole.	impact of specific		students will	
	hat makes a	appropriate style		word choices on	Analyze	acquire the skills	
	esentation	and structure for	R7: Integrate and	meaning and tone	substantive	needed to be	
"gr	reat"?	an audience and is	evaluate content	(e.g., how the	(influential) topics	active, informed	
		strengthened	presented in	language evokes a	or texts to	citizens who value	
	hy do the rules	through revision	diverse media and	sense of time and	determine an	diversity and	
	language	and technology.	formats, including	place; how it sets	argument that	promote cultural	
mai	atter?		visually and	a formal or	causes or has	understanding by	
		Comprehension is	quantitatively, as	informal tone).	caused a debate in	working	
		enhanced through	well as in words.	DI 0.40 #	society.	collaboratively to	
		a collaborative	D0 4 1 1	RL.9-10.5		address the	
		process of sharing	R9: Analyze and	Analyze how an	Present my	challenges that are	
		and evaluating	reflect on how two	author's choices	position in a	inherent in living	
		ideas.	or more texts	concerning how to	formal style that	in an	
		E.CC	address similar	structure a text,	includes an	interconnected	
		Effective	themes or topics	order events	introduction,	world.	
		communication of	in order to build	within it (e.g.,	supporting details	NIETO 4C	
		ideas when	knowledge or to	parallel plots), and	with transitions	NJ.ET.8.1C	

speaking or	compare the	manipulate time	that create	Students use
writing relies on	approaches the	(e.g., pacing,	cohesion and	digital media and
the appropriate	authors take.	flashbacks) create	clarify	environments to
use of the	authors take.	specific effects	relationships, and	communicate and
conventions of	R10: Read and	(e.g. mystery,	provide a	work
language.	comprehend	tension, or	concluding	collaboratively,
language.	complex literary	surprise).	statement/section	including at a
Presentation of	and informational	surprise).	that supports my	distance, to
knowledge and	texts	RL.9-10.7	argument.	support individual
ideas is enhanced	independently and	Analyze the	argument.	learning and
through	proficiently with	representation of a	Define common	contribute to the
appropriate	scaffolding as	subject or a key	organizational/for	learning of others.
organization and	needed.	scene in two	matting structures	learning of others.
style for an	needed.	different artistic	(e.g., headings,	
audience via the	W2: Write	mediums,	graphics,	
use of visual	informative/expla	including what is	multimedia) and	
displays,		emphasized or	determine the	
1 2	natory texts to examine and	absent in each		
technology, and			structures that will	
the appropriate	convey complex	work (e.g.,	allow me to	
use of language.	ideas and	Auden's "Musée	organize my	
ECC4:	information	des Beaux Arts"	complex ideas	
Effective writers	clearly and	and Breughel's	best.	
use a variety of	accurately through	Landscape with	A 1 .1	
formats to	the effective	the Fall of Icarus).	Analyze the	
communicate	selection,	DI 0 10 0	information,	
ideas appropriate	organization, and	RL.9-10.9	identify	
for the audience,	analysis of	Analyze and	domain-specific	
task, and time	content.	reflect on (e.g.	vocabulary for my	
frame.	117/4 D 1 1	practical	topic, and	
F.00 .: 1	W4: Produce clear	knowledge,	organize	
Effective readers,	and coherent	historical/cultural	information into	
writers, and	writing in which	context, and	broader categories	
listeners use	the development,	background	using my chosen	
knowledge of	organization, and	knowledge) how	structure(s).	
language to make	style are	an author draws		
appropriate	appropriate to	on and transforms	Present	
choices when	task, purpose, and	source material in	information	
presenting	audience.	a specific work	maintaining an	

information and to		(e.g., how	objective tone and		
clarify meaning	W5: Develop and	Shakespeare treats	formal style that		
when reading or	strengthen writing	a theme or topic	includes an		
listening.	as needed by	from mythology	introduction that		
	planning, revising,	or the Bible or	previews what is		
	editing, rewriting,	how a later author	to follow,		
	or trying a new	draws on a play by	supporting details,		
	approach.	Shakespeare).	varied transitions		
	11	1 /	(to clarify and		
	W6: Use	RL.9-10.10 By	create cohesion		
	technology,	the end of grade 9,	when moving		
	including the	read and	from one idea to		
	Internet, to	comprehend	another), and		
	produce and	literature,	concluding		
	publish writing	including stories,	statement/section		
	and to interact and	dramas, and	that supports the		
	collaborate with	poems at grade	information		
	others.	level	presented.		
		text-complexity or			
	W7: Conduct	above with	Use		
	short as well as	scaffolding as	organizational/		
	more sustained	needed. By the	formatting		
	research projects,	end of grade 10,	structures (graphic		
	utilizing an	read and	organizers) to		
	inquiry-based	comprehend	develop writing		
	research process,	literature,	ideas.		
	based on focused	including stories,			
	questions,	dramas, and	Compose a clear		
	demonstrating	poems, at grade	and logical piece		
	understanding of	level or above.	of writing that		
	the subject under		demonstrates my		
	investigation.	W.9-10.2	understanding of a		
		A. Introduce a	specific writing		
	W9: Draw	topic; organize	style.		
	evidence from	complex ideas,			
	literary or	concepts, and	Define textual		
	informational	information to	evidence.		
	texts to support	make important			

	analysis,	connections and	Determine how		
	reflection, and	distinctions;	textual evidence		
	research.	include formatting	supports analysis,		
	research.	(e.g., headings),	reflection, and/or		
	W10: Write		research.		
		graphics (e.g.,	research.		
	routinely over	figures, tables),	C:		
	extended time	and multimedia	Compose written		
	frames (time for	when useful to	responses and		
	research,	aiding	include textual		
	reflection, and	comprehension	evidence to		
	revision) and	B. Develop the	strengthen		
	shorter time	topic with	analysis,		
	frames (a single	well-chosen,	reflection, and /or		
	sitting or a day or	relevant, and	research.		
	two) for a range of	sufficient facts,			
	tasks, purposes,	extended	Recognize that		
	and audiences.	definitions,	different writing		
		concrete details,	tasks require		
	SL1: Prepare for	quotations, or	varied time frames		
	and participate	other information	to complete.		
	effectively in a	and examples			
	range of	appropriate to the	Determine a		
	conversations and	audience's	writing		
	collaborations	knowledge of the	format/style to fit		
	with diverse	topic	the task, purpose,		
	partners, building	C. Use appropriate	and/or audience.		
	on others' ideas	and varied			
	and expressing	transitions to link	Write for a variety		
	their own clearly	the major sections	of reasons.		
	and persuasively.	of the text, create			
	1	cohesion, and	Write narrative		
	SL3: Evaluate a	clarify the	pieces.		
	speaker's point of	relationships	1		
	view, reasoning,	among complex	Work		
	and use of	ideas and	collaboratively		
	evidence and	concepts.	with peers to		
	rhetoric.	D. Use precise	produce a final		
	motorie.	language and	product		
		ranguage and	product		

CT 4 D	1	
SL4: Present	domain-specific	
information,	vocabulary to	Research
findings, and	manage the	materials to be
supporting	complexity of the	discussed and
evidence such that	topic.	determine key
listeners can	E. Establish and	points and/or
follow the line of	maintain a style	central ideas.
reasoning and the	and tone	
organization,	appropriate to the	Create questions
development, and	audience and	and locate key
style are	purpose (e.g.	textual evidence to
appropriate to	formal and	contribute to a
task, purpose, and	objective for	discussion on the
audience.	academic writing)	given topic, text or
	while attending to	issue.
SL5: Make	the norms and	
strategic use of	conventions of the	Participate in a
digital media and	discipline in	discussion by
visual displays of	which they are	posing questions
data to express	writing	that connect the
information and	F. Provide a	ideas of several
enhance	concluding	speakers,
understanding of	_	
•		
1		
SL6: Adapt		
		and/or the ideas of
of contexts and	articulating	
communicative	implications or the	the discussion.
tasks,	significance of the	
demonstrating	_	Identify various
command of	• /	
formal English	W.9-10.4 Produce	
when indicated or	clear and coherent	information to a
		reader or
11 1		
L1: Demonstrate		
		Analyze the
SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English	while attending to the norms and conventions of the discipline in which they are writing F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).	Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on personal ideas and/or the ideas of others to propel the discussion. Identify various purposes for presenting information to a

conventions of	appropriate to	information	
standard English	task, purpose, and	presented in	
grammar and	audience.	diverse media and	
usage when	(Grade-specific	formats and	
writing or	expectations for	integrate the	
speaking.	writing types are	information to	
1.2 D	defined in	gain an overall	
L2: Demonstrate	standards 1–3	understanding of	
command of the	above.)	the topic	
conventions of	W 0 40 7 D 1	presented.	
standard English	W.9-10.5 Develop		
capitalization,	and strengthen		
punctuation, and	writing as needed		
spelling when	by planning,		
writing.	revising, editing,		
	rewriting, trying a		
L3: Apply	new approach, or		
knowledge of	consulting a style		
language to	manual (such as		
understand how	MLA or APA		
language	Style), focusing		
functions in	on addressing		
different contexts,	what is most		
to make effective	significant for a		
choices for	specific purpose		
meaning or style,	and audience.		
and to	(Editing for		
comprehend more	conventions		
fully when reading	should		
or listening.	demonstrate		
	command of		
L4: Determine or	Language		
clarify the	standards 1–3 up		
meaning of	to and including		
unknown and	grades 9–10).		
multiple-meaning			
words and phrases	W.9-10.6 Use		
by using context	technology,		

clues, analyzing including the meaningful word Internet, to parts, and produce, share,	
parts, and produce, share,	
consulting general and update writing	
and specialized products, taking	
reference advantage of	
materials, as technology's	
appropriate. capacity to link to	
other information	
L5: Demonstrate and to display	
understanding of information	
word relationships flexibly and	
and nuances in dynamically.	
word meanings.	
W.9-10.9	
L6: Acquire and A. Apply grades	
use accurately a 9–10 Reading	
range of general standards to	
academic and literature (e.g.,	
domain-specific "Analyze how an	
words and phrases author draws on	
sufficient for and transforms	
reading, writing, source material in	
speaking, and a specific work	
listening at the [e.g., how	
college and career Shakespeare treats	
readiness level; a theme or topic	
demonstrate from mythology	
independence in or the Bible or	
gathering how a later author	
vocabulary draws on a play by	
knowledge when Shakespeare]").	
encountering an B. Apply grades	
unknown term 9–10 Reading	
important to standards to	
comprehension or nonfiction	
expression. informational	
(e.g., "Delineate	

				1	
		aluate the			
	argume	ent and			
	specifi	c claims in			
		assessing			
	whether				
		ng is valid			
		evidence			
		rant and			
		ent; identify			
	Sufficie	atements			
	and fal				
	reason	ng").			
		0.10 Write			
		ly over			
		ed time			
	frames	(time for			
	researc	h,			
	reflecti	on, and			
	revisio				
	shorter				
		(a single			
		or a day or			
	two) for	or a range of			
		ourposes,			
	and au	diences.			
	and au	itelices.			
	CT A 4	0.1			
	SL.9-1				
	A. Cor				
	discuss				
	prepare	ed, having			
	read ar				
	researc				
		ıl under			
	study;	explicitly			
	draw o				
		ation by			
	referrin				
 1		·	l .		

evidence from
texts and other
research on the
topic or issue to
stimulate a
thoughtful,
well-reasoned
exchange of ideas.
B. Collaborate
with peers to set
rules for
discussions (e.g.
informal
consensus, taking
votes on key
issues,
presentation of
alternate views);
develop clear
goals and
assessment criteria
(e.g. student
developed rubric)
and assign
individual roles as
needed.
C. Propel
conversations by
posing and
responding to
questions that
relate the current
discussion to
broader themes or
larger ideas;
actively
incorporate others
into the

1				
		discussion; and		
		clarify, verify, or		
		challenge ideas		
		and conclusions.		
		D. Respond		
		thoughtfully to		
		various		
		perspectives,		
		summarize points		
		of agreement and		
		disagreement, and		
		justify own views.		
		Make new		
		connections in		
		light of the		
		evidence and		
		reasoning		
		presented.		
		presented.		
		SL.9-10.3		
		Evaluate a		
		speaker's point of		
		view, reasoning,		
		and use of		
		evidence and		
		rhetoric,		
		identifying any		
		false reasoning or		
		distorted evidence.		
		uisionieu evidence.		
		SL.9-10.4 Present		
		information,		
		findings and		
		supporting evidence clearly,		
		concisely, and		
		logically. The		
		content,		

organization,
development, and
style are
appropriate to
task, purpose, and
audience.
SL.9-10.5 Make
strategic use of
digital media (e.g.,
textual, graphical,
audio, visual, and
interactive
elements) in
presentations to
enhance findings,
reasoning, and
evidence and to
add interest.
add interest.
SL.9-10.6 Adapt
speech to a variety
of contexts and
tasks,
demonstrating
command of
formal English.
(See grades 9–10
Language
standards 1 and 3
for specific
expectations.)
L.9-10.1
B. Use various
types of phrases
(noun, verb,
adjectival,

	1		1	I	
		adverbial,			
		participial,			
		prepositional,			
		absolute) and			
		clauses			
		(independent,			
		dependent; noun,			
		relative, adverbial)			
		to convey specific			
		meanings and add			
		variety and			
		interest to writing			
		or presentations.			
		L.9-10.2			
		B. Use a colon to			
		introduce a list or			
		quotation.			
		C. Spell correctly.			
		L.9-10.3 Apply			
		knowledge of			
		language to make			
		effective choices			
		for meaning, or			
		style, and to			
		comprehend more			
		fully when			
		reading, writing,			
		speaking or			
		listening. A. Vary			
		word choice and			
		sentence structure			
		to demonstrate an			
		understanding of			
		the influence of			
		language.			

2.19.00.2
L.9-10.4
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.
B. Identify and
correctly use
patterns of word
changes that
indicate different
meanings or parts
of speech (e.g.,
analyze, analysis,
analytical;
advocate,
advocacy).
C. Consult general
and specialized
reference
materials (e.g.,
dictionaries,
glossaries,
thesauruses), both
print and digital,
to find the
pronunciation of a
word or determine
or clarify its
precise meaning,
its part of speech,
or its etymology.
D. Verify the

	1			
	prelimina	У		
	determina			
	the meani			
	word or p	nrase		
	(e.g., by c	hecking		
	the inferre	d		
	meaning i			
	context or	in a		
	dictionary			
	dictionary	<i>).</i>		
	L.9-10.5			
	A. Interpr	et .		
	figures of	sneech		
	(e.g., eupl	Jemism		
	oxymoror) in		
	context ar			
	analyze th			
	in the text	•		
	1 0 10 6	A a quira		
	L.9-10.6			
	and use ac			
	general ac	ademic		
	and			
	domain-s _l			
	words and			
	phrases, s	ıfficient		
	for readin			
	writing, s			
	and listen			
	the colleg			
	career rea			
	level; den	onstrate		
	independe			
	gathering			
	vocabular	v		
	knowledg	e when		
	considering	ga		
	word or p	rrase		
	word or p			

	T			1				
				important to				
				comprehension or				
				expression.				
	What do good	Effective readers	R1: Read closely	RL.9-10.1 Cite	Define textual	Formative:	NJ.SS.6.2.8 All	CRP2 Apply
Unit 3:	readers do?	use a variety of	to determine what	strong and	evidence.	- Close Reading	students will	appropriate
The		strategies to make	the text says	thorough textual		- Textual	acquire the	academic and
Hero's	Am I clear about	sense of key ideas	explicitly and to	evidence and	Define inference	Annotations	knowledge and	technical skills.
Journey	what I just read?	and details	make logical	make relevant	and explain how a	- Group	skills to think	
(8 weeks)	How do I know?	presented in the	inferences and	connections to	reader uses textual	Discussions	analytically and	CRP5 Consider
		text.	relevant	support analysis of	evidence to reach	- Graphic	systematically	the environmental,
	Author's choice:		connections from	what the text says	a logical	Organizers	about how past	social and
	Why does it	To gain keener	it; cite specific	explicitly as well	conclusion.	- Web-research	interactions of	economic impacts
	matter?	insight into the	textual evidence	as inferentially,		- Character Charts	people, cultures,	of decisions.
		integration of	when writing or	including	Read closely and	- Worksheets	and the	
	What makes a	knowledge and	speaking to	determining where	find answers	- Quizzes	environment	CRP6
	story a "great"	ideas, effective	support	the text leaves	explicitly in text.	- Collaborative	affect issues	Demonstrate
	story?	readers analyze	conclusions drawn	matters uncertain.		learning group	across time and	creativity and
		and evaluate	from the text.		Analyze an	discussions and	cultures. Such	innovation.
	What do good	content,		RL.9-10.2	author's words	products (writing	knowledge and	
	writers do?	reasoning, and	R2: Determine	Determine a	and determine	groups and lit.	skills enable	CRP11 Use
		claims in diverse	central ideas or	theme or central	multiple pieces of	circle reading	students to make	technology to
	What's my	formats.	themes of a text	idea of a text and	textual evidence	groups)	informed	enhance
	purpose and how		and analyze their	analyze in detail	that strongly and	- Peer reading and	decisions as	productivity.
	do I develop it?	Students who are	development;	its development	thoroughly	editing*	socially and	
		college and career	summarize the key	over the course of	support both	- Narrative/	ethically	9.3.12.ED.2
	Writing clearly:	ready read and	supporting details	the text, including	explicit and	Descriptive	responsible world	Demonstrate
	What makes a	interpret a variety	and ideas.	how it emerges	inferential	techniques review	citizens in the 21st	effective oral,
	difference?	of complex texts		and is shaped and	questions.	practice	century.	written, and
		with confidence	R3: Analyze how	refined by specific		- Narrative		multimedia
	Why write?	and independence.	and why	details, and	Define theme.	prewriting	NJ.SS.6.2.8.3	communication in
			individuals,	provide an		- Prewriting	Classical	multiple formats
	What do good	Analyzing texts	events, and ideas	objective	Analyze plot.	graphic organizer	civilizations (i.e.,	and contexts.
	writers do?	for structure,	develop and	summary of the		- Student/Teacher	Greece, Rome,	
		purpose, and	interact over the	text.	Determine how	conferences	India and China)	
	Communicating	viewpoint allows	course of a text.		specific details in	- Hero's Journey	developed and	
	clearly: What does	an effective reader		RL.9-10.3	the text reveal and	Cycle graphic	expanded into	
	it take?	to gain insight and	R5: Analyze the	Analyze how	continually refine	organizers*	empires of	
		strengthen	structure of texts,	complex	a theme.	- Epic Checklist	unprecedented	

When a word	understanding.	including how	characters (e.g.,		graphic	size and diversity	
doesn't make		specific sentences,	those with	Compose an	organizers*	by creating	
sense, what can I	Effective readers	paragraphs, and	multiple or	objective		centralized	
do?	and writers use	larger portions of	conflicting	summary stating	Summative:	governments and	
	knowledge of the	the text (e.g., a	motivations)	the key points of	- Narrative	promoting	
How do I use what	structure and	section, chapter,	develop over the	the text without	Writing piece*	commerce, a	
I know to figure	context of	scene, or stanza)	course of a text,	adding my own	- Tests	common culture,	
out what I don't	language to	relate to each	interact with other	opinions or	- Poetry Writing	and social values.	
know?	acquire, clarify,	other and the	characters, and	feelings.	- Poetry Analysis		
	and appropriately	whole.	advance the plot		 Epic Checklist 	NJ.SS.6.2.12.1	
In what ways does	use vocabulary.		or develop the	Identify and	identification and	The methods of	
the creative choice		R6: Assess how	theme.	explain the role of	analysis*	and motivations	
impact the	Writing should be	point of view or		complex	- Hero's Journey	for exploration	
audience?	purposely focused,	purpose shapes the	RL.9-10.5	characters in a	Cycle Analysis*	and conquest	
	detailed,	content and style	Analyze how an	text.	- Literature Circle	resulted in	
Why do the rules	organized, and	of a text.	author's choices		Discussions*	increased global	
of language	sequenced in a		concerning how to	Analyze how	- Textual	interactions,	
matter?	way that clearly	R7: Integrate and	structure a text,	complex	annotations	differing patterns	
	communicates the	evaluate content	order events	characters develop		of trade,	
	ideas to the reader.	presented in	within it (e.g.,	over the course of	~	colonization, and	
	D 1 1 1	diverse media and	parallel plots), and	a text.	Common:	conflict among	
	Producing clear	formats, including	manipulate time		MP2 CA1*	nations.	
	ideas as a writer	visually and	(e.g., pacing,	Analyze how	MP2 CA2*		
	involves selecting	quantitatively, as	flashbacks) create	characters develop			
	appropriate style	well as in words.	specific effects	through their			
	and structure for	DO 4 1 1	(e.g. mystery,	interactions with			
	an audience and is	R9: Analyze and	tension, or	others.			
	strengthened	reflect on how two or more texts	surprise).	A			
	through revision		RL.9-10.6	Analyze how			
	and technology.	address similar	Analyze a	complex characters advance			
	Effective	themes or topics in order to build	particular point of	the plot of a text			
	communication of	knowledge or to	view or cultural	and/or contribute			
	ideas when	compare the	experience	to the			
	speaking or	approaches the	reflected in a work	development of a			
	writing relies on	authors take.	of literature from	theme.			
	the appropriate	adillois take.	outside the United	monic.			
	use of the	R10: Read and	States, drawing on	Explain how the			
	ase of the	1110. ICau ana	States, drawing on	Explain now me		1	1

conventions of	comprehend	a wide reading of	point of view or		
	comprehend complex literary	world literature.	cultural		
language.		world interature.			
Effections armite and	and informational	DI 0 10 7	experience (e.g.,		
Effective writers	texts	RL.9-10.7	government, role		
use a variety of	independently and	Analyze the	of women) found		
formats to	proficiently with	representation of a	in various works		
communicate	scaffolding as	subject or a key	of world literature		
ideas appropriate	needed.	scene in two	differs from works		
for the audience,		different artistic	of literature		
task, and time	W3: Write	mediums,	written in the		
frame.	narratives to	including what is	United States.		
	develop real or	emphasized or			
Effective readers,	imagined	absent in each	Analyze multiple		
writers, and	experiences or	work (e.g.,	texts of world		
listeners use	events using	Auden's "Musée	literature to gain		
knowledge of	effective	des Beaux Arts"	insight into the		
language to make	technique,	and Breughel's	point of view of		
appropriate	well-chosen	Landscape with	other societies and		
choices when	details, and	the Fall of Icarus).	cultures.		
presenting	well-structured				
information and to	event sequences.	RL.9-10.9	Define inference		
clarify meaning	_	Analyze and	and explain how a		
when reading or	W4: Produce clear	reflect on (e.g.	reader uses textual		
listening.	and coherent	practical	evidence to reach		
	writing in which	knowledge,	a logical		
	the development,	historical/cultural	conclusion.		
	organization, and	context, and			
	style are	background	Analyze an		
	appropriate to	knowledge) how	author's words		
	task, purpose, and	an author draws	and determine		
	audience.	on and transforms	multiple pieces of		
		source material in	textual evidence		
	W5: Develop and	a specific work	that strongly and		
	strengthen writing	(e.g., how	thoroughly		
	as needed by	Shakespeare treats	support both		
	planning, revising,	a theme or topic	explicit and		
	editing, rewriting,	from mythology	inferential		
	or trying a new	or the Bible or	questions.		
	or a ying a new	of the blote of	questions.		

	approach.	how a later author			
	арргоасп.	draws on a play by	Identify particular		
	W6 Use	Shakespeare).	sentences,		
	technology,	Shakespeare).	paragraphs, or		
	including the	RL.9-10.10 By	larger portions of		
	_		- 1		
	Internet, to	the end of grade 9,	a text that support		
	produce and	read and	an author's ideas		
	publish writing	comprehend	or claims.		
	and to interact and	literature,			
	collaborate with	including stories,	Analyze and		
	others.	dramas, and	explain how the		
		poems at grade	role of particular		
	W9: Draw	level	sentences,		
	evidence from	text-complexity or	paragraphs, or		
	literary or	above with	larger portions of		
	informational	scaffolding as	a text helps to		
	texts to support	needed. By the	develop and refine		
	analysis,	end of grade 10,	the author's ideas		
	reflection, and	read and	or claims.		
	research.	comprehend			
		literature,	Define point of		
	W10: Write	including stories,	view as how the		
	routinely over	dramas, and	author feels about		
	extended time	poems, at grade	the situation /		
	frames (time for	level or above.	topic of a text.		
	research,				
	reflection, and	W.9-10.3	Determine an		
	revision) and	A. Engage and	author's point of		
	shorter time	orient the reader	view and explain		
	frames (a single	by setting out a	his / her purpose		
	sitting or a day or	problem, situation,	for writing the		
	two) for a range of	or observation,	text.		
	tasks, purposes,	establishing one or			
	and audiences.	multiple point(s)	Define narrative		
		of view, and	and describe the		
	SL1: Prepare for	introducing a	basic parts of plot.		
	and participate	narrator and/or	Table Paris of Prote		
	effectively in a	characters; create	Use narrative		
	checuvery in a	characters, create	USC Hallative		

		a smooth	techniques to		
	range of				
	conversations and	progression of	develop		
	collaborations	experiences or	experiences,		
	with diverse	events	events, setting,		
	partners, building	B. Use narrative	and/or characters.		
	on others' ideas	techniques, such			
	and expressing	as dialogue,	Signal changes in		
	their own clearly	pacing,	time and place by		
	and persuasively.	description,	using transition		
		reflection, and	words, phrases,		
	SL4: Present	multiple plot lines,	and clauses to		
	information,	to develop	show the		
	findings, and	experiences,	relationships		
	supporting	events, and/or	among		
	evidence such that	characters.	experiences and		
	listeners can	C. Use a variety of	events.		
	follow the line of	techniques to			
	reasoning and the	sequence events	Identify the		
	organization,	so that they build	writing style that		
	development, and	on one another to	best fits my task,		
	style are	create a coherent,	purpose, and		
	appropriate to	complete and	audience.		
	task, purpose, and	comprehensive			
	audience.	piece.	Use organizational		
		D. Use precise	/ formatting		
	SL5: Make	words and	structures to		
	strategic use of	phrases, telling	develop my		
	digital media and	details, and	writing ideas.		
	visual displays of	sensory language			
	data to express	to convey a vivid	Compose a clear		
	information and	picture of the	and logical piece		
	enhance	experiences,	of writing that		
	understanding of	events, setting,	demonstrates my		
	presentations.	and/or characters.	understanding of a		
	F	E. Provide a	specific style.		
	SL6: Adapt	conclusion that	~F		
	speech to a variety	follows from and	Use prewriting		
	of contexts and	reflects on what is	strategies to		
	of contexts and	Terrects on what is	strategies to		

communicative	experienced,	formulate ideas.	
tasks,	observed, or		
demonstrating	resolved over the	Recognize that a	
command of	course of the	well-developed	
formal English	narrative.	piece of writing	
when indicated or		requires more than	
appropriate.	W.9-10.4 Produce	one draft.	
	clear and coherent		
L1: Demonstrate	writing in which	Apply revision	
command of the	the development,	strategies with the	
conventions of	organization, and	help of others.	
standard English	style are		
grammar and	appropriate to	Edit my writing	
usage when	task, purpose, and	by checking for	
writing or	audience.	errors in	
speaking.	(Grade-specific	capitalization,	
	expectations for	punctuation,	
L2: Demonstrate	writing types are	grammar, spelling,	
command of the	defined in	etc.	
conventions of	standards 1–3		
standard English	above.)	Analyze my	
capitalization,		writing to	
punctuation, and	W.9-10.5 Develop	determine if my	
spelling when	and strengthen	purpose and	
writing.	writing as needed	audience have	
	by planning,	been fully	
L3: Apply	revising, editing,	addressed and	
knowledge of	rewriting, trying a	revise when	
language to	new approach, or	necessary.	
understand how	consulting a style		
language	manual (such as	Prepare multiple	
functions in	MLA or APA	drafts using	
different contexts,	Style), focusing	revisions and edits	
to make effective	on addressing	to develop and	
choices for	what is most	strengthen my	
meaning or style,	significant for a	writing.	
and to	specific purpose	December 1	
comprehend more	and audience.	Recognize when	

	fully when reading	(Editing for	revising, editing,		
	or listening.	conventions	and rewriting are		
		should	not enough, and I		
	L4: Determine or	demonstrate	need to try a new		
	clarify the	command of	approach.		
	meaning of	Language			
	unknown and	standards 1–3 up	Identify		
	multiple-meaning	to and including	technology (e.g.,		
	words and phrases	grades 9–10).	Word Publisher,		
	by using context		PowerPoint, wiki,		
	clues, analyzing	W.9-10.6 Use	blog) that will		
	meaningful word	technology,	help produce,		
	parts, and	including the	publish, and		
	consulting general	Internet, to	update individual		
	and specialized	produce, share,	or shared writing		
	reference	and update writing	products.		
	materials, as	products, taking			
	appropriate.	advantage of	Determine the		
		technology's	most efficient		
	L5: Demonstrate	capacity to link to	technology		
	understanding of	other information	medium to		
	word relationships	and to display	complete a writing		
	and nuances in	information	task.		
	word meanings.	flexibly and			
		dynamically.	Use technology to		
	L6: Acquire and		enhance a writing		
	use accurately a	W.9-10.9	product by linking		
	range of general	A. Apply grades	to other		
	academic and	9–10 Reading	information and /		
	domain-specific	standards to	or displaying		
	words and phrases	literature (e.g.,	information		
	sufficient for	"Analyze how an	flexibly and		
	reading, writing,	author draws on	dynamically.		
	speaking, and	and transforms			
	listening at the	source material in	Determine textual		
	college and career	a specific work	evidence that		
	readiness level;	[e.g., how	supports analysis,		
	demonstrate	Shakespeare treats	reflection, and/ or		

	independence in	a theme or topic	research.	
	gathering	from mythology	rescaren.	
	vocabulary	or the Bible or	Compose written	
	knowledge when	how a later author	responses and	
	encountering an	draws on a play by	include textual	
	unknown term	Shakespeare]").	evidence to	
	important to	B. Apply grades	strengthen	
	comprehension or	9–10 Reading standards to	analysis, reflection, and / or	
	expression.	nonfiction		
			research.	
		informational	December that	
		(e.g., "Delineate	Recognize that	
		and evaluate the	different writing	
		argument and	tasks (e.g.,	
		specific claims in	journal, reflection,	
		a text, assessing	research) require	
		whether the	varied time frames	
		reasoning is valid	to complete.	
		and the evidence		
		is relevant and	Determine a	
		sufficient; identify	writing format /	
		false statements	style to fit my	
		and fallacious	task, purpose, and/	
		reasoning").	or audience.	
		W 0 10 10 W	W. C.	
		W.9-10.10 Write	Write for a variety	
		routinely over	of reasons (e.g., to	
		extended time	inform, to	
		frames (time for	describe, to	
		research,	persuade, to	
		reflection, and	entertain / convey	
		revision) and	an experience).	
		shorter time		
		frames (a single	Create questions	
		sitting or a day or	and locate key	
		two) for a range of	textual evidence to	
		tasks, purposes,	contribute to a	
		and audiences.	discussion on a	

 1	1	, , , , , , , , , , , , , , , , , , , ,				T
				given topic, text,		
			SL.9-10.1	or issue.		
			A. Come to			
			discussions	Work with peers		
			prepared, having	to define the rules		
			read and	and roles		
			researched	necessary for		
			material under	collegial		
			study; explicitly	discussion and		
			draw on that	decision-making.		
			preparation by			
			referring to	Come prepared		
			evidence from	with key points		
			texts and other	and textual		
			research on the	evidence to		
			topic or issue to	contribute to a		
			stimulate a	discussion and		
			thoughtful,	stimulate a		
			well-reasoned	thoughtful		
			exchange of ideas.	well-reasoned		
			B. Collaborate	exchange of ideas.		
			with peers to set	_		
			rules for	Participate in a		
			discussions (e.g.	discussion by		
			informal	posing questions		
			consensus, taking	that connect the		
			votes on key	ideas of several		
			issues,	speakers,		
			presentation of	responding to		
			alternate views);	questions, and		
			develop clear	elaborating on my		
			goals and	own ideas and/ or		
			assessment criteria	the ideas of others		
			(e.g. student	to propel the		
			developed rubric)	discussion.		
			and assign			
			individual roles as	Make relevant		
			needed.	observations and		

		C. D. 1	.1 1	
		C. Propel	use my ideas and	
		conversations by	comments to	
		posing and	relate the current	
		responding to	discussion to	
		questions that	broader themes or	
		relate the current	ideas.	
		discussion to		
		broader themes or	Respond	
		larger ideas;	thoughtfully to	
		actively	diverse	
		incorporate others	perspectives	
		into the	presented in a	
		discussion; and	discussion,	
		clarify, verify, or	integrate them	
		challenge ideas	with my own	
		and conclusions.	when warranted	
		D. Respond	(appropriate), and	
		thoughtfully to	justify my own	
		various	views based on	
		perspectives,	evidence	
		summarize points	introduced by	
		of agreement and	others.	
		disagreement, and		
		justify own views.	Define and	
		Make new	identify various	
		connections in	types of phrases	
		light of the	and clauses.	
		evidence and	and cradeous.	
		reasoning	Use appropriate	
		presented.	phrases and	
		p. comea.	clauses to convey	
		SL.9-10.4 Present	specific meaning	
		information,	and add variety	
		findings and	and interest to	
		supporting	writing or	
		evidence clearly,	presentations.	
		concisely, and	presentations.	
		logically. The	Determine when	
		logically. The	Determine when	

	to capitalize
content,	
organiza	
developr	
style are	
appropris	
	pose, and and use resources
audience	
	spelling correctly.
SL.9-10.	
strategic	
	edia (e.g., of unknown words
	graphical, using context
audio, vi	
interactiv	
elements	
presentat	
enhance	
reasoning	g, and
evidence	
add inter	est. unknown words
	into units of
SL.9-10.	
	a variety the definition of
of context	
tasks,	word.
demonstr	
comman	
formal E	
(See grad	
Languag	
standards	
for speci	
expectati	
i i i i i i i i i i i i i i i i i i i	meaning of an
L.9-10.1	unknown word, its
B. Use v	
types of	
(noun, ve	
[io, ctymology by

1: 1: 1	10. 1
adjectival,	consulting general
adverbial,	and specialized
participial,	reference
prepositional,	materials.
absolute) and	
clauses	Define and
(independent,	identify various
dependent; noun,	forms of figurative
relative, adverbial)	language.
to convey specific	
meanings and add	Interpret figures of
variety and	speech and
interest to writing	analyze their
or presentations.	overall role in the
•	text.
L.9-10.2	
C. Spell correctly.	Recognize word
1 5	relationships and
L.9-10.3 Apply	use the
knowledge of	relationships to
language to make	further understand
effective choices	multiple words.
for meaning, or	
style, and to	Recognize the
comprehend more	difference
fully when	between
reading, writing,	denotative
speaking or	meanings and
listening. A. Vary	connotative
word choice and	meanings.
sentence structure	incumings.
to demonstrate an	Analyze how
understanding of	certain words and
the influence of	phrases that have
	similar
language.	denotations can
L.9-10.4	
	carry different
A. Use context	nuances.

		/ 11 11			
		(e.g., the overall			
		meaning of a	Recognize the		
		sentence,	difference		
		paragraph, or text;	between general		
		a word's position	academic words		
		or function in a	and phrases and		
		sentence) as a clue	domain-specific		
		to the meaning of	words and		
		a word or phrase.	phrases.		
		C. Consult general			
		and specialized	Acquire and use		
		reference	college and career		
		materials (e.g.,	readiness level		
		dictionaries,	academic and		
		glossaries,	domain-specific /		
		thesauruses), both	phrases to		
		print and digital,	demonstrate		
		to find the	proficiency in		
		pronunciation of a	reading, writing,		
		word or determine	speaking, and		
		or clarify its	listening.		
		precise meaning,			
		its part of speech,	Consider		
		or its etymology.	vocabulary		
		D. Verify the	knowledge		
		preliminary	including		
		determination of	denotation,		
		the meaning of a	nuance,		
		word or phrase	etymology, etc.		
		(e.g., by checking	and determine the		
		the inferred	most appropriate		
		meaning in	words or phrases		
		context or in a	to express overall		
		dictionary).	meaning.		
		aretronary).	mouning.		
		L.9-10.5	Gather vocabulary		
		A. Interpret	knowledge		
		figures of speech	independently		
		figures of speceli	macpenacity		

				(e.g., euphemism, oxymoron) in context and analyze their role in the text. L.9-10.6 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.	when considering a word or phrase important to comprehension or expression.			
Unit 4: Research and Argument ative Writing Skills (9 weeks)	What do good readers do? Am I clear about what I just read? How do I know? Author's choice: Why does it matter?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence	RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of	Distinguish between literal language and figurative language. Recognize the difference between denotative	Formative: - Paraphrasing and quoting exercises - MLA formatting exercises* - Group/ partnered/whole class discussions - KWL charts - Class discussions	NJ.SS.6.3.12 - Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives Collaboratively	CRP2 Apply appropriate academic and technical skills. CRP5 Consider the environmental, social and economic impacts of decisions.

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337h - 4 - 1 - 1	Effective readers	when writing or	what the text says	meanings and	- Worksheets/	evaluate possible	
What do good	use a variety of	speaking to	explicitly as well	connotative	graphic organizers	solutions to	CRP6
writers do?	strategies to make	support	as inferentially,	meanings.	- Non-fiction	problems and	Demonstrate
****	sense of key ideas	conclusions drawn	including		analysis / close	conflicts that arise	creativity and
What's my	and details	from the text.	determining where	Analyze how	reading*	in an	innovation.
purpose and how	presented in the		the text leaves	specific word	- Web-based	interconnected	
do I develop it?	text.	R2: Determine	matters uncertain.	choices build on	research*	world.	CRP11 Use
		central ideas or		one another to	- Peer review	- Critically	technology to
Writing clearly:	To gain keener	themes of a text	RI.9-10.2	create a	worksheets*	analyze	enhance
What makes a	insight into the	and analyze their	Determine a	cumulative impact	- Research paper	information, make	productivity.
difference?	integration of	development;	central idea of a	on the overall	rough draft*	ethical judgments,	productivity.
	knowledge and	summarize the key	text and analyze	meaning and tone	- Reflections	and responsibly	9.3.12.ED.2
What do good	ideas, effective	supporting details	how it is	of a text.	(written and	address	Demonstrate
researchers do?	readers analyze	and ideas.	developed and		discussions)	controversial	effective oral,
	and evaluate		refined by specific	Define points of	- Conferences	issues.	written, and
"Cut and Paste:"	content,	R4: Interpret	details; provide an	view as how the	- Online	- Communicate	multimedia
What's the	reasoning, and	words and phrases	objective	author feels about	Conferences via	through rational	communication in
problem?	claims in diverse	as they are used in	summary of the	the situation/topic	Google Docs	and persuasive	multiple formats
	formats.	a text, including	text.	of a text.		written and oral	and contexts.
Why write?		determining			Summative:	arguments to	and contexts.
	Students who are	technical,	RI.9-10.4	Determine an	- Argumentative	present solutions	
What do good	college and career	connotative, and	Determine the	author's point of	Research paper*	to controversial	
writers do?	ready read and	figurative	meaning of words	view and explain	- MLA/Research	issues.	
	interpret a variety	meanings, and	and phrases as	his/her purpose for	Quiz/Test*		
Making meaning	of complex texts	analyze how	they are used in a	writing the text.	- Persuasion	NJ.SS.6.3.12	
from a variety of	with confidence	specific word	text, including		Project	Active Citizenship	
sources: What will	and independence.	choices shape	figurative,	Identify when an	- Persuasion	in the 21st	
help?	1	meaning or tone.	connotative, and	author uses	Analysis	Century: All	
1	Analyzing texts		technical	rhetoric and	- Annotated	students will	
Why do the rules	for structure,	R5: Analyze the	meanings; analyze	analyze how the	bibliography*	acquire the skills	
of language	purpose, and	structure of texts.	the cumulative	rhetoric	- Generated thesis	needed to be	
matter?	viewpoint allows	including how	impact of specific	strengthens his/her	statements*	active, informed	
	an effective reader	specific sentences,	word choices on	point of view or	- Article	citizens who value	
Communicating	to gain insight and	paragraphs, and	meaning and tone	purpose.	annotations	diversity and	
clearly: What does	strengthen	larger portions of	(e.g., how the	P. P. P. C.	- Quizzes and	promote cultural	
it take?	understanding.	the text (e.g., a	language of a	Identify the side	Tests	understanding by	
it tuite:	andorbunding.	section, chapter,	court opinion	of an argument an	- Terminology	working	
When a word	Effective readers	scene, or stanza)	differs from that	author presents in	identification*	collaboratively to	
 WOIG	Litective readers	secile, or stanza)	differs from that	addioi presents ill	identification	conacoratively to	

doesn't make	and writers use	relate to each	of a newspaper).	a text.	- Web-based	address the	
sense, what can I	knowledge of the	other and the			research*	challenges that are	
do?	structure and	whole.	RI.9-10.5 Analyze	Determine the	- Works Cited	inherent in living	
	context of		in detail how an	credibility of the	Page*	in an	
What makes	language to	R6: Assess how	author's ideas or	author and his/her	- Non-fiction	interconnected	
collaboration	acquire, clarify,	point of view or	claims are	purpose.	analysis / close	world.	
meaningful?	and appropriately	purpose shapes the	developed and		reading*		
	use vocabulary.	content and style	refined by	Identity claims		NJ.ET.8.1E	
How do I use what		of a text.	particular	that are supported	Common:	Students apply	
I know to figure	Writing should be		sentences,	by facts(s) and	MP3 CA1*	digital tools to	
out what I don't	purposely focused,	R7: Integrate and	paragraphs, or	those that are	MP3 CA2*	gather, evaluate,	
know?	detailed,	evaluate content	larger portions of	opinions.		and use	
	organized, and	presented in	a text (e.g., a			information.	
In what ways does	sequenced in a	diverse media and	section or	Analyze how			
the creative choice	way that clearly	formats, including	chapter).	different		NJ.ET.8.1F	
impact the	communicates the	visually and		documents		Students use	
audience?	ideas to the reader.	quantitatively, as	RI.9-10.6	address related		critical thinking	
		well as in words.	Determine an	themes and		skills to plan and	
	Producing clear		author's point of	concepts.		conduct research,	
	ideas as a writer	R8: Delineate and	view or purpose in			manage projects,	
	involves selecting	evaluate the	a text and analyze	Identify the		solve problems,	
	appropriate style	argument and	how an author	writing style that		and make	
	and structure for	specific claims in	uses rhetorical	best fits my task,		informed	
	an audience and is	a text, including	devices to advance	purpose, and		decisions using	
	strengthened	the validity of the	that point of view	audience.		appropriate digital	
	through revision	reasoning as well	or purpose.			tools and	
	and technology.	as the relevance		Use		resources.	
		and sufficiency of	RI.9-10.7 Analyze	organizational/			
	Comprehension is	the evidence.	various	formatting			
	enhanced through		perspectives as	structures to			
	a collaborative	R10: Read and	presented in	develop my			
	process of sharing	comprehend	different mediums	writing ideas.			
	and evaluating	complex literary	(e.g., a person's	T1 .:0			
	ideas.	and informational	life story in both	Identify			
	F.00 .:	texts	print and	technology that			
	Effective	independently and	multimedia),	will assist in the			
	communication of	proficiently with	determining which	production,			
	ideas when	scaffolding as	details are	publication, and			

speaking or	needed.	emphasized in	updating of shared	
writing relies on		each account.	writing products.	
the appropriate	W1: Write	tuti uttouii.	wiimig products.	
use of the	arguments to	RI.9-10.8	Define research	
conventions of	support claims in	Describe and	and distinguish	
language.	an analysis of	evaluate the	how research	
	substantive topics	argument and	differs from other	
Effective writers		specific claims in	types of writing.	
use a variety of	valid reasoning	a text, assessing	J F 12 1 N J B	
formats to	and relevant and	whether the	Choose several	
communicate	sufficient	reasoning is valid	sources and	
ideas appropriat		and the evidence	synthesize	
for the audience		is relevant and	information to	
task, and time	W4: Produce clear	sufficient; identify	answer my	
frame.	and coherent	false statements	research inquiry.	
	writing in which	and reasoning.	1 5	
Effective reader	_		Demonstrate	
writers, and	organization, and	RI.9-10.10 By the	understanding of	
listeners use	style are	end of grade 9,	the subject under	
knowledge of	appropriate to	read and	investigation.	
language to mak		comprehend		
appropriate	audience.	literary nonfiction	Focus research	
choices when		at grade level	around a problem	
presenting	W5: Develop and	text-complexity or	to be solved, a	
information and	to strengthen writing	above with	central question	
clarify meaning	as needed by	scaffolding as	that is provided, or	
when reading or	planning, revising,	needed. By the	a self-generated	
listening.	editing, rewriting,	end of grade 10,	question.	
	or trying a new	read and	_	
	approach.	comprehend	Analyze	
		literary nonfiction	substantive	
	W6: Use	at grade level	(influential) topics	
	technology,	text-complexity or	or texts to	
	including the	above.	determine an	
	Internet, to		argument that	
	produce and	W.9-10.1	causes or has	
	publish writing	A. Introduce	caused a debate in	
	and to interact and	precise claim(s),	society.	

collaborate with	distinguish the		$\overline{}$
others.	claim(s) from	Choose a side of	
oulers.	alternate or	the argument and	
W7: Conduct		identify claims	
short as well as	opposing claims,	that support my	
	and create an		
more sustained	organization that	choice and claims	
research projects,	establishes clear	that oppose my	
utilizing an	relationships	choice.	
inquiry-based	among claim(s),		
research process,	counterclaims,	Determine the	
based on focused	reasons, and	credibility of a	
questions,	evidence.	source (who wrote	
demonstrating	B. Develop	it, when it was	
understanding of	claim(s) and	written, and why it	
the subject under	counterclaims	was written) and	
investigation.	avoiding common	the accuracy of	
	logical fallacies,	the details	
W8: Gather	propaganda	presented in the	
relevant	devices, and using	source.	
information from	sound reasoning,		
multiple print and	supplying	Present my	
digital sources,	evidence for each	argument in a	
assess the	while pointing out	formal style that	
credibility and	the strengths and	includes an	
accuracy of each	limitations of both	introduction,	
source, and	in a manner that	supporting details	
integrate the	anticipates the	with transitions	
information while	audience's	that create	
avoiding	knowledge level	cohesion and	
plagiarism.	and concerns.	clarify	
	C. Use transitions	relationships, and	
W9: Draw	(e.g. words,	provide a	
evidence from	phrases, clauses)	concluding	
literary or	to link the major	statement/section	
informational	sections of the	that supports my	
texts to support	text, create	argument.	
analysis,	cohesion, and		
reflection, and	clarify the	Select a topic and	

	1	research.	relationships	identify and gather		
			between claim(s)	relevant		
	7	W10: Write	and reasons,	information (e.g.,		
	1	routinely over	between reasons	well-chosen facts,		
	6	extended time	and evidence, and	extended		
	1	frames (time for	between claim(s)	definitions,		
	1	research,	and counterclaims	concrete details,		
	1	reflection, and	D. Establish and	quotations,		
	1	revision) and	maintain a style	examples) to share		
	5	shorter time	and tone	with my audience.		
	1	frames (a single	appropriate to the			
	5	sitting or a day or	audience and	Define and		
	t	two) for a range of	purpose (e.g.	identify various		
	t	tasks, purposes,	formal and	types of phrases		
	8	and audiences.	objective for	and clauses.		
			academic writing)			
		SL1: Prepare for	while attending to	Use appropriate		
	8	and participate	the norms and	phrases and		
	6	effectively in a	conventions of the	clauses to convey		
	1	range of	discipline in	specific meaning		
		conversations and	which they are	and add variety		
		collaborations	writing.	and interest to		
	,	with diverse	E. Provide a	writing or		
	1	partners, building	concluding	presentations.		
		on others' ideas	paragraph or			
	8	and expressing	section that	Determine when		
	t	their own clearly	supports the	to capitalize		
	8	and persuasively.	argument	words.		
			presented.			
		SL2: Integrate and		Identify		
		evaluate	W.9-10.4 Produce	misspelled words		
		information	clear and coherent	and use resources		
	1 -	presented in	writing in which	to assist me in		
		diverse media and	the development,	spelling correctly.		
		formats, including	organization, and			
		visually,	style are	Determine a		
		quantitatively, and	appropriate to	speaker's point of		
		orally.	task, purpose, and	view as how the		

	di	an auton fauta	
CIA E 1	audience.	speaker feels	
SL3: Evaluate a	(Grade-specific	about the	
speaker's point of	expectations for	situation/topic	
view, reasoning,	writing types are	being presented.	
and use of	defined in		
evidence and	standards 1–3	Identify when a	
rhetoric.	above.)	speaker uses	
		evidence and/or	
SL6: Adapt	W.9-10.5 Develop	rhetoric and	
speech to a variety	and strengthen	analyze how these	
of contexts and	writing as needed	techniques	
communicative	by planning,	strengthen his/ her	
tasks,	revising, editing,	point of view or	
demonstrating	rewriting, trying a	purpose.	
command of	new approach, or	purpose.	
formal English	consulting a style	Apply the	
when indicated or	manual (such as	guidelines of the	
appropriate.	MLA or APA	MLA style manual	
арргорпасс.	Style), focusing	to written and	
L1: Demonstrate	on addressing	edited work.	
command of the		edited work.	
	what is most	December of the second	
conventions of	significant for a	Recognize and	
standard English	specific purpose	define common	
grammar and	and audience.	affixes and roots.	
usage when	(Editing for		
writing or	conventions	Break down	
speaking.	should	unknown words	
	demonstrate	into units of	
L2: Demonstrate	command of	meaning to infer	
command of the	Language	the definition of	
conventions of	standards 1–3 up	the unknown	
standard English	to and including	word.	
capitalization,	grades 9–10).		
punctuation, and		Use patterns of	
spelling when	W.9-10.6 Use	word changes to	
writing.	technology,	determine a	
	including the	word's meaning or	
	_		
	Internet, to	part of speech.	

	1 4 4		1
L3: Apply	produce, share,		
knowledge of	and update writing	Verify my inferred	
language to	products, taking	meaning of an	
understand how	advantage of	unknown word, its	
language	technology's	part of speech	
functions in	capacity to link to	and/or its	
different contexts,	other information	etymology by	
to make effective	and to display	consulting general	
choices for	information		
meaning or style,	flexibly and		
		materials.	
	W.9-10.7 Conduct	Gather vocabulary	
or noveming.			
L4. Determine or			
		1 *	
	`	±	
		expression.	
		A consider and tree	
	3		
	_		
appropriate.			
	-		
L6: Acquire and	investigation.	listening.	
use accurately a			
range of general	W.9-10.8 Gather		
academic and	relevant		
domain-specific	information from		
	multiple		
sufficient for	authoritative print		
to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 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. L6: Acquire and use accurately a range of general academic and domain-specific words and phrases	and to display information flexibly and dynamically. W.9-10.7 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. W.9-10.8 Gather relevant information from multiple	consulting general and specialized reference materials. Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression. Acquire and use college and career readiness level academic and domain-specific words/ phrases to demonstrate proficiency in reading, writing, speaking, and	

	1	1 1: 1/ 1		
	reading, writing,	and digital		
	speaking, and	sources, using		
	listening at the	advanced searches		
	college and career	effectively; assess		
	readiness level;	the usefulness of		
	demonstrate	each source in		
	independence in	answering the		
	gathering	research question;		
	vocabulary	integrate		
	knowledge when	information into		
	encountering an	the text selectively		
	unknown term	to maintain the		
	important to	flow of ideas,		
	comprehension or	avoiding		
	expression.	plagiarism and		
		following a		
		standard format		
		for citation (MLA		
		or APA Style		
		Manuals).		
		W.9-10.9		
		B. Apply grades		
		9–10 Reading		
		standards to		
		nonfiction		
		informational		
		(e.g., "Delineate		
		and evaluate the		
		argument and		
		specific claims in		
		a text, assessing		
		whether the		
		reasoning is valid		
		and the evidence		
		is relevant and		
		sufficient; identify		
		false statements		

	1.0.11	-	
	and fallacious		
	reasoning").		
	W.9-10.10 Write		
	routinely over		
	extended time		
	frames (time for		
	research,		
	reflection, and		
	revision) and		
	shorter time		
	frames (a single		
	sitting or a day or		
	two) for a range of		
	tasks, purposes,		
	and audiences.		
	SL.9-10.1		
	C. Propel		
	conversations by		
	posing and		
	responding to		
	questions that		
	relate the current		
	discussion to		
	broader themes or		
	larger ideas;		
	larger ideas;		
	actively		
	incorporate others		
	into the		
	discussion; and		
	clarify, verify, or		
	challenge ideas		
	and conclusions.		
	D. Respond		
	thoughtfully to		
	various		
	perspectives,		

summarize points
of agreement and
disagreement, and
justify own views.
Make new
connections in
light of the
evidence and
reasoning
presented.
SL.9-10.2
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.
SL.9-10.3
Evaluate a
speaker's point of
view, reasoning,
and use of
evidence and
rhetoric,
identifying ony
identifying any
false reasoning or
distorted evidence.
SL.9-10.6 Adapt

1	T I	T	
	speech to a variety		
	of contexts and		
	tasks,		
	demonstrating		
	command of		
	formal English.		
	(See grades 9–10		
	Language		
	standards 1 and 3		
	for specific		
	expectations.)		
	L.9-10.1		
	A. Use parallel		
	structure.		
	B. Use various		
	types of phrases		
	(noun, verb,		
	adjectival,		
	adverbial,		
	participial,		
	prepositional,		
	absolute) and		
	clauses		
	(independent,		
	dependent; noun,		
	relative, adverbial)		
	to convey specific		
	meanings and add		
	variety and		
	variety and		
	interest to writing		
	or presentations.		
	L.9-10.2		
	A. Use a		
	semicolon (and		
	perhaps a		
	conjunctive		
L	vonjunten, v	1	

adverb) to link
two or more
closely related
independent
clauses.
B. Use a colon to
introduce a list or
quotation.
C. Spell correctly.
L.9-10.3 Apply
knowledge of
language to make
effective choices
for meaning, or
style, and to
comprehend more
fully when
reading, writing,
speaking or
listening. A. Vary
word choice and
sentence structure
to demonstrate an
understanding of
the influence of
language.
L.9-10.4
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

		T T	ı	1
		a word or phrase.		
		B. Identify and		
		correctly use		
		patterns of word		
		changes that		
		indicate different		
		meanings or parts		
		of speech (e.g.,		
		analyze, analysis,		
		analytical;		
		advocate,		
		advocacy).		
		C. Consult general		
		and specialized		
		reference		
		materials (e.g.,		
		dictionaries,		
		glossaries,		
		thesauruses), both		
		print and digital,		
		to find the		
		pronunciation of a		
		word or determine		
		or clarify its		
		precise meaning,		
		its part of speech,		
		or its etymology.		
		D. Verify the		
		preliminary		
		determination of		
		the meaning of a		
		word or phrase		
		(e.g., by checking		
		the inferred		
		meaning in		
		context or in a		
		dictionary).		
		dionomary).		
L			l	

				L.9-10.6 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.				
	What do good	Effective readers	R1: Read closely	RL.9-10.1 Cite	Read closely and	Formative:	NJ.SS.6.2.12.2	CRP8 Utilize
Unit 5:	readers do?	use a variety of	to determine what	strong and	find answers	- Class	Ideas developed	critical thinking to
Poetry		strategies to make	the text says	thorough textual	explicitly in the	Discussions	during the	make sense of
and	Am I clear about	sense of key ideas	explicitly and to	evidence and	text and answers	- Small Group	Renaissance,	problems and
Figurative	what I just read?	and details	make logical	make relevant	that require	Participation	Scientific	persevere in
Language	How do I know?	presented in the	inferences and	connections to	inference.	- Written	Revolution, and	solving them
(2 weeks)		text.	relevant	support analysis of		Reflections	Enlightenment led	
	Author's choice:		connections from	what the text says	Define inference	- Recitations	to political,	CRP11 Use
	Why does it	To gain keener	it; cite specific	explicitly as well	and explain how a	- Worksheets	economic, and	technology to
	matter?	insight into the	textual evidence	as inferentially,	reader uses textual	- Poem	cultural changes	enhance
		integration of	when writing or	including	evidence to reach	Annotations	that have had a	productivity.
	What do good	knowledge and	speaking to	determining where	a logical	- Graphic	lasting impact.	
	writers do?	ideas, effective	support	the text leaves	conclusion.	Organizers		9.3.12.ED.2
		readers analyze	conclusions drawn	matters uncertain.			NJ.SS.6.2.12.6	Demonstrate
	Why write?	and evaluate	from the text.		Determine how	Summative:	Technological	effective oral,
		content,		RL.9-10.2	specific details in	- Quizzes	innovation,	written, and

What do s	good	reasoning, and	R2: Determine	Determine a	the text reveal and	- Poem	economic	multimedia
writers do	0?	claims in diverse	central ideas or	theme or central	continually refine	Annotations*	interdependence,	communication in
		formats.	themes of a text	idea of a text and	a theme.	- Poetry Analysis	changes in	multiple formats
Communi	icating		and analyze their	analyze in detail		- Poetic Device	population	and contexts.
clearly: W	What does	Students who are	development;	its development	Compose an	Identification*	growth, migratory	
it take?		college and career	summarize the key	over the course of	objective	- Poetry Writing	patterns, and the	
		ready read and	supporting details	the text, including	summary stating	- Projects	development,	
When a w	word	interpret a variety	and ideas.	how it emerges	the key points of	- Presentations	distribution, and	
doesn't m	nake	of complex texts		and is shaped and	the text without		use of natural	
sense, wh	nat can I	with confidence	R4: Interpret	refined by specific	adding my own	Common:	resources offer	
do?		and independence.	words and phrases	details, and	opinions or	- MP4 CA1*	challenges and	
			as they are used in	provide an	feelings.		opportunities that	
In what w		Analyzing texts	a text, including	objective			transcend regional	
	ve choice	for structure,	determining	summary of the	Define and		and national	
impact the		purpose, and	technical,	text.	identify various		borders.	
audience?	?	viewpoint allows	connotative, and		forms of figurative			
		an effective reader	figurative	RL.9-10.4	language.			
Why do the		to gain insight and	meanings, and	Determine the				
of langua	ige	strengthen	analyze how	meaning of words	Recognize the			
matter?		understanding.	specific word	and phrases as	difference			
			choices shape	they are used in	between			
		Effective readers	meaning or tone.	the text, including	denotative and			
		and writers use		figurative and	connotative			
		knowledge of the	R5: Analyze the	connotative	meanings.			
		structure and	structure of texts,	meanings; analyze				
		context of	including how	the cumulative	Identify different			
		language to	specific sentences,	impact of specific	literary text			
		acquire, clarify,	paragraphs, and	word choices on	structures.			
		and appropriately	larger portions of	meaning and tone				
		use vocabulary.	the text (e.g., a	(e.g., how the	Analyze and			
			section, chapter,	language evokes a	determine why an			
		Writing should be	scene, or stanza)	sense of time and	author organized			
		purposely focused,	relate to each	place; how it sets	events in			
		detailed,	other and the	a formal or	particular order.			
		organized, and	whole.	informal tone).				
		sequenced in a	Dr. 1	DT 0 40 F	Analyze how an			
		way that clearly	R6: Assess how	RL.9-10.5	author's choice of			
		communicates the	point of view or	Analyze how an	text structure			

ideas to	the reader. purpose shapes the	author's choices	creates such		
ideas to	content and style	concerning how to	effects as mystery,		
Effectiv		structure a text,	tension, or		
	nication of	order events	surprise.		
ideas wl			surprise.		
		within it (e.g.,	Form I alim Is a sound Is a		
speaking		parallel plots), and	Explain how the		
	relies on or more texts	manipulate time	point of view or		
the appr	-	(e.g., pacing,	cultural		
use of the	1	flashbacks) create	experience found		
convent		specific effects	in various works		
languag		(e.g. mystery,	of world literature		
	compare the	tension, or	differs from works		
	e writers approaches the	surprise).	written in the		
use a va	-		United States.		
formats		RL.9-10.6			
commu		Analyze a	Determine what is		
	propriate comprehend	particular point of	emphasized or		
	udience, complex literary	view or cultural	absent in each		
task, and	d time and informational	experience	artistic medium.		
frame.	texts	reflected in a work			
	independently and	of literature from	Determine an		
	e readers, proficiently with	outside the United	author's point of		
writers,	•	States, drawing on	view and explain		
listeners	use needed.	a wide reading of	his/her purpose for		
knowled		world literature.	writing the text.		
languag	e to make W4: Produce clear				
appropri		RL.9-10.9	Define point of		
choices	\mathcal{E}	Analyze and	view as how the		
presenti	ng the development,	reflect on (e.g.	author feels about		
informa	tion and to organization, and	practical	the situation/topic		
clarify r	neaning style are	knowledge,	of a text.		
when re	ading or appropriate to	historical/cultural			
listening		context, and	Identify various		
	audience.	background	accounts of the		
		knowledge) how	same subject that		
	W9: Draw	an author draws	are presented in		
	evidence from	on and transforms	different		
	literary or	source material in	mediums.		

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	informational	a specific work			
	texts to support	(e.g., how	Evaluate the		
	analysis,	Shakespeare treats	advantages and		
	reflection, and	a theme or topic	disadvantages of		
	research.	from mythology	presenting a		
		or the Bible or	subject in different		
	W10: Write	how a later author	mediums.		
	routinely over	draws on a play by			
	extended time	Shakespeare).	Select a topic and		
	frames (time for		identify and gather		
	research,	RL.9-10.10 By	relevant		
	reflection, and	the end of grade 9,	information to		
	revision) and	read and	share with my		
	shorter time	comprehend	audience.		
	frames (a single	literature,			
	sitting or a day or	including stories,	Define common		
	two) for a range of	dramas, and	organizational/for		
	tasks, purposes,	poems at grade	matting structures		
	and audiences.	level	and determine the		
		text-complexity or	structure(s) that		
	SL1: Prepare for	above with	will allow me to		
	and participate	scaffolding as	organize my		
	effectively in a	needed. By the	complex ideas		
	range of	end of grade 10,	best.		
	conversations and	read and			
	collaborations	comprehend	Present my		
	with diverse	literature,	information		
	partners, building	including stories,	maintain an		
	on others' ideas	dramas, and	objective tone and		
	and expressing	poems, at grade	formal style that		
	their own clearly	level or above.	includes an		
	and persuasively.		introduction that		
	and persuasivery.	W.9-10.4 Produce	previews what is		
	SL3: Evaluate a	clear and coherent	to follow,		
	speaker's point of	writing in which	supporting details,		
	view, reasoning,	the development,	varied transitions,		
	and use of	organization, and	and a concluding		
	evidence and	style are	statement/section		
	evidence and	style ale	Statement/Section		

rhetoric.	appropriate to	that supports	
	task, purpose, and	information	
SL6: Adapt	audience.	presented.	
speech to a variety	(Grade-specific	1	
of contexts and	expectations for	Make relevant	
communicative	writing types are	observations and	
tasks,	defined in	use my ideas and	
demonstrating	standards 1–3	comments to	
command of	above.)	relate the current	
formal English	,	discussion to	
when indicated or	W.9-10.9	broader themes or	
appropriate.	A. Apply grades	ideas.	
*	9–10 Reading		
L2: Demonstrate	standards to	Participate in a	
command of the	literature (e.g.,	discussion by	
conventions of	"Analyze how an	posing questions	
standard English	author draws on	that connect the	
capitalization,	and transforms	ideas of several	
punctuation, and	source material in	speakers,	
spelling when	a specific work	responding to	
writing.	[e.g., how	questions, and	
	Shakespeare treats	elaborating on my	
L3: Apply	a theme or topic	own ideas and/or	
knowledge of	from mythology	the ideas of others	
language to	or the Bible or	to propel	
understand how	how a later author	discussion.	
language	draws on a play by		
functions in	Shakespeare]").	Identify various	
different contexts,		purposes for	
to make effective	W.9-10.10 Write	presenting	
choices for	routinely over	information to a	
meaning or style,	extended time	reader or	
and to	frames (time for	audience.	
comprehend more	research,		
fully when reading	reflection, and	Present	
or listening.	revision) and	information,	
	shorter time	findings, and/or	
	frames (a single	supporting	

L4: Determine or	aitting on a dans ar	avidanas alagely	1
	sitting or a day or	evidence clearly,	
clarify the	two) for a range of	concisely, and	
meaning of	tasks, purposes,	logically.	
unknown and	and audiences.		
multiple-meaning	GT 0.40 :	Present	
words and phrases	SL.9-10.1	information in a	
by using context	A. Come to	sequence that	
clues, analyzing	discussions	allows the listener	
meaningful word	prepared, having	to follow my line	
parts, and	read and	of reasoning.	
consulting general	researched		
and specialized	material under	Identify various	
reference	study; explicitly	reasons for	
materials, as	draw on that	speaking.	
appropriate.	preparation by		
	referring to	Define and	
L5: Demonstrate	evidence from	identify various	
understanding of	texts and other	types of phrases	
word relationships	research on the	and clauses.	
and nuances in	topic or issue to		
word meanings.	stimulate a	Use appropriate	
	thoughtful,	phrases and	
L6: Acquire and	well-reasoned	clauses to convey	
use accurately a	exchange of ideas.	specific meaning	
range of general	C. Propel	and add variety	
academic and	conversations by	and interest to	
domain-specific	posing and	writing and	
words and phrases	responding to	presentations.	
sufficient for	questions that		
reading, writing,	relate the current	Identify and	
speaking, and	discussion to	explain when to	
listening at the	broader themes or	use semicolons.	
college and career	larger ideas;		
readiness level;	actively	Identify	
demonstrate	incorporate others	misspelled words	
independence in	into the	and use resources	
gathering	discussion; and	to assist me in	
vocabulary	clarify, verify, or	spelling correctly.	

1	challenge ideas		1
knowledge when		In fan tha maaning	
encountering an	and conclusions.	Infer the meaning	
unknown term	D. Respond	of unknown words	
important to	thoughtfully to	using context	
comprehension or	various	clues.	
expression.	perspectives,		
	summarize points	Define and	
	of agreement and	identify various	
	disagreement, and	forms of figurative	
	justify own views.	language.	
	Make new		
	connections in	Analyze how	
	light of the	certain words and	
	evidence and	phrases that have	
	reasoning	similar	
	presented.	denotations can	
		carry different	
	SL.9-10.3	nuances.	
	Evaluate a		
	speaker's point of	Consider	
	view, reasoning,	vocabulary	
	and use of	knowledge	
	evidence and	including	
	rhetoric,	denotation,	
	identifying any	nuance,	
	false reasoning or	etymology, etc.	
	distorted evidence.	and determine the	
		most appropriate	
	SL.9-10.6 Adapt	words or phrases	
	speech to a variety	to express overall	
	of contexts and	meaning.	
	tasks,		
	demonstrating	Gather vocabulary	
	command of	knowledge	
	formal English.	independently	
	(See grades 9–10	when considering	
	Language	a word or phrase	
	standards 1 and 3	important to	
	Standards I and 3	important to	

		for specific	comprehension or		
		expectations.)	expression.		
		F	F		
		L.9-10.2			
		C. Spell correctly.			
		C. Spen confectly.			
		I 0 10 2 A			
		L.9-10.3 Apply			
		knowledge of			
		language to make			
		effective choices			
		for meaning, or			
		style, and to			
		comprehend more			
		fully when			
		reading, writing,			
		speaking or			
		listening. A. Vary			
		word choice and			
		sentence structure			
		to demonstrate an			
		understanding of			
		the influence of			
		language.			
		L.9-10.4			
		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.			
		B. Identify and			
		correctly use			
		patterns of word			
		patierns of word			

,		1	1	1
	changes	that		
	indicate	different		
	meaning	gs or parts		
	of speed			
	analyze	analysis,		
	analytic	al;		
	advocat			
	advocad			
		ult general		
	and spe	cialized		
	reference	e		
	materia			
	dictiona			
	glossari			
		ises), both		
		d digital,		
	to find t	he		
		iation of a		
		determine		
	or clarit			
		neaning,		
		of speech,		
		/mology.		
	D. Veri	v the		
	prelimin	arv		
		nation of		
		ning of a		
	word or			
	(e.g. hy	checking		
	the infe	red		
	meaning			
	context	or in a		
	dictiona			
	dictiona	-37-		
	L.9-10.	;		
	A. Inter			
		of speech		
	le a en	phemism,		
	(e.g., et	phennsin,		

1	1							
1				oxymoron) in				
				context and				
				analyze their role				
				in the text.				
				B. Analyze				
				nuances in the				
				meaning of words				
				with similar				
				denotations.				
				L.9-10.6 Acquire				
				and use accurately				
				general academic				
				and				
				domain-specific				
				words and				
				phrases, sufficient				
				C,				
	What do good	Effective readers	R1: Read closely		Read closely and	Formative:	NJ.SS.6.2.12.2	CRP5 Consider
Unit 6:								
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(
Unit 6: Shakespea re (7 weeks)	What do good readers do? Am I clear about what I just read? How do I know?	Effective readers use a variety of strategies to make sense of key ideas and details presented in the	R1: Read closely to determine what the text says explicitly and to make logical inferences and		Read closely and find answers explicitly in the text and answers that require inference.	Formative: - Dramatic Readings - Term Identification - Journal	NJ.SS.6.2.12.2 Ideas developed during the Renaissance, Scientific Revolution, and	CRP5 Consider the environmental, social and economic impacts of decisions.

	text.	relevant	support analysis of		Reflections	Enlightenment led	CRP8 Utilize
Author's choice:		connections from	what the text says	Define inference	- Pre-writing	to political,	critical thinking to
Why does it	To gain keener	it; cite specific	explicitly as well	and explain how a	- Whole class and	economic, and	make sense of
matter?	insight into the	textual evidence	as inferentially,	reader uses textual	small group	cultural changes	problems and
	integration of	when writing or	including	evidence to reach	discussion	that have had a	persevere in
What makes a	knowledge and	speaking to	determining where	a logical	- Graphic	lasting impact.	solving them.
story a "great"	ideas, effective	support	the text leaves	conclusion.	organizers		
story?	readers analyze	conclusions drawn	matters uncertain.		- Recitations	NJ.SS.6.1.12.5	9.3.12.ED.3 Use
	and evaluate	from the text.		Determine how	- Poem	Decolonization,	critical thinking to
What do good	content,		RL.9-10.2	specific details in	Annotations and	the emergence of	process
writers do?	reasoning, and	R2: Determine	Determine a	the text reveal and	paraphrasing	new independent	educational
	claims in diverse	central ideas or	theme or central	continually refine		nations, and	communications,
What do good	formats.	themes of a text	idea of a text and	a theme.	Summative:	competing	perspective,
writers do?		and analyze their	analyze in detail		- Presentations	ideologies	policies, and/or
	Students who are	development;	its development	Compose an	- Poetry Writing	changed the	procedures.
Why do the rules	college and career	summarize the key	over the course of	objective	- Poetry Analysis	political landscape	
	ready read and	supporting details	the text, including	summary stating	- Projects	and national	
matter?	interpret a variety	and ideas.	how it emerges	the key points of	- Tests and	identities of those	
	of complex texts	· · ·	and is shaped and	the text without	Quizzes	involved, and	
When a word	with confidence	R3: Analyze how	refined by specific	adding my own		sometimes	
doesn't make	and independence.	and why	details, and	opinions or	Common:	included military	
sense, what can I		individuals,	provide an	feelings.	-MP4 CA2*	confrontations and	
do?	Analyzing texts	events, and ideas	objective	T1 410 1		violations of	
How do I use what	for structure,	develop and	summary of the	Identify and		human rights.	
	purpose, and	interact over the	text.	explain the role of		NJ.VPA.1.1.12.C.	
I know to figure out what I don't	viewpoint allows an effective reader	course of a text.	RL.9-10.3	complex characters in a		1 Analyze	
know?	to gain insight and	R5: Analyze the	Analyze how	text.		examples of	
KHOW?	strengthen	structure of texts,	complex	iexi.		theatre's influence	
In what ways does	understanding.	including how	characters (e.g.,	Analyze how		on history and	
the creative choice	understanding.	specific sentences,	those with	complex		history's influence	
impact the	Effective readers	paragraphs, and	multiple or	characters develop		on theatre in	
audience?	and writers use	larger portions of	conflicting	over the course of		Western and	
addictice:	knowledge of the	the text (e.g., a	motivations)	a text.		non-Western	
	structure and	section, chapter,	develop over the	a toxt.		theatre traditions.	
	context of	scene, or stanza)	course of a text,	Analyze how		mean o mantions.	
	language to	relate to each	interact with other	complex		NJ.SS.	
	acquire, clarify,	other and the	characters, and	characters advance		6.1.12.D.14.e	

and appropriately	whole.	advance the plot	the plot of a text	Evaluate the role
use vocabulary.		or develop the	and/or contribute	of religion on
,	R6: Assess how	theme.	to the	cultural and social
Writing should be	point of view or		development of	mores, public
purposely focused,	purpose shapes the	RL.9-10.4	the theme.	opinion, and
detailed,	content and style	Determine the		political decisions.
organized, and	of a text.	meaning of words	Define and	
sequenced in a		and phrases as	identify various	
way that clearly	R7: Integrate and	they are used in	forms of figurative	
communicates the	evaluate content	the text, including	language.	
ideas to the reader.	presented in	figurative and		
	diverse media and	connotative	Recognize the	
Producing clear	formats, including	meanings; analyze	difference	
ideas as a writer	visually and	the cumulative	between	
involves selecting	quantitatively, as	impact of specific	denotative and	
appropriate style	well as in words.	word choices on	connotative	
and structure for		meaning and tone	meanings.	
an audience and is	R9: Analyze and	(e.g., how the		
strengthened	reflect on how two	language evokes a	Identify different	
through revision	or more texts	sense of time and	literary text	
and technology.	address similar	place; how it sets	structures.	
	themes or topics	a formal or		
Effective	in order to build	informal tone).	Analyze and	
communication of	knowledge or to		determine why an	
ideas when	compare the	RL.9-10.5	author organized	
speaking or	approaches the	Analyze how an	events in	
writing relies on	authors take.	author's choices	particular order.	
the appropriate	D40 D 1 1	concerning how to		
use of the	R10: Read and	structure a text,	Analyze how an	
conventions of	comprehend	order events	author's choice of	
language.	complex literary	within it (e.g.,	text structure	
Effectionsit	and informational	parallel plots), and	creates such	
Effective writers	texts	manipulate time	effects as mystery,	
use a variety of	independently and	(e.g., pacing,	tension, or	
formats to	proficiently with	flashbacks) create	surprise.	
communicate	scaffolding as	specific effects	Evalois how the	
ideas appropriate	needed.	(e.g. mystery,	Explain how the	
for the audience,		tension, or	point of view or	

task, and time	W4: Produce clear	surprise).	cultural
frame.	and coherent	surprise).	experience found
maine.	writing in which	RL.9-10.6	in various works
Effective readers,	the development,	Analyze a	of world literature
1 / / /	1 ,	particular point of	differs from works
writers, and	organization, and		
listeners use	style are	view or cultural	written in the
knowledge of	appropriate to	experience	United States.
language to make	task, purpose, and	reflected in a work	
appropriate	audience.	of literature from	Identify a subject
choices when	****	outside the United	or a key scene that
presenting	W9: Draw	States, drawing on	is portrayed in two
information and to	evidence from	a wide reading of	different artistic
clarify meaning	literary or	world literature.	mediums.
when reading or	informational		
listening.	texts to support	RL.9-10.7	Determine what is
	analysis,	Analyze the	emphasized or
	reflection, and	representation of a	absent in each
	research.	subject or a key	artistic medium.
		scene in two	
	W10: Write	different artistic	Determine an
	routinely over	mediums,	author's point of
	extended time	including what is	view and explain
	frames (time for	emphasized or	his/her purpose for
	research,	absent in each	writing the text.
	reflection, and	work (e.g.,	
	revision) and	Auden's "Musée	Define point of
	shorter time	des Beaux Arts"	view as how the
	frames (a single	and Breughel's	author feels about
	sitting or a day or	Landscape with	the situation/topic
	two) for a range of	the Fall of Icarus).	of a text.
	tasks, purposes,		
	and audiences.	RL.9-10.9	Identify various
		Analyze and	accounts of the
	SL1: Prepare for	reflect on (e.g.	same subject that
	and participate	practical	are presented in
	effectively in a	knowledge,	different
	range of	historical/cultural	mediums.
	conversations and	context, and	

collaborations	background	Evaluate the	
with diverse	knowledge) how	advantages and	
partners, building	an author draws	disadvantages of	
on others' ideas	on and transforms		
		presenting a	
and expressing	source material in	subject in different	
their own clearly	a specific work	mediums.	
and persuasively.	(e.g., how		
	Shakespeare treats	Select a topic and	
SL3: Evaluate a	a theme or topic	identify and gather	
speaker's point of	from mythology	relevant	
view, reasoning,	or the Bible or	information to	
and use of	how a later author	share with my	
evidence and	draws on a play by	audience.	
rhetoric.	Shakespeare).		
		Make relevant	
L2: Demonstrate	RL.9-10.10 By	observations and	
command of the	the end of grade 9,	use my ideas and	
conventions of	read and	comments to	
standard English	comprehend	relate the current	
capitalization,	literature,	discussion to	
punctuation, and	including stories,	broader themes or	
spelling when	dramas, and	ideas.	
writing.	poems at grade		
	level	Participate in a	
L3: Apply	text-complexity or	discussion by	
knowledge of	above with	posing questions	
language to	scaffolding as	that connect the	
understand how	needed. By the	ideas of several	
language	end of grade 10,	speakers,	
functions in	read and	responding to	
different contexts,	comprehend	questions, and	
to make effective	literature,	elaborating on my	
choices for	including stories,	own ideas and/or	
meaning or style,	dramas, and	the ideas of others	
and to	poems, at grade	to propel	
comprehend more	level or above.	discussion.	
fully when reading	icver or above.	discussion.	
,	DI 0 10 10 Dy 4h a	Identify verious	
or listening.	RI.9-10.10 By the	Identify various	

	and af anada 0		
I.A. D.A.	end of grade 9,	reasons for	
L4: Determine or	read and	speaking.	
clarify the	comprehend		
meaning of	literary nonfiction	Use appropriate	
unknown and	at grade level	phrases and	
multiple-meaning	text-complexity or	clauses to convey	
words and phrases	above with	specific meaning	
by using context	scaffolding as	and add variety	
clues, analyzing	needed. By the	and interest to	
meaningful word	end of grade 10,	writing and	
parts, and	read and	presentations.	
consulting general	comprehend		
and specialized	literary nonfiction	Infer the meaning	
reference	at grade level	of unknown words	
materials, as	text-complexity or	using context	
appropriate.	above.	clues.	
L5: Demonstrate	W.9-10.4 Produce	Use patterns of	
understanding of	clear and coherent	word changes to	
word relationships	writing in which	determine a	
and nuances in	the development,	word's meaning or	
word meanings.	organization, and	part of speech.	
	style are		
L6: Acquire and	appropriate to	Define and	
use accurately a	task, purpose, and	identify various	
range of general	audience.	forms of figurative	
academic and	(Grade-specific	language.	
domain-specific	expectations for		
words and phrases	writing types are	Analyze how	
sufficient for	defined in	certain words and	
reading, writing,	standards 1–3	phrases that have	
speaking, and	above.)	similar	
listening at the		denotations can	
college and career	W.9-10.9	carry different	
readiness level;	A. Apply grades	nuances.	
demonstrate	9–10 Reading		
independence in	standards to	Consider	
gathering	literature (e.g.,	vocabulary	

	11	" A 1 1	1	
	vocabulary	"Analyze how an	knowledge	
	knowledge when	author draws on	including	
	encountering an	and transforms	denotation,	
	unknown term	source material in	nuance,	
	important to	a specific work	etymology, etc.	
	comprehension or	[e.g., how	and determine the	
	expression.	Shakespeare treats	most appropriate	
		a theme or topic	words or phrases	
		from mythology	to express overall	
		or the Bible or	meaning.	
		how a later author		
		draws on a play by	Gather vocabulary	
		Shakespeare]").	knowledge	
		1 1/	independently	
		W.9-10.10 Write	when considering	
		routinely over	a word or phrase	
		extended time	important to	
		frames (time for	comprehension or	
		research,	expression.	
		reflection, and	onpression.	
		revision) and		
		shorter time		
		frames (a single		
		sitting or a day or		
		two) for a range of		
		tasks, purposes,		
		and audiences.		
		and addrences.		
		SL.9-10.1		
		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.
C. Propel
conversations by
posing and
responding to
questions that
relate the current
discussion to
broader themes or
larger ideas;
actively
incorporate others
into the
discussion; and
clarify, verify, or
challenge ideas
and conclusions.
D. Respond
thoughtfully to
various
perspectives,
summarize points
of agreement and
disagreement, and
justify own views.
Make new
connections in
light of the
evidence and
reasoning

	presented.	
	SL.9-10.3	
	Evaluate a	
	speaker's point of	
	view, reasoning,	
	and use of	
	evidence and	
	rhetoric,	
	identifying any	
	false reasoning or	
	distorted evidence.	
	SL.9-10.6 Adapt	
	speech to a variety	
	of contexts and	
	tasks,	
	demonstrating	
	command of	
	formal English.	
	(See grades 9–10	
	Language	
	standards 1 and 3	
	for specific	
	expectations.)	
	L.9-10.2	
	C. Spell correctly.	
	L.9-10.3 Apply	
	knowledge of	
	language to make	
	effective choices	
	for meaning, or	
	style, and to	
	comprehend more	
	fully when	
	reading, writing,	

1			T	1
		speaking or		
		listening. A. Vary		
		word choice and		
		sentence structure		
		to demonstrate an		
		understanding of		
		the influence of		
		language.		
		language.		
		L.9-10.4		
		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.		
		B. Identify and		
		correctly use		
		patterns of word		
		changes that		
		indicate different		
		meanings or parts		
		of speech (e.g.,		
		analyze, analysis,		
		analytical;		
		advocate,		
		advocate, advocacy).		
		C. Consult general		
		and specialized		
		reference		
		materials (e.g.,		
		dictionaries,		
		glossaries,		
		thesauruses), both		

print and digital,
to find the
pronunciation of a
word or determine
or clarify its
precise meaning,
its part of speech,
or its etymology.
D. Verify the
preliminary
determination of
the meaning of a
word or phrase
(e.g., by checking
the inferred
meaning in
context or in a
dictionary).
L.9-10.5
A. Interpret
figures of speech
(e.g., euphemism,
oxymoron) in
context and
analyze their role
in the text.
B. Analyze
nuances in the
meaning of words
with similar
denotations.
L.9-10.6 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.