Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	NJSLSA	Standard	Learning Targets (SWBAT)	Common Assessments (Formative & Summative) Indicated *required	Interdisciplinary Connections	21st Century Connections
MP 1	What do good readers	Effective readers	R1: Read	RL.9-10.1 Cite	Define textual	Formative:	NJ.SS.6.1.12.A.8	CRP4
Unit 1:	do?	use a variety of	closely to	strong and	evidence.	- Close Reading	.c Relate social	Communicate
Summer		strategies to make	determine what	thorough textual		- Textual	intolerance,	clearly and
Reading	Am I clear about what I	sense of key ideas	the text says	evidence and make	Define inference	Annotations	xenophobia, and	effectively and
(2-3	just read? How do I	and details	explicitly and to	relevant	and explain how	- Small and large	fear of anarchists	with reason.
weeks)	know?	presented in the	make logical	connections to	a reader uses	Group	to government	
		text.	inferences and	support analysis of	textual evidence	Discussions	policies	CRP11
	Author's choice: Why		relevant	what the text says	to reach a logical	- Graphic	restricting	Use technology to
	does it matter?	To gain keener	connections	explicitly as well	conclusion.	Organizers	immigration,	enhance
		insight into the	from it; cite	as inferentially,		- Web-research	advocacy, and	productivity.
	What makes a story a	integration of	specific textual	including	Analyze an	- Collaborative	labor	
	"great" story?	knowledge and	evidence when	determining where	author's words	learning group	organizations.	9.3.12.ED.2
		ideas, effective	writing or	the text leaves	and determine	discussions and		Demonstrate
	What do good writers	readers analyze	speaking to	matters uncertain.	multiple pieces of	products (writing	NJ.SS.6.1.12.13	effective oral,
	do?	and evaluate	support		textual evidence	groups and lit.	The Civil Rights	written, and
		content,	conclusions	RL.9-10.2	that strongly	circle reading	movement	multimedia
	What's my purpose and	reasoning, and	drawn from the	Determine a theme	support both	groups)	marked a period	communication in
	how do I develop it?	claims in diverse	text.	or central idea of a	explicit and	- Peer reading	of social turmoil	multiple formats
		formats.		text and analyze in	inferential	and editing*	and political	and contexts.
	Writing clearly: What		R2: Determine	detail its	questions.	- Student/Teacher	reform, resulting	
	makes a difference?	Students who are	central ideas or	development over		conferences	in the expansion	9.3.12.ED.5
		college and career	themes of a text	the course of the	Define theme	-Short	of rights and	Demonstrate
	What do good writers	ready read and	and analyze	text, including		Constructed	opportunities for	group
	do?	interpret a variety	their	how it emerges	Analyze plot to	Responses*	individuals and	collaboration
		of complex texts	development;	and is shaped and	determine a		groups previously	skills to enhance
	When a word doesn't	with confidence	summarize the	refined by specific	theme.	Summative	discriminated	professional
	make sense, what can I	and	key supporting	details, and		Assessments:	against.	education and
	do?	independence.	details and	provide an	Determine how	-CA 1: Summer		training practice.
			ideas.	objective summary	specific details in	Reading	NJ.SS.6.3.12	0.04.000.44
	How do I use what I	Analyzing texts	D2 4 1	of the text.	a text reveal and	Expository Essay	Active	9.3.12.ED.11
	know to figure out what	for structure,	R3: Analyze		continually refine	w/basic MLA	Citizenship in the	Demonstrate

I don	n't know?	purpose, and	how and why	RL.9-10.3	a theme.	Formatting)*	21st Century: All	group
		viewpoint allows	individuals,	Analyze how		-Vocabulary	students will	management
In wh	hat ways does the	an effective	events, and ideas	complex	Identify and	quizzes	acquire the skills	skills that
		reader to gain	develop and	characters (e.g.,	explain the role	-grammar quizzes	needed to be	enhance
		insight and	interact over the	those with multiple	of complex		active, informed	professional
		strengthen	course of a text.	or conflicting	characters in a		citizens who	education and
		understanding.		motivations)	text.		value diversity	training practice.
			R5: Analyze the	develop over the			and promote	
		Effective readers	structure of	course of a text,	Analyze how		cultural	
		and writers use	texts, including	interact with other	complex		understanding by	
		knowledge of the	how specific	characters, and	characters		working	
		structure and	sentences,	advance the plot or	advance the plot		collaboratively to	
		context of	paragraphs, and	develop the theme.	of a text and / or		address the	
		language to	larger portions	develop me meme.	contribute to the		challenges that	
		acquire, clarify,	of the text (e.g.,	RL.9-10.5	development of		are inherent in	
		and appropriately	a section,	Analyze how an	the theme.		living in an	
		use vocabulary.	chapter, scene,	author's choices			interconnected	
		aso recaeting.	or stanza) relate	concerning how to	Identify different		world.	
		Writing should be	to each other	structure a text,	literary text		World.	
		purposely	and the whole.	order events within	structures.		NJ.ET.8.1C	
		focused, detailed,	una me whole.	it (e.g., parallel	structures.		Students use	
		organized, and	R6: Assess how	plots), and	Analyze a text		digital media and	
		sequenced in a	point of view or	manipulate time	and determine		environments to	
		way that clearly	purpose shapes	(e.g., pacing,	why an author		communicate and	
		communicates the	the content and	flashbacks) create	organized events		work	
		ideas to the	style of a text.	specific effects	in a particular		collaboratively,	
		reader.	style of a text.	(e.g. mystery,	order.		including at a	
		roudor.	R9: Analyze	tension, or	oraci.		distance, to	
		Effective writers	and reflect on	surprise).	Analyze how		support	
		use a variety of	how two or	surprise).	authors interpret		individual	
		formats to	more texts	RL.9-10.9	and transform		learning and	
		communicate	address similar	Analyze and	themes, events,		contribute to the	
		ideas appropriate	themes or topics	reflect on (e.g.	topics, etc. from		learning of	
		for the audience,	in order to build	practical	source material.		others.	
		task, and time	knowledge or to	knowledge,	Source material.		Control of	
		frame.	compare the	historical/cultural	Critique various			
		1141110.	approaches the	context, and	works that have		NJ.SS.6.2.8	
		Effective readers,	authors take.	background	drawn on or		All students will	
		Lifective reducts,	addiois and.	ouch Ground	arawii oli ol		acquire the	

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writers, and	D40 B : :	knowledge) how	transformed the	knowledge and	
listeners use	R10: Read and	an author draws on	same source	skills to think	
knowledge of	comprehend	and transforms	material and	analytically and	
language to make	complex literary	source material in	explain the varied	systematically	
appropriate	and	a specific work	interpretations of	about how past	
choices when	informational	(e.g., how	different authors.	interactions of	
presenting	texts	Shakespeare treats		people, cultures,	
information and	independently	a theme or topic	Closely read	and the	
to clarify	and proficiently	from mythology or	complex grade	environment	
meaning when	with scaffolding	the Bible or how a	level texts.	affect issues	
reading or	as needed.	later author draws		across time and	
listening.		on a play by	Reread a text to	cultures. Such	
	W2: Write	Shakespeare).	find more	knowledge and	
	informative/expl		information or	skills enable	
	anatory texts to	RL.9-10.10	clarify ideas.	students to make	
	examine and	By the end of		informed	
	convey complex	grade 9, read and	Select a topic and	decisions as	
	ideas and	comprehend	identify and	socially and	
	information	literature,	gather relevant	ethically	
	clearly and	including stories,	information to	responsible world	
	accurately	dramas, and poems	share with my	citizens in the	
	through the	at grade level	audience.	21st century.	
	effective	text-complexity or		·	
	selection,	above with	Define common	NJ.ET.8.1F	
	organization,	scaffolding as	organizational /	Students use	
	and analysis of	needed. By the end	formatting		
	content.	of grade 10, read	structures that	critical thinking	
		and comprehend	will allow me to	skills to plan and	
	W4: Produce	literature,	organize my	conduct research,	
	clear and	including stories,	complex ideas	manage projects,	
	coherent writing	dramas, and	best.	solve problems,	
	in which the	poems, at grade		and make	
	development,	level or above.	Analyze the	informed	
	organization,		information,	decisions using	
	and style are	RI.9-10.1	domain-specific	appropriate	
	appropriate to	Accurately cite	vocabulary for	digital tools and	
	task, purpose,	strong and	my topic, and	resources.	
	and audience.	thorough textual	organize		
	audionos.		8		1

	evidence, (e.g., via	information into	8.1.12.D.1	
W5: Develop	discussion, written	broader	0.1.12.D.1	
and strengthen	response, etc.) and	categories.	Demonstrate	
writing as	make relevant	categories.	appropriate	
needed by	connections, to	Present	application of	
	-	information	copyright, fair	
planning,	support analysis of		use and/or	
revising, editing,	what the text says	maintaining an	Creative	
rewriting, or	explicitly as well	objective tone	Commons to an	
trying a new	as inferentially,	and formal style	original work.	
approach.	including	that includes an		
****	determining where	introduction that		
W6: Use	the text leaves	previews what is		
technology,	matters uncertain.	to follow,		
including the	DI 0 40 4	supporting		
Internet, to	RI.9-10.2	details, varied		
produce and	Determine a	transitions, and a		
publish writing	central idea of a	concluding		
and to interact	text and analyze	statement /		
and collaborate	how it is	section that		
with others.	developed and	supports		
	refined by specific	information		
W9: Draw	details; provide an	presented.		
evidence from	objective summary			
literary or	of the text.	Identify the		
informational		writing style that		
texts to support	RI.9-10.10	best fits my task,		
analysis,	By the end of	purpose, and		
reflection, and	grade 9, read and	audience.		
research.	comprehend			
	literary nonfiction	Use		
W10: Write	at grade level	organizational /		
routinely over	text-complexity or	formatting		
extended time	above with	structures to		
frames (time for	scaffolding as	develop writing		
research,	needed. By the end	ideas.		
reflection, and	of grade 10, read			
revision) and	and comprehend	Compose a clear		
shorter time	literary nonfiction	and logical piece		

	£	a aimala	at and do local	a C mitim a 41 at		
	frames (_	at grade level	of writing that		
	sitting o		text-complexity or	demonstrates my		
	or two) i		above.	understanding of		
	range of			a specific writing		
	purposes		W.9-10.2	style.		
	audience	es.	A. Introduce a			
			topic; organize	Use prewriting		
	SL1: Pro	epare for	complex ideas,	strategies to		
	and part	icipate	concepts, and	formulate ideas.		
	effective	ely in a	information to			
	range of	•	make important	Recognize that a		
	conversa	ations	connections and	well-developed		
	and		distinctions;	piece of writing		
	collabor	ations	include formatting	requires more		
	with div		(e.g., headings),	than one draft.		
	partners		graphics (e.g.,			
	building	•	figures, tables),	Apply revision		
		deas and	and multimedia	strategies with the		
	expressi		when useful to	help of others.		
	own clea		aiding	norp or owners.		
	persuasi		comprehension.	Edit writing by		
	persuasi	very.	B. Develop the	checking for		
	SL6: Ac	lant	topic with	errors in		
	speech to		well-chosen,	capitalization,		
	variety o		relevant, and	punctuation,		
	contexts		sufficient facts,	grammar,		
	commun		extended	spelling, etc.		
	tasks,	licative	definitions,	spennig, etc.		
		ratina	-	A malviza my		
	demonst		concrete details,	Analyze my		
			quotations, or	writing to		
	formal E		other information	determine if my		
	when in		and examples	purpose and		
	or appro	priate.	appropriate to the	audience have		
			audience's	been fully		
	L1:		knowledge of the	addressed and		
	Demons	trate	topic.	revise when		
	comman	nd of the	C. Use appropriate	necessary.		
	conventi		and varied	Prepare multiple		
	convent		l			

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standard English	transitions to link	drafts using		
grammar and	the major sections	revisions and		
usage when	of the text, create	edits to develop		
writing or	cohesion, and	and strengthen		
speaking.	clarify the	my writing.		
_	relationships	Dagagniza where		
L2:	among complex ideas and	Recognize when revising, editing,		
Demonstrate	concepts.	and rewriting are		
command of the	D. Use precise	not enough, and I		
	language and	need to try a new		
conventions of	domain-specific	approach.		
standard English	vocabulary to	арргоасп.		
capitalization,	manage the	Determine the		
punctuation, and	complexity of the	most efficient		
spelling when	topic.	technology		
writing.	E. Establish and	medium to		
	maintain a style	complete my		
L4: Determine	and tone	writing task.		
or clarify the	appropriate to the	<i>G</i>		
meaning of	audience and	Determine textual		
unknown and	purpose (e.g.	evidence that		
	formal and	supports my		
multiple-meanin	objective for	analysis,		
g words and	academic writing)	reflection, and/or		
phrases by using	while attending to	research.		
context clues,	the norms and			
analyzing	conventions of the	Compose written		
meaningful	discipline in which	responses and		
word parts, and	they are writing.	include textual		
consulting	F. Provide a	evidence to		
general and	concluding	strengthen my		
•	paragraph or	analysis,		
specialized	section that	reflection, and/or		
reference	supports the	research.		
materials, as	argument			
appropriate.	presented (e.g.,	Recognize that		
	articulating	different writing		

	L6: Acquire and	implications or the	tasks require		
	use accurately a	significance of the	varied time		
	range of general	topic).	frames to		
	academic and		complete.		
	domain-specific	W.9-10.4			
	words and	Produce clear and	Determine a		
		coherent writing in	writing format /		
	phrases	which the	style to fit my		
	sufficient for	development,	task, purpose,		
	reading, writing,	organization, and	and/or audience.		
	speaking, and	style are	TT 1. 0		
	listening at the	appropriate to task,	Write for a		
	college and	purpose, and	variety of		
	career readiness	audience.	reasons.		
	level;	(Grade-specific	D		
	demonstrate	expectations for	Review material		
	independence in	writing types are	to be discussed		
	1 *	defined in	and determine		
	gathering	standards 1–3	key points and /		
	vocabulary	above.)	or central ideas.		
	knowledge when	W.9-10.5	Come prepared		
	encountering an	Develop and	with key points		
	unknown term	strengthen writing	and textual		
	important to	as needed by	evidence to		
	comprehension	planning, revising,	contribute to a		
	or expression.	editing, rewriting,	discussion and		
	0.12.12.001011.	trying a new	stimulate a		
		approach, or	thoughtful		
		consulting a style	well-reasoned		
		manual (such as	exchange of		
		MLA or APA	ideas.		
		Style), focusing on	14045.		
		addressing what is	Participate in a		
		most significant	discussion by		
		for a specific	posing questions		
		purpose and	that connect the		
		audience. (Editing	ideas of several		
		audience. (Editing	ideas of several		

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	from mythology or	phrases and	
	the Bible or how a	clauses to convey	
	later author draws	specific meaning	
	on a play by	and variety and	
	Shakespeare]").	interest to	
	B. Apply grades	writing.	
	9–10 Reading		
	standards to	Identify	
	nonfiction	misspelled words	
	informational (e.g.,	and use resources	
	"Delineate and	to assist me in	
	evaluate the	spelling correctly.	
	argument and		
	specific claims in a	Apply the	
	text, assessing	guidelines in a	
	whether the	given style	
	reasoning is valid	manual to write	
	and the evidence is	and edit work.	
	relevant and		
	sufficient; identify	Infer the meaning	
	false statements	of unknown	
	and fallacious	words using	
	reasoning").	context clues.	
	W.9-10.10	Verify my	
	Write routinely	inferred meaning	
	over extended time	of an unknown	
	frames (time for	word, its part of	
	research,	speech, and/or its	
	reflection, and	etymology by	
	revision) and	consulting	
	shorter time	general and	
	frames (a single	specialized	
	sitting or a day or	reference	
	two) for a range of	materials.	
	tasks, purposes,		
	and audiences.		
		Gather	

SL.9-10.1 knowledge A. Come to independently when considering prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the torics rises at the state of the
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
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
prepared, having read and researched important to comprehension or expression. a word or phrase important to comprehension or expression.
read and researched comprehension or expression. read and researched comprehension or expression. study; explicitly draw on that preparation by referring to evidence from texts and other research on the
researched comprehension or expression. researched comprehension or expression.
material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the
study; explicitly draw on that preparation by referring to evidence from texts and other research on the
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evidence from texts and other research on the
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tonia or iggue to
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.9-10.6
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,
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
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
word or phrase
(e.g., by checking
the inferred
meaning in context
or in a dictionary).
L.9-10.6
Acquire and use

	1		1					
				accurate 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.				
MP1	What do good readers	Effective readers	R1: Read	RL.9-10.1 Cite	Define textual	Formative:	NJ.SS.6.1.12.A.8	CRP5 Consider
Unit 2:	do?	use a variety of	closely to	strong and	evidence.	- Expository	.c	the
History's		strategies to make	determine what	thorough textual		Essay prewriting	Relate social	environmental,
Influence	Am I clear about what I	sense of key ideas	the text says	evidence and make	Define inference	- Graphic	intolerance,	social and
on	just read? How do I	and details	explicitly and to	relevant	and explain how	Organizers	xenophobia, and	economic impacts
Fictional	know?	presented in the	make logical	connections to	a reader uses	- Class	fear of anarchists	of decisions.
Literature		text.	inferences and	support analysis of	textual evidence	Discussions /	to government	CRP6
(4-6	Author's choice: Why		relevant	what the text says	to reach a logical	Socratic seminars	policies	Demonstrate
weeks)	does it matter?	To gain keener	connections	explicitly as well	conclusion.	- Journal	restricting	creativity and
		insight into the	from it; cite	as inferentially,		reflections	immigration,	innovation.
	What makes a story a	integration of	specific textual	including	Analyze an	- Peer	advocacy, and	
	"great" story?	knowledge and	evidence when	determining where	author's words	editing/revision*	labor	
	William 1 1	ideas, effective	writing or	the text leaves	and determine	- Close Reading	organizations.	CRP8 Utilize
	What do good writers	readers analyze	speaking to	matters uncertain.	multiple pieces of	Annotations	NICC	critical thinking
	do?	and evaluate	support	DI 0 10 2	textual evidence	- Guided Reading	NJ.SS.	to make sense of
	What's may numas and	content,	conclusions	RL.9-10.2	that strongly	Questions /	6.1.12.D.14.e	problems and
	What's my purpose and	reasoning, and	drawn from the	Determine a theme	support both	Notes*	Evaluate the role	persevere in

how do I develop it?	claims in diverse	text.	or central idea of a	explicit and	- Reading Check	of religion on	solving them.
•	formats.		text and analyze in	inferential	Quizzes	cultural and	CRP11 Use
Writing clearly: What		R2: Determine	detail its	questions.	- Short	social mores,	technology to
makes a difference?	Students who are	central ideas or	development over		Constructed	public opinion,	enhance
	college and career	themes of a text	the course of the	Define theme	Responses*	and political	productivity.
Why write?	ready read and	and analyze	text, including		- Annotations	decisions.	1
	interpret a variety	their	how it emerges	Analyze plot to	- Projects		9.3.12.ED.2
What do good writers	of complex texts	development;	and is shaped and	determine a	-Video guides	NJ.SS.6.3.12.5	Demonstrate
do?	with confidence	summarize the	refined by specific	theme.	-Vocabulary	Decolonization,	effective oral,
	and	key supporting	details, and		checks	the emergence of	written, and
What makes	independence.	details and	provide an	Determine how	-Grammar checks	new independent	multimedia
collaboration		ideas.	objective summary	specific details in		nations, and	communication in
meaningful?	Analyzing texts		of the text.	a text reveal and	Summative:	competing	multiple formats
	for structure,	R3: Analyze		continually refine	-CA2: To Kill a	ideologies	and contexts.
Making meaning from a	purpose, and	how and why	RL.9-10.3	a theme.	Mockingbird Unit	changed the	
variety of sources: What	viewpoint allows	individuals,	Analyze how		Test*	political	9.3.12.ED.5
will help?	an effective	events, and ideas	complex	Identify and	-Expository	landscape and	Demonstrate
	reader to gain	develop and	characters (e.g.,	explain the role	Essay (basic	national identities	group
Communicating clearly:	insight and	interact over the	those with multiple	of complex	MLA	of those involved,	collaboration
What does it take?	strengthen	course of a text.	or conflicting	characters in a	formatting)*	and sometimes	skills to enhance
	understanding.		motivations)	text.	-Vocabulary	included military	professional
When a word doesn't		R4: Interpret	develop over the		Quizzes	confrontations	education and
make sense, what can I	Effective readers	words and	course of a text,	Analyze how	-Grammar	and violations of	training practice.
do?	and writers use	phrases as they	interact with other	complex	Quizzes	human rights.	0.0.40 ED 44
	knowledge of the	are used in a	characters, and	characters			9.3.12.ED.11
How do I use what I	structure and	text, including	advance the plot or	develop over the		NJ.SS.6.1.12.13	Demonstrate
know to figure out what	context of	determining	develop the theme.	course of a text.		The Civil Rights	group
I don't know?	language to	technical,				movement	management
	acquire, clarify,	connotative, and	RL.9-10.4	Analyze how		marked a period	skills that
In what ways does the	and appropriately	figurative	Determine the	characters		of social turmoil	enhance
creative choice impact	use vocabulary.	meanings, and	meaning of words	develop through		and political	professional
the audience?	****	analyze how	and phrases as	their interactions		reform, resulting	education and
	Writing should be	specific word	they are used in	with others.		in the expansion	training practice.
What makes a	purposely	choices shape	the text, including			of rights and	
presentation "great"?	focused, detailed,	meaning or tone.	figurative and	Analyze how		opportunities for	
W7 1 4 1 0	organized, and	D# 4 1 3	connotative	complex		individuals and	
Why do the rules of	sequenced in a	R5: Analyze the	meanings; analyze	characters		groups previously	
language matter?	way that clearly	structure of	the cumulative	advance the plot		discriminated	

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	communicates the	texts, including	impact of specific	of a text and / or	against.	
	ideas to the	how specific	word choices on	contribute to the	NJ.SS.6.3.12	
r	reader.	sentences,	meaning and tone	development of	Active	
		paragraphs, and	(e.g., how the	the theme.	Citizenship in the	
	Effective writers	larger portions	language evokes a		21st Century: All	
	use a variety of	of the text (e.g.,	sense of time and	Distinguish	students will	
f	formats to	a section,	place; how it sets a	between literal	acquire the skills	
	communicate	chapter, scene,	formal or informal	language and	needed to be	
	ideas appropriate	or stanza) relate	tone).	figurative	active, informed	
	for the audience,	to each other		language.	citizens who	
t	task, and time	and the whole.	RL.9-10.5		value diversity	
f	frame.		Analyze how an	Analyze why	and promote	
		R6: Assess how	author's choices	authors choose	cultural	
	Effective readers,	point of view or	concerning how to	specific words to	understanding by	
v	writers, and	purpose shapes	structure a text,	evoke a particular	working	
1	listeners use	the content and	order events within	meaning or tone.	collaboratively to	
	knowledge of	style of a text.	it (e.g., parallel		address the	
	language to make		plots), and	Analyze how	challenges that	
l a	appropriate	R7: Integrate	manipulate time	specific word	are inherent in	
	choices when	and evaluate	(e.g., pacing,	choices build	living in an	
r	presenting	content	flashbacks) create	upon one another	interconnected	
	information and	presented in	specific effects	to create a		
t	to clarify	diverse media	(e.g. mystery,	cumulative	world.	
	meaning when	and formats,	tension, or	impact on the	NJ.ET.8.1C	
	reading or	including	surprise).	overall meaning	Students use	
	listening.	visually and	1 /	and tone of a text.	digital media and	
		quantitatively,	RL.9-10.7		environments to	
	Producing clear	as well as in	Analyze the	Determine what	communicate and	
	ideas as a writer	words.	representation of a	is emphasized or	work	
	involves selecting		subject or a key	absent in each	collaboratively,	
	appropriate style	R9: Analyze	scene in two	artistic medium.	including at a	
		and reflect on	different artistic		distance, to	
	an audience and	how two or	mediums,	Analyze the	support	
	is strengthened	more texts	including what is	impact of a	individual	
	_	address similar	emphasized or	particular subject	learning and	
	and technology.	themes or topics	absent in each	or key scene from	contribute to the	
	and toomiology.	in order to build	work (e.g.,	another artistic	learning of	
	Comprehension is	knowledge or to	Auden's "Musée	medium.	others.	
	Comprehension is	Kilowicage of to	Auden 5 Widsec	medium.		

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	enhanced through	compare the	des Beaux Arts"		NJ.SS.6.2.8 All
		approaches the	and Breughel's		students will
-	process of sharing	authors take.	Landscape with		acquire the
	and evaluating		the Fall of Icarus).	Identify different	knowledge and
ic		R10: Read and		literary text	skills to think
		comprehend	RL.9-10.9	structures.	analytically and
		complex literary	Analyze and		systematically
		and	reflect on (e.g.	Analyze a text	about how past
		informational	practical	and determine	interactions of
S	speaking or	texts	knowledge,	why an author	people, cultures,
W W	writing relies on	independently	historical/cultural	organized events	and the
tl	the appropriate	and proficiently	context, and	in a particular	environment
u	use of the	with scaffolding	background	order.	affect issues
c	conventions of	as needed.	knowledge) how		across time and
18	anguage.		an author draws on	Analyze how an	cultures. Such
		W2: Write	and transforms	author	knowledge and
P	Presentation of	informative/expl	source material in	manipulates time.	skills enable
k	knowledge and	anatory texts to	a specific work		students to make
ic	deas is enhanced	examine and	(e.g., how	Analyze how an	informed
tl	hrough	convey complex	Shakespeare treats	author's choice of	decisions as
a	appropriate	ideas and	a theme or topic	text structure	socially and
0	organization and	information	from mythology or	creates effects	ethically
S	style for an	clearly and	the Bible or how a	such as mystery,	responsible world
a	audience via the	accurately	later author draws	tension, or	citizens in the
u	use of visual	through the	on a play by	surprise.	21st century.
d	displays,	effective	Shakespeare).		
te	echnology, and	selection,	• ,	Analyze how	NJ.ET.8.1F
tl	the appropriate	organization,	RL.9-10.10 By the	authors interpret	Students use
u	use of language.	and analysis of	end of grade 9,	and transform	critical thinking
		content.	read and	themes, events,	skills to plan and
			comprehend	topics, etc. from	conduct research,
		W4: Produce	literature,	source material.	manage projects,
		clear and	including stories,		solve problems,
		coherent writing	dramas, and poems	Critique various	and make
		in which the	at grade level	works that have	informed
		development,	text-complexity or	drawn on or	decisions using
		organization,	above with	transformed the	appropriate
		and style are	scaffolding as	same source	digital tools and

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	appropriate to	needed. By the end	material and	resources.	
	task, purpose,	of grade 10, read	explain the varied	8.1.12.D.1	
	and audience.	and comprehend	interpretations of		
		literature,	different authors.	Demonstrate	
	W5: Develop	including stories,		appropriate	
	and strengthen	dramas, and	Closely read	application of	
	writing as	poems, at grade	complex grade	copyright, fair	
	needed by	level or above.	level texts.	use and/or	
	planning,			Creative	
	revising, editing,	RI.9-10.1	Reread a text to	Commons to an	
	rewriting, or	Accurately cite	find more	original work.	
	trying a new	strong and	information or		
	approach.	thorough textual	clarify ideas.		
		evidence, (e.g., via			
	W6: Use	discussion, written	Use reading		
	technology,	response, etc.) and	strategies to help		
	including the	make relevant	understand a		
	Internet, to	connections, to	complex text.		
	produce and	support analysis of			
	publish writing	what the text says	Determine how		
	and to interact	explicitly as well	the time period		
	and collaborate	as inferentially,	and point of view		
	with others.	including	of an author		
		determining where	affects his / her		
	W9: Draw	the text leaves	perspective on a		
	evidence from	matters uncertain.	theme or concept.		
	literary or				
	informational	RI.9-10.2	Select a topic and		
	texts to support	Determine a	identify and		
	analysis,	central idea of a	gather relevant		
	reflection, and	text and analyze	information to		
	research.	how it is	share with my		
		developed and	audience.		
	W10: Write	refined by specific			
	routinely over	details; provide an	Define common		
	extended time	objective summary	organizational /		
	frames (time for	of the text	formatting		
	research,		structures that		

	DT 0 10 1		ı	Т	
reflection, and	RI.9-10.4	will allow me to			
revision) and	Determine the	organize my			
shorter time	meaning of words	complex ideas			
frames (a single	and phrases as	best.			
sitting or a day	they are used in a				
or two) for a	text, including	Analyze the			
range of tasks,	figurative,	information,			
purposes, and	connotative, and	domain-specific			
audiences.	technical	vocabulary for			
	meanings; analyze	my topic, and			
SL1: Prepare for	the cumulative	organize			
and participate	impact of specific	information into			
effectively in a	word choices on	broader			
range of	meaning and tone	categories.			
conversations	(e.g., how the				
and	language of a court	Present			
collaborations	opinion differs	information			
with diverse	from that of a	maintaining an			
partners,	newspaper).	objective tone			
building on		and formal style			
others' ideas and	RI.9-10.9 Analyze	that includes an			
expressing their	and reflect on (e.g.	introduction that			
own clearly and	practical	previews what is			
persuasively.	knowledge,	to follow,			
	historical/cultural	supporting			
L2:	context, and	details, varied			
Demonstrate	background	transitions, and a			
command of the	knowledge)	concluding			
conventions of	documents of	statement /			
standard English	historical and	section that			
_	literary	supports			
grammar and	significance, (e.g.,	information			
usage when	Washington's	presented.			
writing or	Farewell Address				
speaking.	the Gettysburg	Identify the			
	Address,	writing style that			
SL4: Present	Roosevelt's Four	best fits my task,			
information,	Freedoms speech,	purpose, and			

findings, and	King's "Letter	audience.		
supporting	from Birmingham			
evidence such	Jail", Declaration	Use		
that listeners can	of the Rights of	organizational /		
follow the line	Man and Citizen,	formatting		
of reasoning and	U.N. Universal	structures to		
the organization,	Declaration of	develop writing		
development,	Human Rights,	ideas.		
and style are	etc.), including	racus.		
appropriate to	how they relate in	Compose a clear		
task, purpose,	terms of themes	and logical piece		
and audience.	and significant	of writing that		
and addressee.	concepts.	demonstrates my		
SL5: Make	concepts.	understanding of		
strategic use of	RI.9-10.10 By the	a specific writing		
digital media	end of grade 9,	style.		
and visual	read and	style.		
displays of data	comprehend	Use prewriting		
to express	literary nonfiction	strategies to		
information and	at grade level	formulate ideas.		
enhance	text-complexity or	ioimulate ideas.		
understanding of	above with	Recognize that a		
presentations.	scaffolding as	well-developed		
presentations.	needed. By the end	piece of writing		
SL6: Adapt	of grade 10, read	requires more		
speech to a	and comprehend	than one draft.		
1		than one draft.		
variety of	literary nonfiction	A		
contexts and	at grade level	Apply revision		
communicative	text-complexity or	strategies with the		
tasks,	above.	help of others.		
demonstrating	W 0 10 2	T.1:4:4: 1		
command of	W.9-10.2	Edit writing by		
formal English	A. Introduce a	checking for		
when indicated	topic; organize	errors in		
or appropriate.	complex ideas,	capitalization,		
	concepts, and	punctuation,		
L2:	information to	grammar,		
Demonstrate	make important	spelling, etc.	 	

command of the conventions of standard English capitalization, punctuation, and spelling when writing. L3: Apply knowledge of language to understand how language functions in different	connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions.	Analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary. Prepare multiple drafts using revisions and edits to develop and strengthen my writing.		
		_		
context clues, analyzing	D. Use precise language and	or a self-generated		

meaningful	domain-specific	question I have		
word parts, and	vocabulary to	determined.		
•	manage the	determined.		
consulting	complexity of the	Choose several		
general and	topic.	sources and		
specialized	E. Establish and	synthesize		
reference	maintain a style	information to		
materials, as	and tone	answer my		
appropriate.	appropriate to the	research inquiry.		
	audience and	1 ,		
L5:	purpose (e.g.	Assess the		
Demonstrate	formal and	usefulness of		
understanding of	objective for	sources to		
word	academic writing)	determine those		
	while attending to	that contain the		
relationships and	the norms and	information that		
nuances in word	conventions of the	best answers my		
meanings.	discipline in which	research question.		
	they are writing			
L6: Acquire and	F. Provide a	Follow standard		
use accurately a	concluding	format for		
range of general	paragraph or	citation to create		
academic and	section that	a bibliography for		
domain-specific	supports the	sources that I		
words and	argument	paraphrased or		
phrases	presented (e.g., articulating	quoted in my writing.		
sufficient for	implications or the	witting.		
	significance of the	Demonstrate		
reading, writing,	topic).	understanding of		
speaking, and	topic).	a subject under		
listening at the	W.9-10.4 Produce	investigation.		
college and	clear and coherent	m, ostigution.		
career readiness	writing in which	Determine textual		
level;	the development,	evidence that		
demonstrate	organization, and	supports my		
independence in	style are	analysis,		

vocabulary	purpose, and	research.		
knowledge when	audience.			
encountering an	(Grade-specific	Compose written		
unknown term	expectations for	responses and		
important to	writing types are	include textual		
comprehension	defined in	evidence to		
•	standards 1–3	strengthen my		
or expression.	above.)	analysis,		
		reflection, and/or		
	W.9-10.5 Develop	research.		
	and strengthen			
	writing as needed	Recognize that		
	by planning,	different writing		
	revising, editing,	tasks require		
	rewriting, trying a	varied time		
	new approach, or	frames to		
	consulting a style	complete.		
	manual (such as			
	MLA or APA	Determine a		
	Style), focusing on	writing format /		
	addressing what is	style to fit my		
	most significant	task, purpose,		
	for a specific	and/or audience.		
	purpose and			
	audience. (Editing	Write for a		
	for conventions	variety of		
	should	reasons.		
	demonstrate			
	command of	Review material		
	Language	to be discussed		
	standards 1–3 up	and determine		
	to and including	key points and /		
	grades 9–10).	or central ideas.		
	W.9-10.6 Use	Create questions		
	technology,	and locate key		
	including the	textual evidence		
	Internet, to	to contribute to a		

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produce, share,	discussion on the		
and update writing	given topic, text,		
products, taking	or issue.		
advantage of			
technology's	Work with peers		
capacity to link to	to define the rules		
other information	and roles		
and to display	necessary for		
information	collegial		
flexibly and	discussions and		
dynamically.	decision-making.		
aynannouny.	decision making.		
W.9-10.7 Conduct	Come prepared		
short as well as	with key points		
more sustained	and textual		
research projects	evidence to		
to answer a	contribute to a		
question	discussion and		
(including a	stimulate a		
self-generated	thoughtful well-reasoned		
question) or solve			
a problem; narrow	exchange of		
or broaden the	ideas.		
inquiry when	5		
appropriate;	Participate in a		
synthesize	discussion by		
multiple sources	posing questions		
on the subject,	that connect the		
demonstrating	ideas of several		
understanding of	speakers,		
the subject under	responding to		
investigation.	questions, and		
	elaborating on my		
W.9-10.8 Gather	own ideas and/or		
relevant	the ideas of		
information from	others to propel		
multiple	the discussion.		
authoritative print			
relevant information from multiple	own ideas and/or the ideas of others to propel		

and digital Make relevant
sources, using observations and
advanced searches use my ideas and
effectively; assess comments to
the usefulness of relate the current
each source in discussion to
answering the broader themes or
research question; ideas.
integrate
information into Respond
the text selectively thoughtfully to
to maintain the diverse
flow of ideas, perspectives
avoiding presented in a
plagiarism and discussion,
following a integrate them
standard format for with my own
citation (MLA or when warranted,
APA Style and justify my
Manuals). own views based
on evidence
W.9-10.9 introduced by
A. Apply grades others.
9–10 Reading
standards to Present
literature (e.g., information,
"Analyze how an findings, and/or
author draws on supporting
and transforms evidence clearly,
source material in concisely, and
a specific work logically.
[e.g., how
Shakespeare treats Present
a theme or topic information in a
from mythology or sequence that
the Bible or how a allows the listener
later author draws to follow my line
on a play by of reasoning.

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			Shakespeare]").			
			B. Apply grades	Prepare a		
			9–10 Reading	presentation with		
			standards to	organization,		
			nonfiction	development,		
			informational (e.g.,	substance, and		
			"Delineate and	style that are		
			evaluate the	appropriate to		
			argument and	purpose, task, and		
			specific claims in a	audience.		
			text, assessing			
			whether the	Identify the parts		
			reasoning is valid	of my		
			and the evidence is	presentation,		
			relevant and	including		
			sufficient; identify	findings,		
			false statements	reasoning, and		
			and fallacious	evidence, that		
			reasoning").	could use		
			<u> </u>	clarification,		
			W.9-10.10 Write	strengthening,		
			routinely over	and / or		
			extended time	additional		
			frames (time for	interest.		
			research,			
			reflection, and	Integrate		
			revision) and	appropriate		
			shorter time	digital media in a		
			frames (a single	strategic manner		
			sitting or a day or	to improve my		
			two) for a range of	presentation.		
			tasks, purposes,	-		
			and audiences.	Determine		
				speaking tasks		
			SL.9-10.1	that require a		
			A. Come to	formal structure.		
			discussions			
			prepared, having	Identify various		
			p	1001011 / 1011040	l	

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		read and	reasons for		
		researched	speaking.		
		material under			
		study; explicitly	Use appropriate		
		draw on that	phrases and		
		preparation by	clauses to convey		
		referring to	specific meaning		
		evidence from	and variety and		
		texts and other	interest to		
		research on the	writing.		
		topic or issue to			
		stimulate a	Identify		
		thoughtful,	misspelled words		
		well-reasoned	and use resources		
		exchange of ideas.	to assist me in		
		B. Collaborate	spelling correctly.		
		with peers to set			
		rules for	Apply the		
		discussions (e.g.	guidelines in a		
		informal	given style		
		consensus, taking	manual to write		
		votes on key	and edit work.		
		issues,			
		presentation of	Infer the meaning		
		alternate views);	of unknown		
		develop clear goals	words using		
		and assessment	context clues.		
		criteria (e.g.			
		student developed	Verify my		
		rubric) and assign	inferred meaning		
		individual roles as	of an unknown		
		needed.	word, its part of		
		C. Propel	speech, and/or its		
		conversations by	etymology by		
		posing and	consulting		
		responding to	general and		
		questions that	specialized		
		relate the current	reference		
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discussion to	materials.		
broader themes or			
larger ideas;	Interpret figures		
actively	of speech and		
incorporate others	analyze their		
into the discussion;	overall role in the		
and clarify, verify,	text.		
or challenge ideas			
and conclusions.	Recognize the		
D. Respond	difference		
thoughtfully to	between		
various	denotative and		
perspectives,	connotative		
summarize points	meanings.		
of agreement and			
disagreement, and	Analyze how		
justify own views.	certain words and		
Make new	phrases that have		
connections in	similar		
light of the	denotations can		
evidence and	carry different		
reasoning	nuances.		
presented.			
	Gather		
SL.9-10.4 Present	vocabulary		
information,	knowledge		
findings and	independently		
supporting	when considering		
evidence clearly,	a word or phrase		
concisely, and	important to		
logically. The	comprehension or		
content,	expression.		
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.	
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,	
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
C. Spell correctly.
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,
givisiaries,

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). 1.9-10.5 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. 1.9-10.6 Acquire and use accurate general academic and	 				
find the pronunciation of a word or determine or charify 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 accurate general academic and			thesauruses), both		
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., eughemism, 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 accurate general academic and			print and digital, to		
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and use accurate general academic and			L.9-10.6 Acquire		
general academic and					
and					
			domain-specific		

	T		1	·		I		T
				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.				
MP2	What do good readers	Effective readers	R1: Read	RL.9-10.1 Cite	Define textual	Formative:	NJ.SS.6.2.8 All	CRP2. Apply
Unit 3:	do?	use a variety of	closely to	strong and	evidence.	- Graphic	students will	appropriate
Short		strategies to make	determine what	thorough textual		Organizers	acquire the	academic and
Stories	Am I clear about what I	sense of key ideas	the text says	evidence and make	Define inference	- Class	knowledge and	technical skills.
(4-6	just read? How do I	and details	explicitly and to	relevant	and explain how	Discussions	skills to think	
weeks)	know?	presented in the	make logical	connections to	a reader uses	-Group	analytically and	CRP5. Consider
		text.	inferences and	support analysis of	textual evidence	Collaboration and	systematically	the
	Author's choice: Why		relevant	what the text says	to reach a logical	Lesson Planning	about how past	environmental,
	does it matter?	To gain keener	connections	explicitly as well	conclusion.	Notes	interactions of	social and
		insight into the	from it; cite	as inferentially,		- Peer	people, cultures,	economic impacts
	What makes a story a	integration of	specific textual	including	Analyze an	editing/revision*	and the	of decisions.
	"great" story?	knowledge and	evidence when	determining where	author's words	- Close Reading	environment	
		ideas, effective	writing or	the text leaves	and determine	Annotations	affect issues	CRP6.
	What do good writers	readers analyze	speaking to	matters uncertain.	multiple pieces of	- Reading Check	across time and	Demonstrate
	do?	and evaluate	support		textual evidence	Quizzes	cultures. Such	creativity and
		content,	conclusions	RL.9-10.2	that strongly	-Vocabulary	knowledge and	innovation.
	What's my purpose and	reasoning, and	drawn from the	Determine a theme	support both	checks	skills enable	
	how do I develop it?	claims in diverse	text.	or central idea of a	explicit and	-Grammar checks	students to make	CRP11. Use
		formats.		text and analyze in	inferential		informed	technology to

Writing clearly: What		R2: Determine	detail its	questions.	Summative:	decisions as	enhance
makes a difference?	Students who are	central ideas or	development over	questions.	-Formal Lesson	socially and	productivity.
	college and career	themes of a text	the course of the	Define theme	Plan	ethically	r · · · · · · · · · · · · · · · · · · ·
Why write?	ready read and	and analyze	text, including		-Teacher-For-A-	responsible world	9.3.12.ED.2
•	interpret a variety	their	how it emerges	Analyze plot to	Day	citizens in the	Demonstrate
What do good writers	of complex texts	development;	and is shaped and	determine a	Presentation*	21st century.	effective oral,
do?	with confidence	summarize the	refined by specific	theme.	-Vocabulary		written, and
	and	key supporting	details, and		quizzes	NJ.SS.6.3.12	multimedia
Communicating clearly:	independence.	details and	provide an	Determine how	-Grammar	Active	communication in
What does it take?		ideas.	objective summary	specific details in	Quizzes	Citizenship in the	multiple formats
	Analyzing texts		of the text.	a text reveal and		21st Century: All	and contexts.
When a word doesn't	for structure,	R3: Analyze		continually refine		students will	
make sense, what can I	purpose, and	how and why	RL.9-10.3	a theme.		acquire the skills	9.3.12.ED.5
do?	viewpoint allows	individuals,	Analyze how			needed to be	Demonstrate
	an effective	events, and ideas	complex	Identify and		active, informed	group
How do I use what I	reader to gain	develop and	characters (e.g.,	explain the role		citizens who	collaboration
know to figure out what	insight and	interact over the	those with multiple	of complex		value diversity	skills to enhance
I don't know?	strengthen	course of a text.	or conflicting	characters in a		and promote	professional
	understanding.		motivations)	text		cultural	education and
In what ways does the	- aa	R4: Interpret	develop over the			understanding by	training practice.
creative choice impact	Effective readers	words and	course of a text,	Analyze how		working	
the audience?	and writers use	phrases as they	interact with other	complex		collaboratively to	
XXII 4 1	knowledge of the	are used in a	characters, and	characters		address the	
What makes a	structure and	text, including	advance the plot or	develop over the		challenges that	
presentation "great"?	context of	determining	develop the theme.	course of a text.		are inherent in	
Why do the rules of	language to acquire, clarify,	technical, connotative, and	RL.9-10.4	Analyze how		living in an interconnected	
language matter?	and appropriately	figurative, and	Determine the	characters		world.	
language matter?	use vocabulary.	meanings, and	meaning of words	develop through			
	use vocabulary.	analyze how	and phrases as	their interactions		NJ.ET.8.1C	
	Effective readers,	specific word	they are used in	with others.		Students use	
	writers, and	choices shape	the text, including	with others.		digital media and	
	listeners use	meaning or tone.	figurative and	Analyze how		environments to	
	knowledge of		connotative	complex		communicate and	
	language to make	R5: Analyze the	meanings; analyze	characters		work	
	appropriate	structure of	the cumulative	advance the plot		collaboratively,	
	choices when	texts, including	impact of specific	of a text and / or		including at a	
	presenting	how specific	word choices on	contribute to the		distance, to	
	'	1				support	

	1	1	1	1	
information and	sentences,	meaning and tone	development of	individual	
to clarify	paragraphs, and	(e.g., how the	the theme.	learning and	
meaning when	larger portions	language evokes a		contribute to the	
reading or	of the text (e.g.,	sense of time and	Distinguish	learning of	
listening.	a section,	place; how it sets a	between literal	others.	
	chapter, scene,	formal or informal	language and	NJ.ET.8.1F	
Comprehension is	or stanza) relate	tone).	figurative	Students use	
enhanced through	to each other		language.	critical thinking	
a collaborative	and the whole.	RL.9-10.5		skills to plan and	
process of sharing		Analyze how an	Analyze why	conduct research,	
and evaluating	R6: Assess how	author's choices	authors choose	manage projects,	
ideas.	point of view or	concerning how to	specific words to	solve problems,	
	purpose shapes	structure a text,	evoke a particular	and make	
Effective	the content and	order events within	meaning or tone.	informed	
communication	style of a text.	it (e.g., parallel		decisions using	
of ideas when		plots), and	Analyze how	appropriate	
speaking or	R7: Integrate	manipulate time	specific word	digital tools and	
writing relies on	and evaluate	(e.g., pacing,	choices build	resources.	
the appropriate	content	flashbacks) create	upon one another		
use of the	presented in	specific effects	to create a	8.1.12.D.1	
conventions of	diverse media	(e.g. mystery,	cumulative	Demonstrate	
language.	and formats,	tension, or	impact on the	appropriate	
	including	surprise).	overall meaning	application of	
Presentation of	visually and		and tone of a text.	copyright, fair	
knowledge and	quantitatively,	RL.9-10.10 By		use and/or	
ideas is enhanced	as well as in	the end of grade 9,	Identify different	Creative	
through	words.	read and	literary text	Commons to an	
appropriate		comprehend	structures	original work.	
organization and	R9: Analyze	literature,			
style for an	and reflect on	including stories,	Analyze a text		
audience via the	how two or	dramas, and poems	and determine		
use of visual	more texts	at grade level	why an author		
displays,	address similar	text-complexity or	chose to present		
technology, and	themes or topics	above with	his / her text		
the appropriate	in order to build	scaffolding as	using a particular		
use of language.	knowledge or to	needed. By the end	structure.		
	compare the	of grade 10, read	Analyze a text		
	approaches the	and comprehend	and determine		

	authors tak	e. literature,	why an author		
	autilors tak	including stor			
	R10: Read		in a particular		
	comprehen				
	complex li	1 ,			
	and	lerary level of above			
		1 W 0 10 4 D	Analyze how an		
	information				
	texts	clear and cohe	1		
	independer				
	and profici				
	with scaffo	0 0			
	as needed.	style are	text structure		
		appropriate to			
	W4: Produ	1 1 /	such as mystery,		
	clear and	audience.	tension, or		
	coherent w	Č \			
	in which th	1			
	developme		are Closely read		
	organizatio	on, defined in	complex grade		
	and style a	re standards 1–3	level texts.		
	appropriate	e to above.)			
	task, purpo	ose,	Reread a text to		
	and audien	ce. W.9-10.6 Use	e find more		
		technology,	information or		
	SL1: Prepa	are for including the	clarify ideas.		
	and partici				
	effectively		e, Use reading		
	range of	and update wr	,		
	conversation				
	and	advantage of	complex text.		
	collaboration		1		
	with divers	0)	k to Identify the		
	partners,	other informat			
	building or		<u> </u>		
	others' idea		purpose, and		
	expressing		audience.		
	own clearly		audionoc.		
	persuasive		Use		
	persuasive	ıy.	USE		

SL4: Present organizational / routinely over formatting information, extended time structures to	
Information, extended time structures to	
findings, and frames (time for develop writing	
supporting research, ideas.	
evidence such reflection, and	
that listeners can revision) and Compose a clear	
follow the line shorter time and logical piece	
of reasoning and frames (a single of writing that	
the organization, sitting or a day or demonstrates my	
development, two) for a range of understanding of	
and style are tasks, purposes, a specific writing	
appropriate to and audiences. style.	
task, purpose,	
and audience. SL.9-10.1 Determine the	
A. Come to most efficient	
SL5: Make discussions technology	
strategic use of prepared, having medium to	
digital media read and complete my	
and visual researched writing task.	
displays of data material under	
to express study; explicitly Determine textual	
information and draw on that evidence that	
enhance preparation by supports my	
understanding of referring to analysis,	
presentations. evidence from reflection, and/or	
texts and other research.	
SL6: Adapt research on the	
speech to a topic or issue to Recognize that	
variety of stimulate a different writing	
contexts and thoughtful, tasks require	
communicative well-reasoned varied time	
tasks, exchange of ideas. frames to	
demonstrating B. Collaborate complete.	
command of with peers to set	
formal English rules for Determine a	
when indicated discussions (e.g. writing format /	
or appropriate. informal style to fit my	

		40.01	
	consensus, taking	task, purpose,	
L1:	votes on key	and/or audience.	
Demons			
comma	and of the presentation of	Write for a	
convent	tions of alternate views);	variety of	
	d English develop clear goals	reasons.	
	- I and assessment		
gramma	Cillella (e.g.	Review material	
usage w	student de veloped	to be discussed	
writing	or rubric) and assign	and determine	
speakin	ng. individual roles as	key points and /	
	needed.	or central ideas.	
L2:	C. Propel		
Demon:		Create questions	
	nosing and	and locate key	
	responding to	textual evidence	
convent	tions of questions that	to contribute to a	
standard	d English relate the current	discussion on the	
capitali		given topic, text,	
punctua	ation, and broader themes or	or issue.	
spelling	,		
writing.		Work with peers	
witting.	incorporate others	to define the rules	
	into the discussion:	and roles	
L3: Ap	ply and clarify verify	necessary for	
knowled	or challenge ideas	collegial	
languag	ge to and conclusions.	discussions and	
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	and how D. Respond	decision-making.	
languag	D. Hospona	decision making.	
function		Come prepared	
		with key points	
differen	gummariza nainta	and textual	
context	ss, to of agreement and	evidence to	
make et		contribute to a	
choices	disagreement, and	discussion and	
meaning	justify own views.		
style, ar	- Ividite nevi	stimulate a	
		thoughtful	
compre	ehend light of the	well-reasoned	

T	T	T		
more fully when	evidence and	exchange of		
reading or	reasoning	ideas.		
listening.	presented.			
		Participate in a		
L4: Determine	SL.9-10.4 Present	discussion by		
or clarify the	information,	posing questions		
_	findings and	that connect the		
meaning of	supporting	ideas of several		
unknown and	evidence clearly,	speakers,		
multiple-meanin	concisely, and	responding to		
g words and	logically. The	questions, and		
phrases by using	content,	elaborating on my		
context clues,	organization,	own ideas and/or		
analyzing	development, and	the ideas of		
meaningful	style are	others to propel		
_	appropriate to task,	the discussion.		
word parts, and	purpose, and			
consulting	audience.	Make relevant		
general and		observations and		
specialized	SL.9-10.5 Make	use my ideas and		
reference	strategic use of	comments to		
materials, as	digital media (e.g.,	relate the current		
appropriate.	textual, graphical,	discussion to		
прргорише.	audio, visual, and	broader themes or		
15.	interactive	ideas.		
L5:	elements) in			
Demonstrate	presentations to	Respond		
understanding of	enhance findings,	thoughtfully to		
word	reasoning, and	diverse		
relationships and	evidence and to	perspectives		
nuances in word	add interest.	presented in a		
meanings.		discussion,		
mounings.	SL.9-10.6 Adapt	integrate them		
I C. A	speech to a variety	with my own		
L6: Acquire and	of contexts and	when warranted,		
use accurately a	tasks,	and justify my		
range of general	demonstrating	own views based		
academic and	command of	on evidence		

	1	C 1E 1:1	1 11		
	domain-specific	formal English.	introduced by		
	words and	(See grades 9–10	others.		
	phrases	Language			
	sufficient for	standards 1 and 3	Present		
	reading, writing,	for specific	information,		
	speaking, and	expectations.)	findings, and/or		
			supporting		
	listening at the	L.9-10.2	evidence clearly,		
	college and	C. Spell correctly.	concisely, and		
	career readiness		logically.		
	level;	L.9-10.3 Apply			
	demonstrate	knowledge of	Present		
	independence in	language to make	information in a		
	1	effective choices	sequence that		
	gathering	for meaning, or	allows the listener		
	vocabulary	style, and to	to follow my line		
	knowledge when	comprehend more	of reasoning.		
	encountering an	fully when	_		
	unknown term	reading, writing,	Prepare a		
	important to	speaking or	presentation with		
	comprehension	listening. A. Vary	organization,		
	or expression.	word choice and	development,		
	of expression.	sentence structure	substance, and		
		to demonstrate an	style that are		
		understanding of	appropriate to		
		the influence of	purpose, task, and		
		language.	audience.		
		L.9-10.4	Identify the parts		
		A. Use context	of my		
		(e.g., the overall	presentation,		
		meaning of a	including		
		sentence,	findings,		
		paragraph, or text;	reasoning, and		
		a word's position	evidence, that		
		or function in a	could use		
		sentence) as a clue	clarification,		
		to the meaning of a	strengthening,		
		to the meaning of a	saviiguiviiiig,		

word or phrase.	and / or
B. Identify and	additional
correctly use	interest.
patterns of word	
changes that	Integrate
indicate different	appropriate
meanings or parts	digital media in a
of speech (e.g.,	strategic manner
analyze, analysis,	to improve my
analytical;	presentation.
advocate,	
advocacy).	Determine
C. Consult general	speaking tasks
and specialized	that require a
reference materials	formal structure.
(e.g., dictionaries,	
glossaries,	Identify various
thesauruses), both	reasons for
print and digital, to	speaking.
find the	
pronunciation of a	Identify
word or determine	misspelled words
or clarify its	and use resources
precise meaning,	to assist me in
its part of speech,	spelling correctly.
or its etymology.	
D. Verify the	Apply the
preliminary	guidelines in a
determination of	given style
the meaning of a	manual to write
word or phrase	and edit work.
(e.g., by checking	
the inferred	Infer the meaning
meaning in context	of unknown
or in a dictionary).	words using
	context clues.
L.9-10.5	
A. Interpret figures	Verify my

		Ι	
of speech (e.g.,	inferred meaning		
euphemism,	of an unknown		
oxymoron) in	word, its part of		
context and	speech, and/or its		
analyze their role	etymology by		
in the text.	consulting		
B. Analyze	general and		
nuances in the	specialized		
meaning of words	reference		
with similar	materials.		
denotations.			
	Interpret figures		
L.9-10.6 Acquire	of speech and		
and use accurate	analyze their		
general academic	overall role in the		
and	text.		
domain-specific			
words and phrases,	Recognize the		
sufficient for	difference		
reading, writing,	between		
speaking, and	denotative and		
listening at the	connotative		
college and career	meanings.		
readiness level;			
demonstrate	Analyze how		
independence in	certain words and		
gathering	phrases that have		
vocabulary	similar		
knowledge when	denotations can		
considering a word	carry different		
or phrase	nuances.		
important to			
comprehension or	Gather		
expression.	vocabulary		
•	knowledge		
	independently		
	when considering		
	a word or phrase		

					important to			
					comprehension or			
					expression.			
MP 2	What do good readers	Effective readers	R1: Read	RL.9-10.1 Cite	Define textual	Formative:	NJ.SS.6.2.8 All	CDD2 Apply
Unit 4:	do?	use a variety of	closely to	strong and	evidence.	- Close Reading	students will	CRP2 Apply appropriate
The		strategies to make	determine what	thorough textual		- Textual	acquire the	academic and
Odyssey	Am I clear about what I	sense of key ideas	the text says	evidence and make	Define inference	Annotations	knowledge and	technical skills.
(4-6	just read? How do I	and details	explicitly and to	relevant	and explain how	- Small and Large	skills to think	technical skins.
weeks)	know?	presented in the	make logical	connections to	a reader uses	Group	analytically and	CRP5 Consider
		text.	inferences and	support analysis of	textual evidence	Discussions	systematically	the
	Author's choice: Why		relevant	what the text says	to reach a logical	- Graphic	about how past	environmental,
	does it matter?	To gain keener	connections	explicitly as well	conclusion.	Organizers	interactions of	social and
		insight into the	from it; cite	as inferentially,		- Web-research	people, cultures,	economic impacts
	What do good writers	integration of	specific textual	including	Read closely and	- Character	and the	of decisions.
	do?	knowledge and	evidence when	determining where	find answers	Charts	environment	or devisions.
		ideas, effective	writing or	the text leaves	explicitly in text.	- Reading Check	affect issues	CRP6
	What's my purpose and	readers analyze	speaking to	matters uncertain.		Quizzes	across time and	Demonstrate
	how do I develop it?	and evaluate	support	DT 0.40 A	Analyze an	- Peer reading	cultures. Such	creativity and
		content,	conclusions	RL.9-10.2	author's words	and editing*	knowledge and	innovation.
	Writing clearly: What	reasoning, and	drawn from the	Determine a theme	and determine	- Narrative/	skills enable	
	makes a difference?	claims in diverse	text.	or central idea of a	multiple pieces of	Descriptive	students to make	CRP11
	W71 4 . 1	formats.	D2. D. (text and analyze in	textual evidence	techniques review	informed	Use technology to
	What do good researchers do?	Students who are	R2: Determine central ideas or	detail its	that strongly and	practice -Narrative	decisions as	enhance
	researchers do?		themes of a text	development over the course of the	thoroughly support both	-Narrative prewrite	socially and ethically	productivity.
	"Cut and Paste:" What's	college and career ready read and	and analyze	the course of the text, including	explicit and	- Prewriting	responsible world	
	the problem?	interpret a variety	their	how it emerges	inferential	graphic organizer	citizens in the	9.3.12.ED.2
	the problem;	of complex texts	development;	and is shaped and	questions.	- Student/Teacher	21st century.	Demonstrate
	Why write?	with confidence	summarize the	refined by specific	questions.	conferences	215t century.	effective oral,
	wiite:	and	key supporting	details, and	Define theme.	- Hero's Journey	NJ.SS.6.2.8.3	written, and
	What do good writers	independence.	details and	provide an	Define theme.	Cycle graphic	Classical	multimedia
	do?	maspendence.	ideas.	objective summary	Analyze plot.	organizers*	civilizations (i.e.,	communication in
		Analyzing texts		of the text.		-Mythical	Greece, Rome,	multiple formats
	Making meaning from a	for structure,	R3: Analyze		Determine how	Monster Creation	India and China)	and contexts.
	variety of sources: What	purpose, and	how and why	RL.9-10.3	specific details in		developed and	

will help?	viewpoint allows	individuals,	Analyze how	the text reveal	Summative:	expanded into
will neip:	an effective	events, and ideas	complex	and continually	-CA3: Narrative	empires of
Why do the rules of	reader to gain	develop and	characters (e.g.,	refine a theme.	Writing ("The	unprecedented
language matter?	insight and	interact over the	those with multiple	Terme a theme.	Lost Book")*	size and diversity
language matter:	strengthen	course of a text.	or conflicting	Define summary.	-CA4: The	by creating
Communicating clearly:	understanding.	course of a text.	motivations)	Define summary.	Odyssey Final	centralized
What does it take?	understanding.	R4: Interpret	develop over the	Compose an	Test*	governments and
What does it take:	Effective readers	words and	course of a text,	objective	-Epic Hero	promoting
When a word doesn't	and writers use	phrases as they	interact with other	summary stating	Project	commerce, a
make sense, what can I	knowledge of the	are used in a	characters, and	the key points of	(application to	common culture,
do?	structure and	text, including	advance the plot or	the text without	choice read)*	and social values.
uo:	context of	determining	develop the theme.	adding my own	-Vocabulary	and social values.
How do I use what I	language to	technical,	develop the theme.	opinions or	quizzes	NJ.SS.6.2.12.1
know to figure out what	acquire, clarify,	connotative, and	RL.9-10.4	feelings.	-Grammar	The methods of
I don't know?	and appropriately	figurative	Determine the		quizzes	and motivations
	use vocabulary.	meanings, and	meaning of words	Identify and	1	for exploration
In what ways does the	j	analyze how	and phrases as	explain the role		and conquest
creative choice impact	Writing should be	specific word	they are used in	of complex		resulted in
the audience?	purposely	choices shape	the text, including	characters in a		increased global
	focused, detailed,	meaning or tone.	figurative and	text.		interactions,
	organized, and	C	connotative			differing patterns
	sequenced in a	R5: Analyze the	meanings; analyze	Analyze how		of trade,
	way that clearly	structure of	the cumulative	complex		colonization, and
	communicates the	texts, including	impact of specific	characters		conflict among
	ideas to the	how specific	word choices on	develop over the		nations.
	reader.	sentences,	meaning and tone	course of a text.		
		paragraphs, and	(e.g., how the			8.1.12.D.1
	Producing clear	larger portions	language evokes a	Analyze how		Demonstrate
	ideas as a writer	of the text (e.g.,	sense of time and	characters		appropriate
	involves selecting	a section,	place; how it sets a	develop through		application of
	appropriate style	chapter, scene,	formal or informal	their interactions		copyright, fair
	and structure for	or stanza) relate	tone).	with others.		use and/or
	an audience and	to each other				Creative
	is strengthened	and the whole.	RL.9-10.5	Analyze how		Commons to an
	through revision		Analyze how an	complex		original work.
	and technology.	R6: Assess how	author's choices	characters		original work.
		point of view or	concerning how to	advance the plot		
	Effective	purpose shapes	structure a text,	of a text and/or		

	communication	the content and	order events within	contribute to the		
	of ideas when	style of a text.	it (e.g., parallel	development of a		
	speaking or	style of a text.	plots), and	theme.		
	1 0	D7: Intograta	1 //	theme.		
	writing relies on	R7: Integrate	manipulate time	E1		
	the appropriate	and evaluate	(e.g., pacing,	Explain how the		
	use of the	content	flashbacks) create	point of view or		
	conventions of	presented in	specific effects	cultural		
	language.	diverse media	(e.g. mystery,	experience (e.g.,		
		and formats,	tension, or	government, role		
	Effective writers	including	surprise).	of women) found		
	use a variety of	visually and		in various works		
	formats to	quantitatively,	RL.9-10.6	of world literature		
	communicate	as well as in	Analyze a	differs from		
	ideas appropriate	words.	particular point of	works of		
	for the audience,		view or cultural	literature written		
	task, and time	R9: Analyze	experience	in the United		
	frame.	and reflect on	reflected in a work	States.		
		how two or	of literature from			
	Effective readers,	more texts	outside the United	Analyze multiple		
	writers, and	address similar	States, drawing on	texts of world		
	listeners use	themes or topics	a wide reading of	literature to gain		
	knowledge of	in order to build	world literature.	insight into the		
	language to make	knowledge or to		point of view of		
	appropriate	compare the	RL.9-10.7	other societies		
	choices when	approaches the	Analyze the	and cultures.		
	presenting	authors take.	representation of a			
	information and		subject or a key	Define inference		
	to clarify	R10: Read and	scene in two	and explain how		
	meaning when	comprehend	different artistic	a reader uses		
	reading or	complex literary	mediums,	textual evidence		
	listening.	and	including what is	to reach a logical		
		informational	emphasized or	conclusion		
		texts	absent in each	201121401011		
		independently	work (e.g.,	Analyze an		
		and proficiently	Auden's "Musée	author's words		
		with scaffolding	des Beaux Arts"	and determine		
		as needed.	and Breughel's	multiple pieces of		
		as needed.	Landscape with	textual evidence		
			Lanuscape with	icatual evidence		

W1: Write	the Fall of Icarus).	that strongly and		
arguments to	mo i an oi ioaias).	thoroughly		
support claims	RL.9-10.9	support both		
in an analysis of	Analyze and	explicit and		
substantive	reflect on (e.g.	inferential		
topics or texts,	practical	questions.		
using valid	knowledge,	questions.		
reasoning and	historical/cultural	Identify particular		
relevant and	context, and	sentences,		
sufficient	background	paragraphs, or		
evidence.	knowledge) how	larger portions of		
evidence.	an author draws on	a text that support		
W4: Produce	and transforms	an author's ideas		
clear and	source material in	or claims.		
coherent writing	a specific work	or craims.		
in which the	(e.g., how	Analyze and		
development,	Shakespeare treats	explain how the		
organization,	a theme or topic	role of particular		
and style are	from mythology or	sentences,		
appropriate to	the Bible or how a	paragraphs, or		
task, purpose,	later author draws	larger portions of		
and audience.	on a play by	a text helps to		
	Shakespeare).	develop and		
W5: Develop	Shanespeare).	refine the		
and strengthen	RL.9-10.10 By	author's ideas or		
writing as	the end of grade 9,	claims.		
needed by	read and	V-111-1-2.		
planning,	comprehend	Define point of		
revising, editing,	literature,	view as how the		
rewriting, or	including stories,	author feels about		
trying a new	dramas, and poems	the situation /		
approach.	at grade level	topic of a text.		
	text-complexity or	1		
W6: Use	above with	Determine an		
technology,	scaffolding as	author's point of		
including the	needed. By the end	view and explain		
Internet, to	of grade 10, read	his / her purpose		
produce and	and comprehend	for writing the		

publish writing	literature,	text.		
and to interact	including stories,	text.		
and collaborate	dramas, and	Define narrative		
with others.	poems, at grade	and describe the		
with others.	level or above.	basic parts of		
W7: Conduct	level of above.	plot.		
short as well as	RI.9-10.10 By the	piot.		
more sustained		Eu anna Alan uan dau		
	end of grade 9,	Engage the reader		
research	read and	by introducing		
projects,	comprehend	one or more		
utilizing an	literary nonfiction	point(s) of view,		
inquiry-based	at grade level	the narrator,		
research	text-complexity or	characters,		
process, based	above with	setting, and the		
on focused	scaffolding as	event that starts		
questions,	needed. By the end	the story in		
demonstrating	of grade 10, read	motion.		
understanding of	and comprehend			
the subject	literary nonfiction	Use narrative		
under	at grade level	techniques to		
investigation.	text-complexity or	develop		
	above.	experiences,		
W8: Gather		events, setting,		
relevant	W.9-10.3	and/or characters.		
information	A. Engage and			
from multiple	orient the reader	Use descriptive		
print and digital	by setting out a	words and		
sources, assess	problem, situation,	phrases that		
the credibility	or observation,	reveal details,		
and accuracy of	establishing one or	appeal to the		
each source, and	multiple point(s)	senses, and help		
integrate the	of view, and	convey a vivid		
information	introducing a	picture of the		
while avoiding	narrator and/or	experiences,		
plagiarism.	characters; create a	events, setting,		
1 5	smooth	and / or		
W9: Draw	progression of	characters.		
	1 -			
evidence from	experiences or	Characters.		

literary or	events	Write a logical		
	B. Use narrative	conclusion that		
		provides a sense		
	techniques, such as			
	dialogue, pacing,	of closure.		
	description,	G: 1 1 ·		
	reflection, and	Signal changes in		
	multiple plot lines,	time and place by		
	to develop	using transition		
	experiences,	words, phrases,		
	events, and/or	and clauses to		
`	characters.	show the		
· ·	C. Use a variety of	relationships		
	techniques to	among		
	sequence events so	experiences and		
	that they build on	events.		
frames (a single	one another to			
sitting or a day	create a coherent,	Identify the		
or two) for a	complete and	writing style that		
range of tasks,	comprehensive	best fits my task,		
purposes, and	piece.	purpose, and		
audiences.	D. Use precise	audience.		
	words and phrases,			
	telling details, and	Use		
	sensory language	organizational /		
	to convey a vivid	formatting		
	picture of the	structures to		
	experiences,	develop my		
	events, setting,	writing ideas.		
	and/or characters.	<i>3</i>		
	E. Provide a	Compose a clear		
	conclusion that	and logical piece		
1 /	follows from and	of writing that		
\mathcal{E}	reflects on what is	demonstrates my		
	experienced,	understanding of		
	observed, or	a specific style.		
	resolved over the	a specific style.		
1	course of the	Use prewriting		
	narrative.			
SL2: Integrate	narrative.	strategies to		

and evaluate		formulate ideas.		
information	W.9-10.4 Produce			
presented in	clear and coherent	Recognize that a		
diverse media	writing in which	well-developed		
and formats,	the development,	piece of writing		
including	organization, and	requires more		
visually,	style are	than one draft.		
quantitatively,	appropriate to task,			
and orally.	purpose, and	Apply revision		
	audience.	strategies with the		
SL3: Evaluate a	(Grade-specific	help of others.		
speaker's point	expectations for			
of view,	writing types are	Edit my writing		
reasoning, and	defined in	by checking for		
use of evidence	standards 1–3	errors in		
and rhetoric.	above.)	capitalization,		
		punctuation,		
SL6: Adapt	W.9-10.5 Develop	grammar,		
speech to a	and strengthen	spelling, etc.		
variety of	writing as needed			
contexts and	by planning,	Analyze my		
communicative	revising, editing,	writing to		
tasks,	rewriting, trying a	determine if my		
demonstrating	new approach, or	purpose and		
command of	consulting a style	audience have		
formal English	manual (such as	been fully		
when indicated	MLA or APA	addressed and		
or appropriate.	Style), focusing on	revise when		
	addressing what is	necessary.		
L1:	most significant			
Demonstrate	for a specific	Prepare multiple		
command of the	purpose and	drafts using		
conventions of	audience. (Editing	revisions and		
	for conventions	edits to develop		
standard English	should	and strengthen		
grammar and	demonstrate	my writing.		
usage when	command of			
	Language	Recognize when		

writing or speaking. L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and	standards 1–3 up to and including grades 9–10). W.9-10.6 Use technology, including the Internet, to produce, share, and update writing products, taking	revising, editing, and rewriting are not enough, and I need to try a new approach. Identify technology (e.g., Word Publisher, PowerPoint, wiki, blog) that will		
spelling when writing. L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	technology's capacity to link to other information and to display information flexibly and dynamically. 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	publish, and update individual or shared writing products. Determine the most efficient technology medium to complete a writing task. Use technology to enhance a writing product by linking to other information and / or displaying information flexibly and dynamically.		
L4: Determine or clarify the meaning of unknown and	from mythology or the Bible or how a later author draws on a play by Shakespeare]").	Determine textual evidence that supports analysis, reflection, and/ or		

	multiple-meani	n	research.		
	-	W.9-10.10 Write	research.		
	g words and		Compose written		
	phrases by usin	extended time	responses and		
	context clues,	frames (time for	include textual		
	analyzing	research,	evidence to		
	meaningful	reflection, and	strengthen		
	word parts, and	revision) and	analysis,		
	consulting	shorter time	reflection, and /		
	general and	frames (a single	or research.		
	specialized	sitting or a day or	of rescaren.		
	-	two) for a range of	Recognize that		
	reference	tasks, purposes,	different writing		
	materials, as	and audiences.	tasks (e.g.,		
	appropriate.	and addrenees.	journal,		
		SL.9-10.1	reflection,		
	L6: Acquire an	d A. Come to	research) require		
	use accurately		varied time		
	range of genera		frames to		
	academic and	read and	complete.		
	domain-specifi	1 1	F		
	words and	material under	Determine a		
		study; explicitly	writing format /		
	phrases	draw on that	style to fit my		
	sufficient for	preparation by	task, purpose,		
	reading, writing	referring to	and/ or audience.		
	speaking, and	evidence from			
	listening at the	texts and other	Write for a		
	college and	research on the	variety of reasons		
	career readines	topic or issue to	(e.g., to inform,		
	level;	stimulate a	to describe, to		
	demonstrate	thoughtful,	persuade, to		
		well-reasoned	entertain / convey		
	independence i	exchange of fueas.	an experience).		
	gathering	C. Propel			
	vocabulary	conversations by	Create questions		
	knowledge who		and locate key		
	encountering as	responding to	textual evidence		

	1 .			I	
	unknown term	questions that	to contribute to a		
	important to	relate the current	discussion on a		
	comprehension	discussion to	given topic, text,		
	or expression.	broader themes or	or issue.		
	1	larger ideas;			
		actively	Work with peers		
		incorporate others	to define the rules		
		into the discussion;	and roles		
		and clarify, verify,	necessary for		
		or challenge ideas	collegial		
		and conclusions.	discussion and		
		D. Respond	decision-making.		
		thoughtfully to			
		various	Come prepared		
		perspectives,	with key points		
		summarize points	and textual		
		of agreement and	evidence to		
		disagreement, and	contribute to a		
		justify own views.	discussion and		
		Make new	stimulate a		
		connections in	thoughtful		
		light of the	well-reasoned		
		evidence and	exchange of		
		reasoning	ideas.		
		presented.			
		1	Participate in a		
		SL.9-10.4 Present	discussion by		
		information,	posing questions		
		findings and	that connect the		
		supporting	ideas of several		
		evidence clearly,	speakers,		
		concisely, and	responding to		
		logically. The	questions, and		
		content,	elaborating on my		
		organization,	own ideas and/ or		
		development, and	the ideas of		
		style are	others to propel		
		appropriate to task,	the discussion.		
		appropriate to task,	the discussion.		

purpose, and			
audience.	Make relevant		
	observations and		
SL.9-10.6 Adapt	use my ideas and		
speech to a variety	comments to		
of contexts and	relate the current		
tasks,	discussion to		
demonstrating	broader themes or		
command of	ideas.		
formal English.			
(See grades 9–10	Respond		
Language	thoughtfully to		
standards 1 and 3	diverse		
for specific	perspectives		
expectations.)	presented in a		
	discussion,		
L.9-10.1	integrate them		
B. Use various	with my own		
types of phrases	when warranted		
(noun, verb,	(appropriate), and		
adjectival,	justify my own		
adverbial,	views based on		
participial,	evidence		
prepositional,	introduced by		
absolute) and	others.		
clauses			
(independent,	Define and		
dependent; noun,	identify various		
relative, adverbial)	types of phrases		
to convey specific	and clauses.		
meanings and add			
variety and interest	Use appropriate		
to writing or	phrases and		
presentations.	clauses to convey		
	specific meaning		
L.9-10.2	and add variety		
A. Use a	and interest to		
semicolon (and	writing or		

<u></u>	Т		1 .	1	<u> </u>
		perhaps a	presentations.		
		conjunctive			
		adverb) to link two	Determine when		
		or more closely	to capitalize		
		related	words.		
		independent			
		clauses.	Identify and		
		C. Spell correctly.	explain when to		
			use semicolons.		
		L.9-10.3 Apply			
		knowledge of	Use a semicolon		
		language to make	with a		
		effective choices	conjunctive		
		for meaning, or	adverb.		
		style, and to			
		comprehend more	Identify		
		fully when	misspelled words		
		reading, writing,	and use resources		
		speaking or	to assist me in		
		listening. A. Vary	spelling correctly.		
		word choice and			
		sentence structure	Infer the meaning		
		to demonstrate an	of unknown		
		understanding of	words using		
		the influence of	context clues.		
		language.			
			Recognize and		
		L.9-10.4	define common		
		A. Use context	affixes and roots.		
		(e.g., the overall			
		meaning of a	Break down		
		sentence,	unknown words		
		paragraph, or text;	into units of		
		a word's position	meaning to infer		
		or function in a	the definition of		
		sentence) as a clue	the unknown		
		to the meaning of a	word.		
		word or phrase.			

D I 1 4'C 1	TT 44 C	I	
B. Identify and	Use patterns of		
correctly use	word changes to		
patterns of word	determine a		
changes that	word's meaning		
indicate different	or parts of		
meanings or parts	speech.		
of speech (e.g.,			
analyze, analysis,	Verify my		
analytical;	inferred meaning		
advocate,	of an unknown		
advocacy).	word, its part of		
C. Consult general	speech, and/ or its		
and specialized	etymology by		
reference materials	consulting		
(e.g., dictionaries,	general and		
glossaries,	specialized		
thesauruses), both	reference		
print and digital, to	materials.		
find the			
pronunciation of a	Define and		
word or determine	identify various		
or clarify its	forms of		
precise meaning,	figurative		
its part of speech,	language.		
or its etymology.			
D. Verify the	Interpret figures		
preliminary	of speech and		
determination of	analyze their		
the meaning of a	overall role in the		
word or phrase	text.		
(e.g., by checking			
the inferred	Recognize word		
meaning in context	relationships and		
or in a dictionary).	use the		
	relationships to		
L.9-10.5	further		
A. Interpret figures	understand		
of speech (e.g.,	multiple words.		

	1 .			
	euphemism,			
	oxymoron) in	Recognize the		
	context and	difference		
	analyze their role	between		
	in the text.	denotative		
	B. Analyze	meanings and		
	nuances in the	connotative		
	meaning of words	meanings.		
	with similar			
	denotations.	Analyze how		
		certain words and		
	L.9-10.6 Acquire	phrases that have		
	and use accurate	similar		
	general academic	denotations can		
	and	carry different		
	domain-specific	nuances.		
	words and phrases,			
	sufficient for	Recognize the		
	reading, writing,	difference		
	speaking, and	between general		
	listening at the	academic words		
	college and career	and phrases and		
	readiness level;	domain-specific		
	demonstrate	words and		
	independence in	phrases.		
	gathering	r		
	vocabulary	Acquire and use		
	knowledge when	college and career		
	considering a word	readiness level		
	or phrase	academic and		
	important to	domain-specific /		
	comprehension or	phrases to		
	expression.	demonstrate		
	CAPICSSIUII.	proficiency in		
		reading, writing,		
		speaking, and		
		listening.		

					Consider			
					vocabulary			
					knowledge			
					including			
					denotation,			
					nuance,			
					etymology, etc.			
					and determine the			
					most appropriate			
					words or phrases			
					to express overall			
					meaning.			
					Gather			
					vocabulary			
					knowledge			
					independently			
					when considering			
					a word or phrase			
					important to			
					comprehension or			
					expression.			
MP 3	What do good readers	Effective research	R1: Read	RL.9-10.1 Cite	Distinguish	Formative:	NJ.SS.6.3.12	CRP8. Utilize
Unit 5:	do?	presents an	closely to	strong and	between literal	- Paraphrasing	- Determine the	critical thinking
Research		answer to a	determine what	thorough textual	language and	and quoting	credibility and	to make sense of
& Arg.	Am I clear about what I	question,	the text says	evidence and make	figurative	exercises	value of	problems and
Writing	just read? How do I	demonstrates	explicitly and to	relevant	language.	- MLA formatting	information,	persevere in
(4-6	know?	understanding of	make logical	connections to		exercises	while also	solving them.
weeks)		the inquiry, and	inferences and	support analysis of	Recognize the	- Group/	considering	
	Author's choice: Why	properly cites	relevant	what the text says	difference	partnered/whole	context, point of	CRP11. Use
	does it matter?	information from	connections	explicitly as well	between	class discussions	view, and	technology to
		multiple sources.	from it; cite	as inferentially,	denotative	- KWL charts	multiple	enhance
	What do good writers		specific textual	including	meanings and	- Class	perspectives.	productivity.
	do?	Effective readers	evidence when	determining where	connotative	discussions	- Collaboratively	
		use a variety of	writing or	the text leaves	meanings.	- Worksheets/	evaluate possible	9.3.12.ED.2
	Why write?	strategies to make	speaking to	matters uncertain.		graphic	solutions to	Demonstrate
		sense of key ideas	support		Analyze how	organizers	problems and	effective oral,
	What do good writers	and details	conclusions	RL.9-10.2	specific word	- Non-fiction	conflicts that	written, and

do?	prese	ented in the	drawn from the	Determine a theme	choices build on	analysis / close	arise in an	multimedia
	text.		text.	or central idea of a	one another to	reading*	interconnected	communication in
"Cut and Paste:				text and analyze in	create a	- Web-based	world.	multiple formats
the problem?		ain keener	R2: Determine	detail its	cumulative	research*	- Critically	and contexts.
	insig	ht into the	central ideas or	development over	impact on the	-Source Notes (in	analyze	
Making meanin	g from a integ	ration of	themes of a text	the course of the	overall meaning	progress)*	information,	
variety of source	es: What know	ledge and	and analyze	text, including	and tone of a text.	- Peer review	make ethical	
will help?	ideas	, effective	their	how it emerges		worksheets*	judgments, and	
	reade	ers analyze	development;	and is shaped and	Define points of	- Research paper	responsibly	
Communicating	g clearly: and e	evaluate	summarize the	refined by specific	view as how the	rough draft*	address	
What does it tal	conte	ent,	key supporting	details, and	author feels about	- Reflections	controversial	
	reaso	oning, and	details and	provide an	the situation/topic	(written and	issues.	
When a word do	oesn't claim	ns in diverse	ideas.	objective summary	of a text.	discussions)	- Communicate	
make sense, wh	at can I form	ats.		of the text.		-Teacher-Student	through rational	
do?			R3: Analyze		Determine an	conferences	and persuasive	
		ents who are	how and why	RL.9-10.4	author's point of	- Online	written and oral	
In what ways do	oes the colle	ge and career	individuals,	Determine the	view and explain	Conferences via	arguments to	
creative choice	impact ready	read and	events, and ideas	meaning of words	his/her purpose	Google Docs	present solutions	
the audience?	interp	pret a variety	develop and	and phrases as	for writing the	-Literature	to controversial	
		mplex texts	interact over the	they are used in	text.	Circles	issues.	
Why do the rule		confidence	course of a text.	the text, including		Discussion*		
language matter	r? and			figurative and	Identify when an	-Journal writing	NJ.SS.6.3.12	
	indep	pendence.	R4: Interpret	connotative	author uses	to accompany	Active	
			words and	meanings; analyze	rhetoric and	independent	Citizenship in the	
		yzing texts	phrases as they	the cumulative	analyze how the	reading*	21st Century: All	
		tructure,	are used in a	impact of specific	rhetoric		students will	
		ose, and	text, including	word choices on	strengthens	Summative:	acquire the skills	
		point allows	determining	meaning and tone	his/her point of	-CA5:	needed to be	
		fective	technical,	(e.g., how the	view or purpose.	Argumentative	active, informed	
		er to gain	connotative, and	language evokes a		Research paper*	citizens who	
		ht and	figurative	sense of time and	Identify the side	- MLA/Research	value diversity	
		gthen	meanings, and	place; how it sets a	of an argument an	Quiz/Test*	and promote	
	unde	rstanding.	analyze how	formal or informal	author presents in	- Persuasion	cultural	
			specific word	tone).	a text.	Analysis	understanding by	
		ctive readers	choices shape			- Annotated	working	
		vriters use	meaning or tone.	RL.9-10.10 By	Determine the	Bibliography /	collaboratively to	
		ledge of the		the end of grade 9,	credibility of the	Source Notes*	address the	
	struc	ture and	R6: Assess how	read and	author and his/her	- Generated thesis	challenges that	

			I	T	
context of	point of view or	comprehend	purpose.	statements*	are inherent in
language to	purpose shapes	literature,		- Quizzes	living in an
acquire, clarify,	the content and	including stories,	Identity claims	- Works Cited	interconnected
and appropriately	style of a text.	dramas, and poems	that are supported	Page*	world.
use vocabulary.		at grade level	by facts(s) and	- Non-fiction	
	R10: Read and	text-complexity or	those that are	analysis / close	NJ.ET.8.1E
Writing should be	comprehend	above with	opinions.	reading	Students apply
purposely	complex literary	scaffolding as		-Vocab. Quizzes	digital tools to
focused, detailed,	and	needed. By the end	Analyze how	-Grammar	gather, evaluate,
organized, and	informational	of grade 10, read	different	Quizzes	and use
sequenced in a	texts	and comprehend	documents		information.
way that clearly	independently	literature,	address related		
communicates the	and proficiently	including stories,	themes and		NJ.ET.8.1F
ideas to the	with scaffolding	dramas, and	concepts.		Students use
reader.	as needed.	poems, at grade			critical thinking
		level or above.	Determine how		skills to plan and
Producing clear	W1: Write		the time period		conduct research,
ideas as a writer	arguments to	RI.9-10.1	and point of view		manage projects,
involves selecting	support claims	Accurately cite	of an author		solve problems,
appropriate style	in an analysis of	strong and	affects his/her		and make
and structure for	substantive	thorough textual	perspective on a		informed
an audience and	topics or texts,	evidence, (e.g., via	theme or concept		decisions using
is strengthened	using valid	discussion, written	that best fits my		appropriate
through revision	reasoning and	response, etc.) and	task, purpose, and		digital tools and
and technology.	relevant and	make relevant	audience.		resources.
	sufficient	connections, to			
Comprehension is	evidence.	support analysis of	Identify the		
enhanced through		what the text says	writing style that		8.1.12.D.1
a collaborative	W4: Produce	explicitly as well	best fits my task,		Demonstrate
process of sharing	clear and	as inferentially,	purpose, and		appropriate
and evaluating	coherent writing	including	audience.		application of
ideas.	in which the	determining where			copyright, fair
	development,	the text leaves	Use		use and/or
Effective	organization,	matters uncertain.	organizational/		Creative
communication	and style are		formatting		Commons to an
of ideas when	appropriate to	RI.9-10.2	structures to		original work.
speaking or	task, purpose,	Determine a	develop my		
writing relies on	and audience.	central idea of a	writing ideas.		

	the appropriate		text and analyze			
	use of the	W5: Develop	how it is	Identify		
	conventions of	and strengthen	developed and	technology that		
	language.	writing as	refined by specific	will assist in the		
	language.	needed by	details; provide an	production,		
	Effective writers	planning,	objective summary	publication, and		
	use a variety of	revising, editing,	of the text.	updating of		
	formats to	rewriting, or	of the text.	shared writing		
	communicate		RI.9-10.3	products.		
		trying a new		products.		
	ideas appropriate	approach.	Analyze how the	D.C. 1		
	for the audience,	W/C II	author unfolds an	Define research		
	task, and time	W6: Use	analysis or series	and distinguish		
	frame.	technology,	of ideas or events,	how research		
		including the	including the order	differs from other		
	Effective readers,	Internet, to	in which the points	types of writing.		
	writers, and	produce and	are made, how			
	listeners use	publish writing	they are introduced	Choose several		
	knowledge of	and to interact	and developed,	sources and		
	language to make	and collaborate	and the	synthesize		
	appropriate	with others.	connections that	information to		
	choices when		are drawn between	answer my		
	presenting	W7: Conduct	them.	research inquiry.		
	information and	short as well as				
	to clarify	more sustained	RI.9-10.4	Demonstrate		
	meaning when	research	Determine the	understanding of		
	reading or	projects,	meaning of words	the subject under		
	listening.	utilizing an	and phrases as	investigation.		
		inquiry-based	they are used in a			
		research	text, including	Focus research		
		process, based	figurative,	around a problem		
		on focused	connotative, and	to be solved, a		
		questions,	technical	central question		
		demonstrating	meanings; analyze	that is provided,		
		understanding of	the cumulative	or a		
		the subject	impact of specific	self-generated		
		under	word choices on	question.		
		investigation.	meaning and tone	question.		
		in , obligation.	_	Analyze		
			(e.g., how the	Analyze		

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				language of a court	substantive		
		relev		opinion differs	(influential)		
				from that of a	topics or texts to		
			-	newspaper).	determine an		
		-	t and digital		argument that		
			,	RI.9-10.5	causes or has		
			-	Analyze in detail	caused a debate		
			,	how an author's	in society.		
				ideas or claims are			
				developed and	Choose a side of		
		infor	rmation	refined by	the argument and		
		while	le avoiding	particular	identify claims		
		plagi	giarism.	sentences,	that support my		
				paragraphs, or	choice and claims		
		W9:	: Draw	larger portions of a	that oppose my		
		evide	lence from	text (e.g., a section	choice.		
		litera	ary or	or chapter).			
		infor	rmational		Determine the		
		texts	s to support	RI.9-10.6	credibility of a		
		analy	lysis,	Determine an	source (who		
		refle	ection, and	author's point of	wrote it, when it		
		resea	earch.	view or purpose in	was written, and		
				a text and analyze	why it was		
		W10	0: Write	how an author uses	written) and the		
		routi	inely over	rhetorical devices	accuracy of the		
				to advance that	details presented		
		fram	nes (time for	point of view or	in the source.		
		resea	`	purpose.			
		refle	ection, and		Present my		
		revis	sion) and	RI.9-10.7	argument in a		
			,	Analyze various	formal style that		
		fram		perspectives as	includes an		
				presented in	introduction,		
				different mediums	supporting details		
				(e.g., a person's	with transitions		
		-		life story in both	that create		
		1 1		print and	cohesion and		
				multimedia),	clarify		
L	1			· · · · · · · · · · · · · · · · · · ·	· J		

SL1: Prepare for	determining which	relationships, and		
and participate	details are	provide a		
effectively in a	emphasized in	concluding		
range of	each account.	statement/section		
conversations		that supports my		
and	RI.9-10.8	argument.		
collaborations	Describe and			
with diverse	evaluate the	Select a topic and		
partners,	argument and	identify and		
building on	specific claims in a	gather relevant		
others' ideas and	text, assessing	information (e.g.,		
expressing their	whether the	well-chosen facts,		
own clearly and	reasoning is valid	extended		
persuasively.	and the evidence is	definitions,		
	relevant and	concrete details,		
SL2: Integrate	sufficient; identify	quotations,		
and evaluate	false statements	examples) to		
information	and reasoning.	share with my		
presented in		audience.		
diverse media	RI.9-10.10 By the			
and formats,	end of grade 9,	Define and		
including	read and	identify parallel		
visually,	comprehend	structures.		
quantitatively,	literary nonfiction			
and orally.	at grade level	Recognize when I		
Ĭ	text-complexity or	have not used		
SL3: Evaluate a	above with	parallel structure		
speaker's point	scaffolding as	in my writing.		
of view,	needed. By the end			
reasoning, and	of grade 10, read	Use parallel		
use of evidence	and comprehend	structure		
and rhetoric.	literary nonfiction	correctly in my		
SL6: Adapt	at grade level	writing.		
speech to a	text-complexity or			
variety of	above.	Define and		
contexts and		identify various		
communicative	W.9-10.1 Write	types of phrases		
tasks,	arguments to	and clauses.		

	1	. 1			
	demonstratii				
	command of	3	Use appropriate		
	formal Engli	-	phrases and		
	when indica	, ,	clauses to convey		
	or appropria		specific meaning		
		and relevant and	and add variety		
	L1:	sufficient	and interest to		
	Demonstrate	e evidence.	writing or		
	command of	Ethe	presentations.		
	conventions	of A. Introduce			
	standard Eng	glish precise claim(s),	Determine when		
	grammar and	d distinguish the	to capitalize		
	usage when	claim(s) from	words.		
	writing or	alternate or			
	speaking.	opposing claims,	Identify and		
		and create an	explain when to		
	L2:	organization that	use semicolons.		
	Demonstrate				
	command of	1 1 .	Use a semicolon		
	conventions	a(a)	with a		
		counterclaims	conjunctive		
	standard Eng	reasons and	adverb.		
	capitalizatio	CVIUCIICC.			
	punctuation,		Identify and		
	spelling whe	B. Develop	explain when to		
	writing.	claim(s) and	use a colon to		
		counterclaims	introduce a list.		
	L3: Apply	avoiding common			
	knowledge o	logical fallacies,	Identify		
	language to	propaganda	misspelled words		
		devices, and using	and use resources		
	understand h	sound reasoning,	to assist me in		
	language	supplying	spelling correctly.		
	functions in	evidence for each			
	different	while pointing out	Determine a		
	contexts, to	the strengths and	speaker's point of		
	make effecti	ve limitations of both	view as how the		
	choices for	in a manner that	speaker feels		
	CHOICES IOI		_		

style, and to comprehend more fully when reading or listening. L4: Determine or clarify the meaning of unknown and multiple-meanin g words and phrases by using context clues, analyzing and known and between the context clues, analyzing and comprehend known and clarify the section of the clarification of the	dience's si owledge level d concerns. Use transitions g. words, rases, clauses) link the major ctions of the the ct, create hesion, and arify the ationships tween claim(s) d reasons, tween reasons d evidence, and	dentify when a peaker uses evidence and/or hetoric and analyze how hese techniques trengthen his/ner point of view or purpose. Apply the guidelines of the MLA style nanual to written and edited work.		
specialized reference materials, as appropriate. L5: Demonstrate understanding of word relationships and nuances in word meanings. mai and app aud pur forr tory forr con disc they	Establish and dinitain a style d tone propriate to the dience and rpose (e.g. irrmal and jective for ademic writing) hile attending to enorms and inventions of the expansion of	Recognize and define common offixes and roots. Break down unknown words nto units of meaning to infer the definition of the unknown word. Use patterns of word changes to determine a word's meaning or part of speech.		

L6: Acquire and	paragraph or	Verify my		
use accurately a	section that	inferred meaning		
range of general	supports the	of an unknown		
academic and	argument	word, its part of		
domain-specific	presented.	speech and/or its		
words and	W.9-10.4 Produce	etymology by consulting		
phrases	clear and coherent	general and		
sufficient for	writing in which	specialized		
reading, writing,	the development,	reference		
speaking, and	organization, and	materials.		
listening at the	style are			
college and	appropriate to task,	Gather		
_	purpose, and	vocabulary		
career readiness	audience.	knowledge		
level;	(Grade-specific	independently		
demonstrate	expectations for	when considering		
independence in	writing types are	a word or phrase		
gathering	defined in	important to		
vocabulary	standards 1–3	comprehension or		
knowledge when	above.)	expression.		
encountering an	W 0 10 5 D 1	A		
unknown term	W.9-10.5 Develop	Acquire and use		
important to	and strengthen writing as needed	college and career readiness level		
comprehension	by planning,	academic and		
or expression.	revising, editing,	domain-specific		
or expression.	rewriting, trying a	words/ phrases to		
	new approach, or	demonstrate		
	consulting a style	proficiency in		
	manual (such as	reading, writing,		
	MLA or APA	speaking, and		
	Style), focusing on	listening.		
	addressing what is	<i>S</i> -		
	most significant			
	for a specific			
	purpose and			
	audience. (Editing			

for conventions
should
demonstrate
command of
Language
standards 1–3 up
to and including
grades 9–10).
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.
dynamicany.
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
authoritative print
and digital
sources, using
advanced searches
effectively; assess
the usefulness of
each source in
answering the
research question;
integrate
information into
the text selectively
to maintain the
flow of ideas,
avoiding
plagiarism and
following a
standard format for
citation (MLA or
APA Style
Manuals).
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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.
B. Collaborate
with peers to set
rules for
discussions (e.g.
informal
consensus, taking
votes on key
issues,
presentation of

alternate views):	
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 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.	

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	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.)				
	onpocurions.)				
	L.9-10.1				
	Demonstrate				
	command of the				
	conventions of				
	standard English				
	grammar and				
	usage when				
	writing or				
	speaking.				
	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 interest		
		to writing or		
		presentations.		
		L.9-10.2		
		Demonstrate		
		command of the		
		conventions of		
		standard English		
		capitalization,		
		punctuation, and		
		spelling when		
		writing.		
		A. Use a		
		semicolon (and		
		perhaps a		
		conjunctive		
		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 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
C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both
and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both
reference materials (e.g., dictionaries, glossaries, thesauruses), both
(e.g., dictionaries, glossaries, thesauruses), both
glossaries, thesauruses), both
thesauruses), both
thesauruses), both
nrint and digital to
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.				
				delications.				
				L.9-10.6 Acquire				
				and use accurate				
				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.				
MP 3	What do good readers	Effective readers	R1: Read	RL.9-10.1 Cite	Read closely and	Formative:	NJ.ET.8.1E	CRP8 Utilize
Unit 6:	do?	use a variety of	closely to	strong and	find answers	-Film Study	Students apply	critical thinking
Poetry		strategies to make	determine what	thorough textual	explicitly in the	Packet (pre/post	digital tools to	to make sense of
(4-6	Am I clear about what I	sense of key ideas	the text says	evidence and make	text and answers	viewing)	gather, evaluate,	problems and
weeks)	just read? How do I	and details	explicitly and to	relevant	that require	- Class	and use	persevere in
	know?	presented in the	make logical	connections to	inference.	Discussions	information.	solving them.
		text.	inferences and	support analysis of		- Small Group		
	Author's choice: Why		relevant	what the text says	Define inference	Collaboration	NJ.ET.8.1F	CRP11 Use
	does it matter?	To gain keener	connections	explicitly as well	and explain how	- Written	Students use	technology to
		insight into the	from it; cite	as inferentially,	a reader uses	Reflections	critical thinking	enhance
	What do good writers	integration of	specific textual	including	textual evidence	- Recitations	skills to plan and	productivity.
	do?	knowledge and	evidence when	determining where	to reach a logical	- Poem	conduct research,	
		ideas, effective	writing or	the text leaves	conclusion.	Annotations	manage projects,	9.3.12.ED.2
	"Cut and Paste:" What's	readers analyze	speaking to	matters uncertain.		- Graphic	solve problems,	Demonstrate

	the problem?	and evaluate	support		Determine how	Organizers	and make	effective oral,
		content,	conclusions	RL.9-10.2	specific details in	-Web-based /	informed	written, and
	Making meaning from a	reasoning, and	drawn from the	Determine a theme	the text reveal	Library Research	decisions using	multimedia
	variety of sources: What	claims in diverse	text.	or central idea of a	and continually	(Poet Focus	appropriate	communication in
	will help?	formats.		text and analyze in	refine a theme.	Paper)	digital tools and	multiple formats
			R2: Determine	detail its		-Annotated	resources.	and contexts.
	Why do the rules of	Students who are	central ideas or	development over	Compose an	Bibliography /		
	language matter?	college and career	themes of a text	the course of the	objective	Source Notes		
		ready read and	and analyze	text, including	summary stating	-Rough Draft	8.1.12.D.1	
	When a word doesn't	interpret a variety	their	how it emerges	the key points of	(Poet Focus	Demonstrate	
	make sense, what can I	of complex texts	development;	and is shaped and	the text without	Paper)	appropriate	
	do?	with confidence	summarize the	refined by specific	adding my own	-Peer Revision	application of	
		and	key supporting	details, and	opinions or	via Google Docs	copyright, fair	
	How do I use what I	independence.	details and	provide an	feelings.	-Rough Draft of	use and/or	
	know to figure out what		ideas.	objective summary		Original	Creative	
	I don't know?	Analyzing texts		of the text.	Define and	Extended	Commons to an	
		for structure,	R5: Analyze the		identify various	Metaphor Poem	original work.	
	In what ways does the	purpose, and	structure of	RL.9-10.4	forms of			
	creative choice impact	viewpoint allows	texts, including	Determine the	figurative	Summative:		
	the audience?	an effective	how specific	meaning of words	language.	-CA6: Poetry		
		reader to gain	sentences,	and phrases as		Test*		
		insight and	paragraphs, and	they are used in	Distinguish	-Original		
		strengthen	larger portions	the text, including	between literal	Extended		
		understanding.	of the text (e.g.,	figurative and	language and	Metaphor Poem*		
			a section,	connotative	figurative	-Vocabulary		
		Effective readers	chapter, scene,	meanings; analyze	language.	Quizzes		
		and writers use	or stanza) relate	the cumulative		-Grammar		
		knowledge of the	to each other	impact of specific	Recognize the	quizzes		
		structure and	and the whole.	word choices on	difference			
		context of		meaning and tone	between			
		language to	R6: Assess how	(e.g., how the	denotative and			
		acquire, clarify,	point of view or	language evokes a	connotative			
		and appropriately	purpose shapes	sense of time and	meanings.			
		use vocabulary.	the content and	place; how it sets a				
			style of a text.	formal or informal	Analyze why			
		Writing should be	~	tone).	authors choose			
1		purposely	R7: Integrate	DT 0.40 -	specific words to			
		focused, detailed,	and evaluate	RL.9-10.5	evoke a particular			

			Analyze how an			
	organized, and	content		meaning or tone.		
	sequenced in a	presented in	author's choices	A 1 1		
	way that clearly	diverse media	concerning how to	Analyze how		
	communicates the	and formats,	structure a text,	specific word		
	ideas to the	including	order events within	choices build		
	reader.	visually and	it (e.g., parallel	upon one another		
		quantitatively,	plots), and	to create a		
	Effective	as well as in	manipulate time	cumulative		
	communication	words.	(e.g., pacing,	impact on the		
	of ideas when		flashbacks) create	overall meaning		
	speaking or	R9: Analyze	specific effects	and tone of a text.		
	writing relies on	and reflect on	(e.g. mystery,			
	the appropriate	how two or	tension, or	Identify different		
	use of the	more texts	surprise).	literary text		
	conventions of	address similar		structures.		
	language.	themes or topics	RL.9-10.7			
		in order to build	Analyze the	Analyze a text		
	Effective writers	knowledge or to	representation of a	and determine		
	use a variety of	compare the	subject or a key	why an author		
	formats to	approaches the	scene in two	chose to present		
	communicate	authors take.	different artistic	his/her text using		
	ideas appropriate		mediums,	a particular		
	for the audience,	R10: Read and	including what is	structure.		
	task, and time	comprehend	emphasized or			
	frame.	complex literary	absent in each	Analyze how an		
		and	work (e.g.,	author's choice of		
	Effective readers,	informational	Auden's "Musée	text structure		
	writers, and	texts	des Beaux Arts"	creates such		
	listeners use	independently	and Breughel's	effects as		
	knowledge of	and proficiently	Landscape with	mystery, tension,		
	language to make	with scaffolding	the Fall of Icarus).	or surprise.		
	appropriate	as needed.				
	choices when		RL.9-10.9	Identify a subject		
	presenting	W3: Write	Analyze and	or a key scene		
	information and	narratives to	reflect on (e.g.	that is portrayed		
	to clarify	develop real or	practical	in two different		
	meaning when	imagined	knowledge,	artistic mediums.		
	reading or	experiences or	historical/cultural	artistic inculuins.		
	reading of	experiences or	mswicai/cuitural			

listeni	ng. events using	context, and	Determine what		
listeni	effective	background	is emphasized or		
	technique,	knowledge) how	absent in each		
	well-chosen	an author draws on	artistic medium.		
	details, and	and transforms	artistic incurum.		
	well-structured	source material in	Analyze how		
		a specific work	•		
	event sequences.	1 1	authors interpret and transform		
	W4: Produce	(e.g., how			
		Shakespeare treats	themes, events,		
	clear and	a theme or topic	topics, etc. from		
	coherent writing	from mythology or	source material.		
	in which the	the Bible or how a			
	development,	later author draws	Critique various		
	organization,	on a play by	works that have		
	and style are	Shakespeare).	drawn on or		
	appropriate to		transformed the		
	task, purpose,	RL.9-10.10 By	same source		
	and audience.	the end of grade 9,	material and		
		read and	explain the varied		
	W5: Develop	comprehend	interpretations of		
	and strengthen	literature,	different authors.		
	writing as	including stories,			
	needed by	dramas, and poems	Determine an		
	planning,	at grade level	author's point of		
	revising, editing,	text-complexity or	view and explain		
	rewriting, or	above with	his/her purpose		
	trying a new	scaffolding as	for writing the		
	approach.	needed. By the end	text.		
		of grade 10, read			
	W6: Use	and comprehend	Define point of		
	technology,	literature,	view as how the		
	including the	including stories,	author feels about		
	Internet, to	dramas, and	the situation/topic		
	produce and	poems, at grade	of a text.		
	publish writing	level or above.			
	and to interact		Closely read		
	and collaborate	RI.9-10.1	complex grade		
	with others.	Accurately cite	level texts.		

 T	T	1		
	strong and			
W7: Conduct	thorough textual	Use reading		
short as well as	evidence, (e.g., via	strategies to help		
more sustained	discussion, written	me understand		
research	response, etc.) and	difficult complex		
projects,	make relevant	text.		
utilizing an	connections, to			
inquiry-based	support analysis of	Select a topic and		
research	what the text says	identify and		
process, based	explicitly as well	gather relevant		
on focused	as inferentially,	information to		
questions,	including	share with my		
demonstrating	determining where	audience.		
understanding of	the text leaves			
the subject	matters uncertain.	Define common		
under		organizational/for		
investigation.	RI.9-10.2	matting structures		
	Determine a	and determine the		
W8: Gather	central idea of a	structure(s) that		
relevant	text and analyze	will allow me to		
information	how it is	organize my		
from multiple	developed and	complex ideas		
print and digital	refined by specific	best.		
sources, assess	details; provide an			
the credibility	objective summary	Present my		
and accuracy of	of the text.	information to		
each source, and		maintain an		
integrate the	RI.9-10.10 By the	objective tone		
information	end of grade 9,	and formal style		
while avoiding	read and	that includes an		
plagiarism.	comprehend	introduction that		
	literary nonfiction	previews what is		
W9: Draw	at grade level	to follow,		
evidence from	text-complexity or	supporting		
literary or	above with	details, varied		
informational	scaffolding as	transitions, and a		
texts to support	needed. By the end	concluding		
analysis,	of grade 10, read	statement/section		

	#affaatis:: -: 1	and agents 1 1	41- 04 0		
	reflection, and	and comprehend	that supports		
	research.	literary nonfiction	information		
	W/10. W/ '/	at grade level	presented.		
	W10: Write	text-complexity or	T1 ('C /1		
	routinely over	above.	Identify the		
	extended time		writing style that		
	frames (time for	W.9-10.2 Write	best fits my task,		
	research,	informative/explan	purpose, and		
	reflection, and	atory texts to	audience.		
	revision) and	examine and			
	shorter time	convey complex	Use		
	frames (a single	ideas, concepts,	organizational/		
	sitting or a day	and information	formatting		
	or two) for a	clearly and	structures to		
	range of tasks,	accurately through	develop my		
	purposes, and	the effective	writing ideas.		
	audiences.	selection,			
		organization, and	Identify		
	SL1: Prepare for	analysis of	technology that		
	and participate	content.	will assist in the		
	effectively in a	A. Introduce a	production,		
	range of	topic; organize	publication, and		
	conversations	complex ideas,	updating of		
	and	concepts, and	shared writing		
	collaborations	information to	products.		
	with diverse	make important			
	partners,	connections and	Use descriptive		
	building on	distinctions;	words and		
	others' ideas and	include formatting	phrases that		
	expressing their	(e.g., headings),	reveal details,		
	own clearly and	graphics (e.g.,	appeal to the		
	persuasively.	figures, tables),	senses, and help		
		and multimedia	convey a vivid		
	SL2: Integrate	when useful to	picture of the		
	and evaluate	aiding	experiences,		
	information		-		
	diverse media	*			
	sitting or a day or two) for a range of tasks, purposes, and audiences. SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL2: Integrate and evaluate information presented in	and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to	formatting structures to develop my writing ideas. Identify technology that will assist in the production, publication, and updating of shared writing products. Use descriptive words and phrases that reveal details, appeal to the senses, and help convey a vivid picture of the		

Γ	1.6	11 1			
	and formats,	well-chosen,			
	including	relevant, and	Write a logical		
	visually,	sufficient facts,	conclusion that		
	quantitatively,	extended	provides a sense		
	and orally.	definitions,	of closure.		
		concrete details,			
	SL6: Adapt	quotations, or	Define research		
	speech to a	other information	and distinguish		
	variety of	and examples	how research		
	contexts and	appropriate to the	differs from other		
	communicative	audience's	types of writing.		
	tasks,	knowledge of the			
	demonstrating	topic.	Choose several		
	command of	C. Use appropriate	sources and		
	formal English	and varied	synthesize		
	when indicated	transitions to link	information to		
	or appropriate.	the major sections	answer my		
	11 1	of the text, create	research inquiry.		
	L1:	cohesion, and	1 ,		
	Demonstrate	clarify the	Demonstrate		
	command of the	relationships	understanding of		
	conventions of	among complex	the subject under		
	standard English	ideas and	investigation.		
	grammar and	concepts.	<i>S</i>		
	usage when	D. Use precise	Focus research		
	writing or	language and	around a problem		
	speaking.	domain-specific	to be solved, a		
	speaming.	vocabulary to	central question		
	L2. Demonstrate	manage the	that is provided,		
		complexity of the	or a		
	command of the	topic.	self-generated		
	conventions of	E. Establish and	question.		
	standard English	maintain a style	question.		
	capitalization,	and tone	Make relevant		
	punctuation, and	appropriate to the	observations and		
	spelling when	audience and	use my ideas and		
	writing.	purpose (e.g.	comments to		
	witting.	formal and	relate the current		
		101111ai and	refate the current		

L3: Apply knowledge of	objective for academic writing)	discussion to broader themes or		
language to understand how	while attending to the norms and conventions of the	ideas. Participate in a		
language functions in different	discipline in which they are writing	discussion by posing questions		
contexts, to make effective	F. Provide a concluding paragraph or	that connect the ideas of several speakers,		
choices for meaning or	section that supports the	responding to questions, and		
style, and to comprehend more fully when reading or	argument presented (e.g., articulating implications or the	elaborating on my own ideas and/or the ideas of others to propel		
listening.	significance of the topic).	discussion. Identify various		
L4: Determine or clarify the meaning of	W.9-10.3 Write narratives to develop real or	reasons for speaking.		
unknown and multiple-meanin g words and	imagined experiences or events using	Define and identify parallel structures.		
phrases by using context clues,	effective technique, well-chosen details, and	Recognize when I have not used parallel structure		
analyzing meaningful word parts, and	well-structured event sequences. A. Engage and	in my writing. Use parallel		
consulting general and specialized	orient the reader by setting out a problem, situation,	structure correctly in my writing.		
reference materials, as appropriate.	or observation, establishing one or multiple point(s)	Define and identify various		

L5: Demonstrate understanding of word	of view, and introducing a narrator and/or characters; create a smooth progression of	types of phrases and clauses. Use appropriate phrases and		
relationships and nuances in word meanings. L6: Acquire and use accurately a	experiences or events. C. Use a variety of techniques to sequence events so that they build on	clauses to convey specific meaning and add variety and interest to writing and presentations.		
range of general academic and domain-specific words and phrases sufficient for	one another to create a coherent, complete and comprehensive piece. D. Use precise words and phrases,	Identify and explain when to use semicolons. Use a semicolon with a conjunctive		
reading, writing, speaking, and listening at the college and career readiness level;	telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Identify misspelled words and use resources to assist me in spelling correctly.		
demonstrate independence in gathering vocabulary knowledge when encountering an unknown term	E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the	Infer the meaning of unknown words using context clues. Use patterns of		
important to comprehension or expression.	course of the narrative. W.9-10.4 Produce clear and coherent	word changes to determine a word's meaning or part of speech.		

the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as M.A.A. APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should define common affixes and roots. define cammon affixes and roots. affixes and roots. figurative language. vertain words and phrases that have similar denotations can carry different nuances. Consider vocabulary vocabular			
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defined in standards 1–3 above.) W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should Analyze how certain words and phrases that have similar denotations can carry different nuances. Consider vocabulary vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.	expectations for	language.	
standards 1–3 above.) W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should certain words and phrases that have similar denotations can carry different nuances. Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.	writing types are		
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W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should Sw.9-10.5 Develop and strengthen writing a sneeded by planning, revising, editing, rewriting, trying a new approach, or consulting a style mannes. Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.	standards 1-3	certain words and	
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should W.9-10.5 Develop and denotations can carry different nuances. Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.	above.)		
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writing as needed by planning, revising, editing, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should wrating as needed by planning, revising, editing, revisions, revisio	W.9-10.5 Develop	denotations can	
by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning. Gather	and strengthen	carry different	
revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.	writing as needed	nuances.	
rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should rewriting, trying a new approach, or consulting a style including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.	by planning,		
new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should new approach, or consulting a style including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.	revising, editing,	Consider	
consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should Consulting a style manual (such as denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.	rewriting, trying a	vocabulary	
manual (such as MLA or APA nuance, Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should manual (such as MLA or APA nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.	new approach, or	knowledge	
MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should MLA or APA Style), focusing on addressing what is most significant most appropriate words or phrases to express overall meaning. Gather	consulting a style	including	
Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should etymology, etc. and determine the most appropriate words or phrases to express overall meaning.	manual (such as	denotation,	
addressing what is most significant for a specific purpose and audience. (Editing for conventions should and determine the most appropriate words or phrases to express overall meaning. Gather	MLA or APA	nuance,	
most significant for a specific purpose and audience. (Editing for conventions should most appropriate words or phrases to express overall meaning. Gather	Style), focusing on	etymology, etc.	
for a specific purpose and audience. (Editing for conventions should for a specific words or phrases to express overall meaning. Gather	addressing what is	and determine the	
for a specific purpose and audience. (Editing for conventions should for a specific words or phrases to express overall meaning. Gather	most significant	most appropriate	
audience. (Editing for conventions should Gather		words or phrases	
for conventions should Gather	purpose and	to express overall	
should Gather	audience. (Editing	meaning.	
domonstrato	should	Gather	
	demonstrate	vocabulary	
command of knowledge	command of	knowledge	
Language independently	Language	independently	
standards 1–3 up when considering			
to and including a word or phrase	to and including	a word or phrase	
and do 0, 10) important to	grades 9–10).	important to	

	T , . T	
	comprehension or	
W.9-10.6 Use	expression.	
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		
investigation.		

W.9-10.8 Gather
relevant
information from
multiple
authoritative print
and digital
sources, using
advanced searches
effectively; assess
the usefulness of
each source in
answering the
research question;
integrate
information into
the text selectively
to maintain the
flow of ideas,
avoiding
plagiarism and
following a
standard format for
citation (MLA or
APA Style
Manuals).
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").
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
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.9-10.6 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
Demonstrate
command of the
conventions of
standard English
grammar and
usage when
writing or
speaking.
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 interest
to writing or
presentations.
L.9-10.2
Demonstrate
command of the
conventions of
standard English
capitalization,
punctuation, and
spelling when
writing.
A. Use a
semicolon (and
perhaps a
conjunctive
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 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).
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

		1			1	1	1	, , , , , , , , , , , , , , , , , , , ,
				with similar				
				denotations.				
				L.9-10.6 Acquire				
				and use accurate				
				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.				
MP 4	What do good readers	Effective readers	R1: Read	RL.9-10.1 Cite	Read closely and	Formative:	NJ.SS.6.2.12.2	CRP8
Unit 7:	do?	use a variety of	closely to	strong and	find answers	- Class	Ideas developed	Utilize critical
Sonnets		strategies to make	determine what	thorough textual	explicitly in the	Discussions	during the	thinking to make
(1-2	Am I clear about what I	sense of key ideas	the text says	evidence and make	text and answers	- Small Group	Renaissance,	sense of problems
weeks)	just read? How do I	and details	explicitly and to	relevant	that require	Collaboration	Scientific	and persevere in
	know?	presented in the	make logical	connections to	inference.	- Written	Revolution, and	solving them
		text.	inferences and	support analysis of	_ ~	Reflections	Enlightenment	
	Author's choice: Why		relevant	what the text says	Define inference	- Recitations	led to political,	CRP11
	does it matter?	To gain keener	connections	explicitly as well	and explain how	- Sonnet	economic, and	Use technology to
		insight into the	from it; cite	as inferentially,	a reader uses	Annotations	cultural changes	enhance
	What do good writers	integration of	specific textual	including	textual evidence	- Graphic	that have had a	productivity.
	do?	knowledge and	evidence when	determining where	to reach a logical	Organizers for	lasting impact.	0.0.40 ED.0
		ideas, effective	writing or	the text leaves	conclusion.	planning original		9.3.12.ED.2

Why do the rules of	readers analyze	speaking to	matters uncertain.		sonnets	NJ.ET.8.1F	Demonstrate
language matter?	and evaluate	support		Determine how	-Rough Draft of	Students use	effective oral,
	content,	conclusions	RL.9-10.2	specific details in	Original Sonnet	critical thinking	written, and
When a word doesn't	reasoning, and	drawn from the	Determine a theme	the text reveal		skills to plan and	multimedia
make sense, what can I	claims in diverse	text.	or central idea of a	and continually	Summative:	conduct research,	communication in
do?	formats.		text and analyze in	refine a theme.	-CA7: Poet Focus	manage projects,	multiple formats
		R2: Determine	detail its		Paper*	solve problems,	and contexts.
How do I use what I	Students who are	central ideas or	development over	Compose an	-Original Sonnet*	and make	
know to figure out what	college and career	themes of a text	the course of the	objective	-Sonnet Test *	informed	
I don't know?	ready read and	and analyze	text, including	summary stating	-Vocabulary	decisions using	
	interpret a variety	their	how it emerges	the key points of	Quizzes	appropriate	
In what ways does the	of complex texts	development;	and is shaped and	the text without	-Grammar	digital tools and	
creative choice impact	with confidence	summarize the	refined by specific	adding my own	quizzes	resources.	
the audience?	and	key supporting	details, and	opinions or			
	independence.	details and	provide an	feelings.			
		ideas.	objective summary			8.1.12.D.1	
	Analyzing texts		of the text.	Define and		Demonstrate	
	for structure,	R5: Analyze the		identify various		appropriate	
	purpose, and	structure of	RL.9-10.4	forms of		application of	
	viewpoint allows	texts, including	Determine the	figurative		copyright, fair	
	an effective	how specific	meaning of words	language.		use and/or	
	reader to gain	sentences,	and phrases as			Creative	
	insight and	paragraphs, and	they are used in	Distinguish		Commons to an	
	strengthen	larger portions	the text, including	between literal		original work.	
	understanding.	of the text (e.g.,	figurative and	language and			
		a section,	connotative	figurative			
	Effective readers	chapter, scene,	meanings; analyze	language.			
	and writers use	or stanza) relate	the cumulative				
	knowledge of the	to each other	impact of specific	Recognize the			
	structure and	and the whole.	word choices on	difference			
	context of		meaning and tone	between			
	language to	R6: Assess how	(e.g., how the	denotative and			
	acquire, clarify,	point of view or	language evokes a	connotative			
	and appropriately	purpose shapes	sense of time and	meanings.			
	use vocabulary.	the content and	place; how it sets a				
	******* 1 111	style of a text.	formal or informal	Analyze why			
	Writing should be	D= 1	tone).	authors choose			
	purposely	R7: Integrate		specific words to			

	focused, detailed,	and evaluate	RL.9-10.5	evoke a particular		
	organized, and	content	Analyze how an	meaning or tone.		
	sequenced in a	presented in	author's choices	meaning or tone.		
	way that clearly	diverse media	concerning how to	Analyze how		
	communicates the	and formats,	structure a text,	specific word		
	ideas to the	including	order events within	choices build		
	reader.	0				
	reader.	visually and	it (e.g., parallel	upon one another		
	E.CC4:	quantitatively,	plots), and	to create a		
	Effective	as well as in	manipulate time	cumulative		
	communication	words.	(e.g., pacing,	impact on the		
	of ideas when		flashbacks) create	overall meaning		
	speaking or	R9: Analyze	specific effects	and tone of a text.		
	writing relies on	and reflect on	(e.g. mystery,			
	the appropriate	how two or	tension, or	Identify different		
	use of the	more texts	surprise).	literary text		
	conventions of	address similar		structures.		
	language.	themes or topics	RL.9-10.6			
		in order to build	Analyze a	Analyze a text		
	Effective writers	knowledge or to	particular point of	and determine		
	use a variety of	compare the	view or cultural	why an author		
	formats to	approaches the	experience	chose to present		
	communicate	authors take.	reflected in a work	his/her text using		
	ideas appropriate		of literature from	a particular		
	for the audience,	R10: Read and	outside the United	structure.		
	task, and time	comprehend	States, drawing on			
	frame.	complex literary	a wide reading of	Explain how the		
		and	world literature.	point of view or		
	Effective readers,	informational		cultural		
	writers, and	texts	RL.9-10.9	experience found		
	listeners use	independently	Analyze and	in various works		
	knowledge of	and proficiently	reflect on (e.g.	of world literature		
	language to make	with scaffolding	practical	differs from		
	appropriate	as needed.	knowledge,	works of		
	choices when		historical/cultural	literature written		
	presenting	W3: Write	context, and	in the United		
	information and	narratives to	background	States.		
	to clarify	develop real or	knowledge) how	States.		
	meaning when	imagined	an author draws on	Analyze how		
	meaning when	imagined	an aumor draws on	Analyze now		

reading or	experiences or	and transforms	authors interpret		
listening.	events using	source material in	and transform		
	effective	a specific work	themes, events,		
	technique,	(e.g., how	topics, etc. from		
	well-chosen	Shakespeare treats	source material.		
	details, and	a theme or topic			
	well-structured	from mythology or	Critique various		
	event sequences.	the Bible or how a	works that have		
	1	later author draws	drawn on or		
	W4: Produce	on a play by	transformed the		
	clear and	Shakespeare).	same source		
	coherent writing		material and		
	in which the	RL.9-10.10 By	explain the varied		
	development,	the end of grade 9,	interpretations of		
	organization,	read and	different authors.		
	and style are	comprehend			
	appropriate to	literature,	Determine an		
	task, purpose,	including stories,	author's point of		
	and audience.	dramas, and poems	view and explain		
		at grade level	his/her purpose		
	W5: Develop	text-complexity or	for writing the		
	and strengthen	above with	text.		
	writing as	scaffolding as			
	needed by	needed. By the end	Define point of		
	planning,	of grade 10, read	view as how the		
	revising, editing,	and comprehend	author feels about		
	rewriting, or	literature,	the situation/topic		
	trying a new	including stories,	of a text.		
	approach.	dramas, and			
		poems, at grade	Closely read		
	W6: Use	level or above.	complex grade		
	technology,		level texts.		
	including the	W.9-10.3 Write			
	Internet, to	narratives to	Use reading		
	produce and	develop real or	strategies to help		
	publish writing	imagined	me understand		
	and to interact	experiences or	difficult complex		
	and collaborate	events using	text.		

with others.	effective			
with others.	technique,	Define common		
W9: Draw	well-chosen	organizational/for		
evidence from	details, and	matting structures		
literary or	well-structured	and determine the		
informational	event sequences.	structure(s) that		
texts to support	A. Engage and	will allow me to		
analysis,	orient the reader	organize my		
reflection, and	by setting out a	complex ideas		
research.	problem, situation,	best.		
research.	or observation,	best.		
W10: Write		Use		
	establishing one or			
routinely over extended time	multiple point(s)	organizational/		
	of view, and	formatting		
frames (time for	introducing a	structures to		
research,	narrator and/or	develop my		
reflection, and	characters; create a	writing ideas.		
revision) and	smooth	T.1		
shorter time	progression of	Identify		
frames (a single	experiences or	technology that		
sitting or a day	events	will assist in the		
or two) for a	C. Use a variety of	production,		
range of tasks,	techniques to	publication, and		
purposes, and	sequence events so	updating of		
audiences.	that they build on	shared writing		
CT 4 D	one another to	products.		
SL1: Prepare for	create a coherent,			
and participate	complete and	Use descriptive		
effectively in a	comprehensive	words and		
range of	piece.	phrases that		
conversations	D. Use precise	reveal details,		
and	words and phrases,	appeal to the		
collaborations	telling details, and	senses, and help		
with diverse	sensory language	convey a vivid		
partners,	to convey a vivid	picture of the		
building on	picture of the	experiences,		
others' ideas and	experiences,	events, setting,		
expressing their	events, setting,	and / or		

	own clearly and	and/or characters.	characters.		
	persuasively.				
		E. Provide a	Write a logical		
	SL6: Adapt	conclusion that	conclusion that		
	speech to a	follows from and	provides a sense		
	variety of	reflects on what is	of closure.		
	contexts and	experienced,			
	communicative	observed, or	Make relevant		
	tasks,	resolved over the	observations and		
	demonstrating	course of the	use my ideas and		
	command of	narrative.	comments to		
	formal English		relate the current		
	when indicated	W.9-10.4 Produce	discussion to		
	or appropriate.	clear and coherent	broader themes or		
		writing in which	ideas.		
	L1:	the development,			
	Demonstrate	organization, and	Participate in a		
	command of the	style are	discussion by		
	conventions of	appropriate to task,	posing questions		
	standard English	purpose, and	that connect the		
	grammar and	audience.	ideas of several		
	usage when	(Grade-specific	speakers,		
	writing or	expectations for	responding to		
	speaking.	writing types are	questions, and		
		defined in	elaborating on my		
	L2:	standards 1–3	own ideas and/or		
	Demonstrate	above.)	the ideas of		
	command of the		others to propel		
	conventions of	W.9-10.5 Develop	discussion.		
	standard English	and strengthen			
	capitalization,	writing as needed	Identify various		
	•	by planning,	reasons for		
	punctuation, and	revising, editing,	speaking.		
	spelling when	rewriting, trying a	D.C. 1		
	writing.	new approach, or	Define and		
		consulting a style	identify various		
	L3: Apply	manual (such as	types of phrases		
	knowledge of	MLA or APA	and clauses.		

	language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L4: Determine or clarify the meaning of unknown and multiple-meanin g words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10). 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	Use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing and presentations. Identify and explain when to use semicolons. Identify misspelled words and use resources to assist me in spelling correctly. Infer the meaning of unknown words using context clues. Use patterns of word changes to determine a word's meaning or part of speech. Recognize and define common affixes and roots. Define and identify various forms of			
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	L5:	self-generated	figurative		
	Demonstrate	question) or solve	language.		
	understanding of	a problem; narrow	<i>5</i>		
	word	or broaden the	Analyze how		
		inquiry when	certain words and		
	relationships and	appropriate;	phrases that have		
	nuances in word	synthesize	similar		
	meanings.	multiple sources	denotations can		
		on the subject,	carry different		
	L6: Acquire and	demonstrating	nuances.		
	use accurately a	understanding of			
	range of general	the subject under	Consider		
	academic and	investigation.	vocabulary		
	domain-specific		knowledge		
	words and	W.9-10.8 Gather	including		
		relevant	denotation,		
	phrases	information from	nuance,		
	sufficient for	multiple	etymology, etc.		
	reading, writing,	authoritative print	and determine the		
	speaking, and	and digital	most appropriate		
	listening at the	sources, using	words or phrases		
	college and	advanced searches	to express overall		
	career readiness	effectively; assess	meaning.		
	level;	the usefulness of	C-41		
	demonstrate	each source in	Gather		
	independence in	answering the	vocabulary		
	•	research question;	knowledge		
	gathering	integrate	independently		
	vocabulary	information into	when considering		
	knowledge when	the text selectively to maintain the	a word or phrase		
	encountering an	flow of ideas,	important to		
	unknown term	avoiding	comprehension or expression.		
	important to	plagiarism and	expression.		
	comprehension	following a			
	or expression.	standard format for			
	ar empression.	citation (MLA or			
		APA Style			
		AI A Style			

	Manuals).	
	Mulidais).	
	W.9-10.9 Draw	
	evidence from	
	literary or	
	nonfiction	
	informational texts	
	to support	
	analysis,	
	reflection, and	
	research.	
	A. Apply grades 9–10 Reading	
	standards to	
	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 Shakaspagal'')	
	Shakespeare]").	
	W.9-10.10 Write	
	routinely over	
	extended time	
	frames (time for	
	research,	
	reflection, and	
	revision) and	
	shorter time	
	frames (a single	

	1		
		sitting or a day or	
		two) for a range of	
		tasks, purposes,	
		and audiences.	
		SL.9-10.1 Initiate	
		and participate	
		effectively in a	
		range of	
		collaborative	
		discussions	
		(one-on-one, in	
		groups, and	
		teacher-led) with	
		peers on grades	
		9–10 topics, texts,	
		and issues,	
		building on others'	
		ideas and	
		expressing their	
		own clearly and	
		persuasively.	
		A. Come to	
		discussions	
		prepared, having	
		read and	
		researched	
		material under	
		study; explicitly	
		draw on that	
		preparation by	
		referring to	
		evidence from	
		texts and other	
		research on the	
		topic or issue to	
		stimulate a	
		thoughtful,	
-			

well-reasoned exchange of ideas. 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.9-10.6 Adapt speech to a variety of contexts and	
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.9-10.6 Adapt speech to a variety	
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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.9-10.6 Adapt speech to a variety	
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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.9-10.6 Adapt speech to a variety	questions that
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 disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. SL.9-10.6 Adapt speech to a variety	relate the current
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.9-10.6 Adapt speech to a variety	discussion to
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 justify own views. Make new connections in light of the evidence and reasoning presented. SL.9-10.6 Adapt speech to a variety	broader themes or
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 justify own views. Make new connections in light of the evidence and reasoning presented. SL.9-10.6 Adapt speech to a variety	larger ideas;
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.9-10.6 Adapt speech to a variety	
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.9-10.6 Adapt speech to a variety	
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.9-10.6 Adapt speech to a variety	into the discussion;
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.9-10.6 Adapt speech to a variety	and clarify, verify,
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.9-10.6 Adapt speech to a variety	or challenge ideas
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.9-10.6 Adapt speech to a variety	and conclusions.
various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. SL.9-10.6 Adapt speech to a variety	D. Respond
various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. SL.9-10.6 Adapt speech to a variety	thoughtfully to
summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. SL.9-10.6 Adapt speech to a variety	
of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. SL.9-10.6 Adapt speech to a variety	perspectives,
disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. SL.9-10.6 Adapt speech to a variety	summarize points
justify own views. Make new connections in light of the evidence and reasoning presented. SL.9-10.6 Adapt speech to a variety	of agreement and
justify own views. Make new connections in light of the evidence and reasoning presented. SL.9-10.6 Adapt speech to a variety	
connections in light of the evidence and reasoning presented. SL.9-10.6 Adapt speech to a variety	justify own views.
light of the evidence and reasoning presented. SL.9-10.6 Adapt speech to a variety	Make new
evidence and reasoning presented. SL.9-10.6 Adapt speech to a variety	
evidence and reasoning presented. SL.9-10.6 Adapt speech to a variety	light of the
presented. SL.9-10.6 Adapt speech to a variety	evidence and
presented. SL.9-10.6 Adapt speech to a variety	reasoning
speech to a variety	
speech to a variety	
speech to a variety	SL.9-10.6 Adapt
of contents and	of contexts and
tasks,	tasks,
demonstrating	
	command of

	formal English.	
	(See grades 9–10	
	Language	
	standards 1 and 3	
	for specific	
	expectations.)	
	L.9-10.1	
	Demonstrate	
	command of the	
	conventions of	
	standard English	
	grammar and	
	usage when	
	writing or	
	speaking.	
	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 interest	
	to writing or	
	presentations.	
	L.9-10.2	
	Demonstrate	
	command of the	
	conventions of	

standard English capitalization, punctuation, and spelling when writing. C. Spell correctly. 1.9-10.3 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. 1.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases	
punctuation, and spelling when writing. 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 Determine or clarify the meaning of unknown and multiple-meaning of unknown and multiple-meaning	
punctuation, and spelling when writing. 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 Determine or clarify the meaning of unknown and multiple-meaning of unknown and multiple-meaning	capitalization,
spelling when writing. 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 Determine or clarify the meaning of unknown and multiple-meaning	
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 Determine or clarify the meaning of unknown and multiple-meaning	
C. Spell correctly. I9-10.3 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. I9-10.4 Determine or clarify the meaning of unknown and multiple-meaning	writing.
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 Determine or clarify the meaning of unknown and multiple-meaning	C. Spell correctly
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 Determine or clarify the meaning of unknown and multiple-meaning	
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 Determine or clarify the meaning of unknown and multiple-meaning	L.9-10 3 Apply
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 Determine or clarify the meaning of unknown and multiple-meaning	knowledge of
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 Determine or clarify the meaning of unknown and multiple-meaning	language to make
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 Determine or clarify the meaning of unknown and multiple-meaning	
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 Determine or clarify the meaning of unknown and multiple-meaning	
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 Determine or clarify the meaning of unknown and multiple-meaning	
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 Determine or clarify the meaning of unknown and multiple-meaning	
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 Determine or clarify the meaning of unknown and multiple-meaning	
speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning	
listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning	reading, writing,
word choice and sentence structure to demonstrate an understanding of the influence of language. L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning	
sentence structure to demonstrate an understanding of the influence of language. L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning	
to demonstrate an understanding of the influence of language. L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning	
understanding of the influence of language. L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning	
the influence of language. L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning	
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning	understanding of
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning	
Determine or clarify the meaning of unknown and multiple-meaning	language.
Determine or clarify the meaning of unknown and multiple-meaning	
clarify the meaning of unknown and multiple-meaning	
meaning of unknown and multiple-meaning	
unknown and multiple-meaning	
multiple-meaning	meaning of
	multiple-meaning
	words and phrases
based on grades	
9–10 reading and	9–10 reading and
content, choosing	
flexibly from a	
range of strategies.	
A. Use context	

 · · · · · · · · · · · · · · · · · · ·
(e.g., the overall
meaning of a
sentence,
paragraph, or text;
a word's position
or function in a
sentence) as a clue
to the meaning of a
word or phrase.
B. Identify and
correctly use
patterns of word
changes that
indicate different
meanings or parts
of speech (e.g.,
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).
L.9-10.5
Demonstrate
understanding of
figurative
language, word
relationships, and
nuances in word
meanings.
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 accurate
general academic
and
domain-specific
words and phrases,
sufficient for
reading, writing,
speaking, and
listening at the
college and career

	Т	T		1	T	1	1	
				readiness level;				
				demonstrate				
				independence in				
				gathering				
				vocabulary				
				knowledge when				
				considering a word				
				or phrase				
				important to				
				comprehension or				
				expression.				
MP 4	What do good readers	Effective readers	R1: Read	RL.9-10.1 Cite	Read closely and	Formative:	NJ.SS.6.2.12.2	CRP5
Unit 8:	do?	use a variety of	closely to	strong and	find answers	- Dramatic	Ideas developed	Consider the
Romeo		strategies to make	determine what	thorough textual	explicitly in the	Readings	during the	environmental,
and Juliet	Am I clear about what I	sense of key ideas	the text says	evidence and make	text and answers	- Term	Renaissance,	social and
(4-6	just read? How do I	and details	explicitly and to	relevant	that require	Identification	Scientific	economic impacts
weeks)	know?	presented in the	make logical	connections to	inference.	- Study Guides	Revolution, and	of decisions.
		text.	inferences and	support analysis of		("Survival	Enlightenment	
	Author's choice: Why		relevant	what the text says	Define inference	Guides")	led to political,	CRP8 Utilize
	does it matter?	To gain keener	connections	explicitly as well	and explain how	- Whole class and	economic, and	critical thinking
		insight into the	from it; cite	as inferentially,	a reader uses	small group	cultural changes	to make sense of
	What makes a story a	integration of	specific textual	including	textual evidence	discussion	that have had a	problems and
	"great" story?	knowledge and	evidence when	determining where	to reach a logical		lasting impact.	persevere in
		ideas, effective	writing or	the text leaves	conclusion.	Summative:		solving them.
	What do good writers	readers analyze	speaking to	matters uncertain.		-CA8: Act III, IV,	NJ.SS.6.1.12.5	CDD44 II
	do?	and evaluate	support	DT 0.40 A	Determine how	V test (Romeo	Decolonization,	CRP11 Use
		content,	conclusions	RL.9-10.2	specific details in	and Juliet)*	the emergence of	technology to
	Why do the rules of	reasoning, and	drawn from the	Determine a theme	the text reveal	-Shakespeare's	new independent	enhance
	language matter?	claims in diverse	text.	or central idea of a	and continually	Life and Times	nations, and	productivity.
	3371 1.1 24	formats.	D2 D / .	text and analyze in	refine a theme.	Documentary	competing	0.2.12 ED 2.11
	When a word doesn't	G. 1 . 1	R2: Determine	detail its		Quiz (A & E	ideologies	9.3.12.ED.3 Use
	make sense, what can I	Students who are	central ideas or	development over	Compose an	Documentary)	changed the	critical thinking
	do?	college and career	themes of a text	the course of the	objective	-Act I Quiz (+	political	to process
	Handa I was what I	ready read and	and analyze	text, including	summary stating	vocab.)	landscape and	educational
	How do I use what I	interpret a variety	their	how it emerges	the key points of	-Act II Quiz (+	national identities	communications,
	know to figure out what	of complex texts	development;	and is shaped and	the text without	vocab.)	of those involved,	perspective,
	I don't know?	with confidence	summarize the	refined by specific	adding my own	-Act III Quiz (+	and sometimes	policies, and/or
		and	key supporting	details, and	opinions or	vocab.)	included military	procedures.

In what ways does the	independence.	details and	provide an	feelings.	-"True Colors"	confrontations
creative choice impact		ideas.	objective summary	_	Character	and violations of
the audience?	Analyzing texts		of the text.	Identify and	Analysis Project*	human rights.
	for structure,	R3: Analyze		explain the role	-Grammar	
	purpose, and	how and why	RL.9-10.3	of complex	quizzes	NJ.SS.
	viewpoint allows	individuals,	Analyze how	characters in a		6.1.12.D.14.e
	an effective	events, and ideas	complex	text.		Evaluate the role
	reader to gain	develop and	characters (e.g.,			of religion on
	insight and	interact over the	those with multiple	Analyze how		cultural and
	strengthen	course of a text.	or conflicting	complex		social mores,
	understanding.		motivations)	characters		public opinion,
		R5: Analyze the	develop over the	develop over the		and political
	Effective readers	structure of	course of a text,	course of a text.		decisions.
	and writers use	texts, including	interact with other			
	knowledge of the	how specific	characters, and	Analyze how		NJ.VPA.1.1.12.C
	structure and	sentences,	advance the plot or	complex		.1 Analyze
	context of	paragraphs, and	develop the theme.	characters		examples of
	language to	larger portions		advance the plot		theatre's
	acquire, clarify,	of the text (e.g.,	RL.9-10.4	of a text and/or		influence on
	and appropriately	a section,	Determine the	contribute to the		history and
	use vocabulary.	chapter, scene,	meaning of words	development of		history's
		or stanza) relate	and phrases as	the theme.		influence on
	Writing should be	to each other	they are used in	_ ~ .		theatre in
	purposely	and the whole.	the text, including	Define and		Western and
	focused, detailed,		figurative and	identify various		non-Western
	organized, and	R6: Assess how	connotative	forms of		theatre traditions.
	sequenced in a	point of view or	meanings; analyze	figurative		04.40.74
	way that clearly	purpose shapes	the cumulative	language.		8.1.12.D.1
	communicates the	the content and	impact of specific	D : 1		Demonstrate
	ideas to the	style of a text.	word choices on	Recognize the		appropriate
	reader.	D7. Into	meaning and tone	difference		application of
	Duo desoino oloca	R7: Integrate	(e.g., how the	between		copyright, fair
	Producing clear	and evaluate	language evokes a sense of time and	denotative and		use and/or Creative
	ideas as a writer	content presented in	place; how it sets a	connotative		Commons to an
	involves selecting	presented in diverse media	formal or informal	meanings.		
	appropriate style and structure for	and formats,		Identify different		original work.
		· · · · · · · · · · · · · · · · · · ·	tone).	_		
	an audience and	including		literary text		

is strengthened	visually and	RL.9-10.5	structures.		
through revision	quantitatively,	Analyze how an			
and technology.	as well as in	author's choices	Analyze and		
	words.	concerning how to	determine why an		
Effective		structure a text,	author organized		
communication	R9: Analyze	order events within	events in		
of ideas when	and reflect on	it (e.g., parallel	particular order.		
speaking or	how two or	plots), and	P		
writing relies on	more texts	manipulate time	Analyze how an		
the appropriate	address similar	(e.g., pacing,	author's choice of		
use of the	themes or topics	flashbacks) create	text structure		
conventions of	in order to build	specific effects	creates such		
language.	knowledge or to	(e.g. mystery,	effects as		
<i>G</i>	compare the	tension, or	mystery, tension,		
Effective writers	approaches the	surprise).	or surprise.		
use a variety of	authors take.	- F).	F 333		
formats to		RL.9-10.6	Explain how the		
communicate	R10: Read and	Analyze a	point of view or		
ideas appropriate	comprehend	particular point of	cultural		
for the audience,	complex literary	view or cultural	experience found		
task, and time	and	experience	in various works		
frame.	informational	reflected in a work	of world literature		
	texts	of literature from	differs from		
Effective readers,	independently	outside the United	works written in		
writers, and	and proficiently	States, drawing on	the United States.		
listeners use	with scaffolding	a wide reading of			
knowledge of	as needed.	world literature.	Identify a subject		
language to make			or a key scene		
appropriate	W4: Produce	RL.9-10.7	that is portrayed		
choices when	clear and	Analyze the	in two different		
presenting	coherent writing	representation of a	artistic mediums.		
information and	in which the	subject or a key			
to clarify	development,	scene in two	Determine what		
meaning when	organization,	different artistic	is emphasized or		
reading or	and style are	mediums,	absent in each		
listening.	appropriate to	including what is	artistic medium.		
	task, purpose,	emphasized or			
	and audience.	absent in each	Determine an	 	

	work (e.g.,	author's point of		
W9: Draw	Auden's "Musée	view and explain		
evidence from	des Beaux Arts"	his/her purpose		
literary or	and Breughel's	for writing the		
informational	Landscape with	text.		
texts to support	the Fall of Icarus).			
analysis,		Define point of		
reflection, and	RL.9-10.9	view as how the		
research.	Analyze and	author feels about		
	reflect on (e.g.	the situation/topic		
W10: Write	practical	of a text.		
routinely over	knowledge,			
extended time	historical/cultural	Identify various		
frames (time for	context, and	accounts of the		
research,	background	same subject that		
reflection, and	knowledge) how	are presented in		
revision) and	an author draws on	different		
shorter time	and transforms	mediums.		
frames (a single	source material in			
sitting or a day	a specific work	Evaluate the		
or two) for a	(e.g., how	advantages and		
range of tasks,	Shakespeare treats	disadvantages of		
purposes, and	a theme or topic	presenting a		
audiences.	from mythology or	subject in		
	the Bible or how a	different		
SL1: Prepare for	later author draws	mediums.		
and participate	on a play by			
effectively in a	Shakespeare).	Select a topic and		
range of	,	identify and		
conversations	RL.9-10.10	gather relevant		
and	By the end of	information to		
collaborations	grade 9, read and	share with my		
with diverse	comprehend	audience.		
partners,	literature,			
building on	including stories,	Make relevant		
others' ideas and	dramas, and poems	observations and		
expressing their	at grade level	use my ideas and		
own clearly and	text-complexity or	comments to		

persuasively.	above with	relate the current		
r	scaffolding as	discussion to		
SL3: Evaluate a	needed. By the end	broader themes or		
speaker's point	of grade 10, read	ideas.		
of view,	and comprehend			
reasoning, and	literature,	Participate in a		
use of evidence	including stories,	discussion by		
and rhetoric.	dramas, and	posing questions		
	poems, at grade	that connect the		
L2:	level or above.	ideas of several		
Demonstrate		speakers,		
command of the	RI.9-10.10 By the	responding to		
conventions of	end of grade 9,	questions, and		
	read and	elaborating on my		
standard English	comprehend	own ideas and/or		
capitalization,	literary nonfiction	the ideas of		
punctuation, and	at grade level	others to propel		
spelling when	text-complexity or	discussion.		
writing.	above with			
	scaffolding as	Identify various		
L3: Apply	needed. By the end	reasons for		
knowledge of	of grade 10, read	speaking.		
language to	and comprehend			
understand how	literary nonfiction	Use a semicolon		
	at grade level	with a		
language	text-complexity or	conjunctive		
functions in	above.	adverb.		
different	W 0 10 4 D 1	TT 1		
contexts, to	W.9-10.4 Produce	Use a colon to		
make effective	clear and coherent	introduce a list.		
choices for	writing in which	T.14:C		
meaning or	the development,	Identify		
style, and to	organization, and	misspelled words		
comprehend	style are	and use resources		
-	appropriate to task,	to assist me in		
more fully when	purpose, and audience.	spelling correctly		
reading or		Has annuantiate		
listening.	(Grade-specific	Use appropriate		

	: 2			I
	expectations for	phrases and		
L4: Determine	writing types are	clauses to convey		
or clarify the	defined in	specific meaning		
meaning of	standards 1–3	and add variety		
unknown and	above.)	and interest to		
		writing and		
multiple-meanin	W.9-10.6 Use	presentations.		
g words and	technology,			
phrases by using	including the	Infer the meaning		
context clues,	Internet, to	of unknown		
analyzing	produce, share,	words using		
meaningful	and update writing	context clues.		
word parts, and	products, taking			
consulting	advantage of	Use patterns of		
_	technology's	word changes to		
general and	capacity to link to	determine a		
specialized	other information	word's meaning		
reference	and to display	or part of speech.		
materials, as	information			
appropriate.	flexibly and	Define and		
	dynamically.	identify various		
L5:		forms of		
Demonstrate	W.9-10.9	figurative		
understanding of	A. Apply grades	language.		
_	9–10 Reading			
word	standards to	Analyze how		
relationships and	literature (e.g.,	certain words and		
nuances in word	"Analyze how an	phrases that have		
meanings.	author draws on	similar		
	and transforms	denotations can		
L6: Acquire and	source material in	carry different		
use accurately a	a specific work	nuances.		
range of general	[e.g., how			
	Shakespeare treats	Consider		
academic and	a theme or topic	vocabulary		
domain-specific	from mythology or	knowledge		
words and	the Bible or how a	including		
phrases	later author draws	denotation,		

	sufficient for	on a play by	nuance,		
	reading, writing,	Shakespeare]").	etymology, etc.		
		Shakespearej j.	and determine the		1
	speaking, and	W.9-10.10 Write	most appropriate		1
	listening at the	routinely over	words or phrases		1
	college and	extended time	to express overall		1
	career readiness	frames (time for	meaning.		1
	level;	research,	meaning.		1
	demonstrate	reflection, and	Gather		1
	independence in	revision) and	vocabulary		1
		shorter time	knowledge		1
	gathering	frames (a single	independently		1
	vocabulary	sitting or a day or	when considering		1
	knowledge when	two) for a range of	a word or phrase		
	encountering an	tasks, purposes,	important to		
	unknown term	and audiences.	comprehension or		1
	important to	and addictices.	expression.		1
	comprehension	SL.9-10.1	expression.		1
	or expression.	A. Come to			1
	or expression.	discussions			1
		prepared, having			1
		read and			1
		researched			1
		material under			1
		study; explicitly			1
		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			
		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.9-10.6 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
Demonstrate
command of the
conventions of
standard English
grammar and
usage when
writing or
speaking.
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 interest
to writing or
presentations.
L.9-10.2
Demonstrate
command of the
conventions of
standard English
capitalization,

	T		
		punctuation, and	
		spelling when	
		writing.	
		A. Use a	
		semicolon (and	
		perhaps a	
		conjunctive	
		adverb) to link two	
		or more closely	
		related	
		independent	
		clauses.	
		B. Use a colon to	
		introduce a list or	
		quotation.	
		C. Spell correctly.	
		C. Spen controlly.	
		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	
L			

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
word or phrase

		T	
	(e.g., by checking		
	the inferred		
	meaning in contex		
	or in a dictionary)		
	L.9-10.5		
	A. Interpret figure	S	
	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 accurate		
	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 wor	1	
	or phrase		

		important to comprehension or expression.		