Unit	Essential Questions	Enduring Understandings	NJSLSA	Progress Indicators	Learning Targets	Formative, Summative, and Common Assessments	Interdisciplinary Connections	21st Century Connections
Unit I:	What do good	Effective readers	NJSLSA.R2.	Reading	SWBAT:	Formative	6.3.12.C.1	CRP4.
	readers do?	use a variety of	Determine central	Standards	Provide insights	Socratic seminars/	Participate in a	Communicate
		strategies to make	ideas or themes of	Literature	during class	discussions	simulated meeting	clearly and
		sense of key ideas	a text and analyze	RL.9-10.1. Cite	discussions/	Close reading	(e.g., President's	effectively and
		and details	their development;	strong and	seminars while	/annotations	Council, World	with reason.
		presented in a text.	summarize key	thorough textual	following norms.	Reading quizzes	Bank, International	<b>9.3.12.ED.1</b> Apply
			supporting details	evidence and make		Outlines/ graphic	Monetary Fund	communication
			and ideas.	relevant	Identify and	organizers	(IMF)), research	skills with
			NJSLSA.R5.	connections to	discuss symbolism	Peer revising and	evidence from	students, parents,
	How do authors'	Readers analyze	Analyze the	support analysis of	throughout a text.	editing	multiple sources	and other groups to
	choices affect the	texts based on the	structure of texts,	what the text says		SCRs	about an economic	enhance learning
	reader?	clues given by an	including how	explicitly as well as	Offer and accept	Worksheets	problem, (e.g.,	and a commitment
		author through	specific sentences,	inferentially,	peer critiques to	Vocabulary checks	inflation,	to learning.
		style, word choice,	paragraphs, and	including	strengthen writing.	Grammar checks	unemployment,	_
		and text	larger portions of	determining where			deficit), and	
		development.	the text (e.g., a	the text leaves		Summative	develop a plan of	
			section, chapter,	matters uncertain.	Read closely and	LOTF Test	action.	
			scene, or stanza)	RL.9-10.2.	find answers	Expository essay		
			relate to each	Determine a theme	explicitly in text			
	What is my	Writing should be	other and the	or central idea of a	and answers that	Common		
	purpose for writing	purposefully	whole.	text and analyze in	require an	Assessments		
	and how do I	focused, detailed,	NJSLSA.R10.	detail its	inference.	CA 1 Language:		
	develop it?	organized, and	Read and	development over		Vocabulary in		
	-	sequenced in a way	comprehend	the course of the	Analyze plot to	context		
		that clearly	complex literary	text, including how	determine a theme.	CA 2: Cold Read:		
		communicates the	and informational	it emerges and is		critical views on		
		ideas and claims to	texts	shaped and refined	Analyze why	LOF		
		the reader.	independently and	by specific details	authors choose			
			proficiently with	and provide an	specific words to			
			scaffolding as	objective summary	evoke a particular			
			needed.	of the text.	meaning or tone.			
			NJSLSA.W2.	RL.9-10.4				
	How do I choose	Textual evidence	Write	Determine the	Read complex			
	the best evidence	should support the	informative/expla	meaning of words	grade level texts.			
	from a text to	claim and make a	natory texts to	and phrases as they				
	support my	connection to the	examine and	are used in the text,	Use reading			
	position?	thesis.	convey complex	including figurative	strategies to help			

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What elements can	Grammatical	information	meanings; analyze	difficult complex		
I include to create	elements, such as	clearly and	the cumulative	text.		
varied, complex	objects,	accurately through	impact of specific			
sentences?	prepositions,	the effective	word choices on	Analyze how a text		
	verbals, and parts	selection,	meaning and tone	unfolds and		
	of the sentence,	organization, and	(e.g., how the	determine the		
	should be utilized	analysis of	language evokes a	impact that the		
	to strengthen	content.	sense of time and	order,		
	writing as	NJSLSA.W5.	place; how it sets a	development,		
	necessary.	Develop and	formal or informal	and/or connections		
		strengthen writing	tone).	between points		
		as needed by	Informational	have on the reader.		
		planning, revising,	RI.9-10.1.			
		editing, rewriting,	Accurately cite	Analyze and		
How do I	Effective	or trying a new	strong and	explain how the		
effectively	communication of	approach.	thorough textual	role of particular		
communicate with	ideas when	NJSLSA.L1-	evidence, (e.g., via	sentences,		
others during class	speaking and	Demonstrate	discussion, written	paragraphs, or		
discussions?	listening relies on	command of the	response, etc.) and	larger portions of a		
	clarity and	conventions of	make relevant	text helps to		
	openness to	standard English	connections, to	develop and refine		
	conflicting	grammar and	support analysis of	the author's ideas		
	opinions while	usage when	what the text says	or claims.		
	using accountable	writing or	explicitly as well as			
	talk strategies.	speaking.	inferentially,	Recognize the		
		NJSLSA.SL1.	including	difference between		
		Prepare for and	determining where	denotative		
		participate	the text leaves	meanings and		
		effectively in a	matters uncertain.	connotative		
		range of	RI.9-10.8. Describe	meaning.		
		conversations and	and evaluate the	Č		
		collaborations	argument and	Analyze how		
		with diverse	specific claims in a	different		
		partners, building	text, assessing	documents address		
		on other's ideas	whether the	related themes and		
		and expressing	reasoning is valid	concepts.		
		their own clearly	and the evidence is	F		
		and persuasively.	relevant and	Present		
			sufficient; identify	information		
			false statements	maintaining an		
			raise statements	maintaining an		

	reasoning. objective tone and
Writi	
	dards includes
	-10.1 C. Use introduction that
	sitions (e.g. previews what is to
words	ds, phrases, follow, supporting
clause	ses) to link the details, varied
major	or sections of transitions, and a
the te	ext, create concluding
cohes	sion, and statement/section
clarif	fy the that supports the
	ionships information
	reen claim(s) presented.
	reasons,
	reen reasons
	evidence, and
	reen claim(s)
	counterclaims.
	-10.1 D.
	blish and
	atain a style and
	appropriate to
	udience and
	ose (e.g.
	nal and
	ctive for
	emic writing)
	e attending to
	norms and
	ventions of the
	pline in which
	are writing.
	-10.1 E.
Provi	
	luding
	graph or
	on that
	orts the
argun	
	ented.
W.9-	-10.2 A.

Introduce a topic;
organize complex
ideas, concepts, and
information to
make important
connections and
distinctions;
include formatting
(e.g., headings),
graphics (e.g.,
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,
concrete details,
quotations, or other
information and
examples
appropriate to the
audience's
knowledge of the
topic.
C. Use appropriate
and varied
transitions to link
the major sections
of the text, create
cohesion, and
clarify the
relationships
among complex
ideas and concepts.
D. Use precise
language and

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			domain-specific				
			vocabulary to				
			manage the				
			complexity of the				
			topic.				
			E. Establish and				
			maintain a style and				
			tone appropriate to				
			the audience and				
			purpose (e.g.				
			formal and				
			objective for				
			academic writing)				
			while attending to				
			the norms and				
			conventions of the				
			discipline in which				
			they are writing. F.				
			Provide a				
			concluding				
			paragraph or				
			section that				
			supports the				
			information or				
			explanation				
			presented (e.g.,				
			articulating				
			implications or the				
			significance of the				
			topic).				
			F. Provide a				
			concluding				
			paragraph or				
			section that				
			supports the				
			argument presented				
			(e.g., articulating				
			implications or the				
			significance of the				
			topic).				
			9-10.4. W.9-10.4.				
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	e clear and		
	nt writing in		
which t			
develop			
	ation, and		
style ar			
appropri	riate to task,		
purpose	e, and		
audienc	e.		
(Grade-	specific		
expecta	tions for		
	types are		
defined			
standar			
above.)			
	.5. Develop		
and stre			
	as needed		
by plan			
revising	g, editing,		
	ig, trying a		
	proach, or		
consult	ing a style		
manual	(such as		
MLA o			
	focusing on		
	ing what is		
most si	gnificant for		
a specif	ic purpose		
and aud			
	.9. A. Apply		
grades			
	g standards		
	ture (e.g.,		
	ze how an		
	draws on		
	nsforms		
	material in a		
	work [e.g.,		
	akespeare		
	theme or		
ticats a	unemie Oi		

topic from Ovid
mythology or the
Bible or how a later
author draws on a
play by
Shakespeare]").
W.9-10.9.B. Apply
grades 9–10
Reading standards
to nonfiction
informational e.g.,
"Delineate and
evaluate the
argument and
specific claims in a
text, assessing
whether the
reasoning is valid
and the evidence is
relevant and
sufficient; identify
false statements
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.
Language
Standards 11.0.10.1
L1.9-10.1
Demonstrate Call of the Call o
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
variety and interest
in writing or
presentations.
L.9-10.2-
Demonstrate
command of the
conventions of
standard English
capitalization,
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
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			the influence of			
			language.			
			L.9-10.4-Determine			
			or clarify the			
			meaning of			
			unknown and			
			multiple-meaning			
			words and phrases			
			based on grades			
			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.			
			Speaking and			
			Listening			
			Standards			
			NJSL.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			
		l .	5.711 Clearly und	l .	L	

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		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.				
		B. Collaborate with				
		peers to set rules				
		for discussions (e.g.				
		informal consensus,				
		taking votes on key				
		issues, presentation				
		of alternate views);				
		develop clear goals				
		and assessment				
		criteria (e.g. student				
		developed rubric)				
		and assign				
		individual roles as				
		needed.				
		C. Propel				
		conversations by				
		posing and				
		responding to				
		questions that relate				
		the current				
		discussion to				
		broader themes or				
		larger ideas;				
		actively incorporate				
	<u> </u>	actively incorporate	l .	I .	L	

				others into the				
				discussion; and				
				clarify, verify, or				
				challenge ideas and				
				conclusions.				
				D. Respond				
				thoughtfully to				
				various				
				perspectives,				
				summarize points				
				of agreement and				
				disagreement, and				
				justify own views.				
				Make new				
				connections in light				
				of the evidence and				
				reasoning				
				presented.				
				SL.9-10.3.				
				Evaluate a				
				speaker's point				
				of view,				
				reasoning, and				
				use of evidence				
				and rhetoric,				
				identifying any				
				false reasoning or distorted				
				evidence.				
				evidence.		Formative,		
	Essential	Enduring	NJSLSA Anchor	Progress		Summative, and	Interdisciplinary	21st Century
Unit	Questions	Understandings	Standards	Indicators	Learning Targets	Common	Connections	Connections
	Questions	o naci standings	Sununus	marcators		Assessments	Connections	Connections
Units II	How do I	Readers generate	NJSLSA.R.1 Read	Reading	SWBAT:	Formative	VPA.1.1.12.C.1	CRP2. Apply
& III	effectively	text to text	closely to	Standards	Choose several	Outlining	Analyze examples	appropriate
	generate text to	connections by	determine what	Literature	sources and	Peer revising and	of theatre's	academic and
	text connections?	analyzing	the text says	RL.9-10.1. Cite	synthesize	editing	influence on	technical skills.
		similarities and	explicitly and to	strong and	information to	Writing	history and	CRP5. Consider
		relationships	make logical	thorough textual	answer the	conferences	history's influence	the environmental,
		between the	inferences and	evidence and make	research inquiry.	Annotated	on theatre in	social and
		purpose and style	relevant	relevant		bibliography	Western and	economic impacts

	across texts.	connections from	connections to	Avoid plagiarism	Reading quizzes	non-Western	of decisions.
	deross texts.	it; cite specific	support analysis of	by paraphrasing	Vocabulary checks	theatre traditions.	CRP7. Employ
		textual evidence	what the text says	and/ or	Grammar checks	6.1.12.A.14.e	valid and reliable
		when writing or	explicitly as well as	summarizing	Grammar checks	Evaluate the	research strategies.
		speaking to	inferentially,	research findings.	Summative	effectiveness and	9.3.12.ED.3 Use
What are effective	Readers explore	support	including	research initings.	Julius Caesar	fairness of the	critical thinking to
strategies for	the author's	conclusions drawn	determining where	Analyze how	Performance	process by which	process
reading and	creation of	from the text.	the text leaves	complex characters	assessment task	national, state, and	educational
understanding	characterization,	NJSLSA.R6.	matters uncertain.	advance the plot of	Argumentative	local officials are	communications,
dramatic literature?	use of stage	Assess how point	RL.9-10.3. Analyze	a text via their	research essay	elected and vote on	perspective,
dramatic interature?	directions and pay	of view or purpose	how complex	decision making.	Test on Julius	issues of public	policies, and/or
	attention to the	shapes the content	characters (e.g.,	decision making.	Caesar	concern.	procedures.
				Analyza hayy	Caesar	6.2.12.D.5.c	9.3.12.ED.6
	intent in using different forms of	and style of a text. NJSLSA.R9.	those with multiple or conflicting	Analyze how characters develop	C	Assess the	Analyze ethical
			_		Common		_
	dialogue in order	Analyze and	motivations)	through their	Assessments	influence of	and legal policies
	to understand	reflect on how two	develop over the	interactions with	CA 3 Cold Read:	television, the	of professional
	dramatic literature.	or more texts	course of a text,	others.	Red Card	Internet, and other	education and
		address similar	interact with other	D 1 1 1 1	CA 4 I	forms of electronic	training practice.
		themes or topics	characters, and	Read closely and	CA 4 Language:	communication on	
TT 1 T		in order to build	advance the plot or	find answers	Paragraph	the creation and	
How do I integrate		knowledge or to	develop the theme.	explicitly in text	Revision	diffusion of	
quotes from	Writers integrate	compare the	RL.9-10.5. Analyze	and answers that		cultural and	
multiple sources?	quotes from	approaches the	how an author's	require an		political	
	multiple sources	author's take.	choices concerning	inference.		information,	
	by identifying the	NJSLSA.W1.	how to structure a			worldwide.	
	underlying point of	Write arguments	text, order events	Analyze plot to		<b>8.1.12.A.2</b> Produce	
	individual sources	to support claims	within it (e.g.,	determine a theme.		and edit a	
	and synthesizing	in an analysis of	parallel plots), and			multi-page digital	
	information	substantive topics	manipulate time	Analyze why		document for a	
	between sources.	or texts, using	(e.g., pacing,	authors choose		commercial or	
		valid reasoning	flashbacks) create	specific words to		professional	
		and relevant and	specific effects	evoke a particular		audience and	
How do I avoid		sufficient	(e.g. mystery,	meaning or tone.		present it to peers	
plagiarism using	Avoiding	evidence.	tension, or			and/or	
MLA format and	plagiarism depends	NJSLSA.W4.	surprise).	Read complex		professionals in	
citations?	upon a correct	Produce clear and	RL.9-10.6. Analyze	grade level texts.		that related area for	
	MLA Works Cited	coherent writing	a particular point of			review.	
	page, in-text	in which the	view or cultural	Use reading		8.1.12.D.1	
	citations, and	development,	experience	strategies to help		Demonstrate	
	correct use of	organization, and	reflected in a work	understand		appropriate	
	paraphrasing and	style are	of literature from	difficult complex		application of	

	summarizing	appropriate to	outside the United	text.	copyright, fair use	
	skills.	task, purpose, and	States, drawing on	toxt.	and/or Creative	
	SKIIIS.	audience.	a wide reading of	Analyze how a text	Commons to an	
		NJSLSA.W7.	world literature.	unfolds and	original work.	
		Conduct short as	RL.9-10.7. Analyze	determine the	original work.	
How do I		well as more	the representation	impact that the		
effectively use	Clauses can be	sustained research	of a subject or a	order,		
clauses to convey	used to show	projects, utilizing	key scene in two	development,		
complex thoughts?	contrast, to extend	an inquiry-based	different artistic	and/or connections		
compren unoughts.	reasoning, to cite	research process,	mediums, including	between points		
	information, to	based on focused	what is emphasized	have on the reader.		
	clarify, and to vary	questions,	or absent in each	nave on the reader.		
	sentence structure.	demonstrating	work (e.g., Auden's	Analyze and		
		understanding of	"Musée des Beaux	explain how the		
		the subject under	Arts" and	role of particular		
		investigation.	Breughel's	sentences,		
How do I convey		NJSLSA.W8.	Landscape with the	paragraphs, or		
understanding of	Conveying an	Gather relevant	Fall of Icarus).	larger portions of a		
character through	understanding of a	information from	Informational	text helps to		
performance?	character through a	multiple print and	RI.9-10.1.	develop and refine		
	performance is	digital sources,	Accurately cite	the author's ideas		
	done through the	assess the	strong and	or claims.		
	performer's tone of	credibility and	thorough textual			
	voice, movement	accuracy of each	evidence, (e.g., via	Recognize the		
	and interaction	source, and	discussion, written	difference between		
	with other	integrate the	response, etc.) and	denotative		
	characters.	information while	make relevant	meanings and		
		avoiding	connections, to	connotative		
		plagiarism.	support analysis of	meaning.		
		NJSLSA.W9.	what the text says			
		Draw evidence	explicitly as well as	Analyze how		
		from literary or	inferentially,	different		
		informational	including	documents address		
		texts to support	determining where	related themes and		
		analysis,	the text leaves	concepts.		
		reflection, and	matters uncertain.			
		research.	RI.9-10.8. Describe	Present		
		NJSLSA.W10.	and evaluate the	information		
		Write routinely	argument and	maintaining an		
		over extended	specific claims in a	objective tone and		
		time frames (time	text, assessing	formal style that		

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	for research,	whether the	includes		
	reflection, and	reasoning is valid	introduction that		
	revision) and	and the evidence is	previews what is to		
	shorter time	relevant and	follow, supporting		
	frames (a single	sufficient; identify	details, varied		
	sitting or a day or	false statements	transitions, and a		
	two) for a range of	and reasoning.	concluding		
	tasks, purposes,	Writing	statement/section		
	and audiences.	Standards	that supports the		
	NJSLSA.L3-	W.9-10.1. A.	information		
	Apply knowledge	Introduce precise	presented.		
	of language to	claim(s),			
	understand how	distinguish the			
	language	claim(s) from			
	functions in	alternate or			
	different contexts,	opposing claims,			
	to make effective	and create an			
	choices for	organization that			
	meaning or style,	establishes clear			
	and to	relationships			
	comprehend more	among claim(s),			
	fully when reading	counterclaims,			
	or listening.	reasons, and			
	NJSLSA.SL6.	evidence.			
	Adapt a speech to	B. Develop			
	a variety of	claim(s) and			
	contexts and	counterclaims			
	communicative	avoiding common			
	tasks,	logical fallacies,			
	demonstrating	propaganda			
	command of	devices, and using			
	formal English	sound reasoning,			
	when indicated or	supplying evidence			
	appropriate.	for each while			
	арргорпале.	pointing out the			
		strengths and			
		limitations of both			
		in a manner that			
		anticipates the			
		audience's			
		knowledge level			

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	and concerns.		
	C. Use transitions		
	(e.g. words,		
	phrases, clauses) to		
	link the major		
	sections of the text,		
	create cohesion,		
	and clarify the		
	relationships		
	between claim(s)		
	and reasons,		
	between reasons		
	and evidence, and		
	between claim(s)		
	and counterclaims.		
	D. Establish and		
	maintain a style and		
	tone appropriate to		
	the audience and		
	purpose (e.g.		
	formal and		
	objective for		
	academic writing)		
	while attending to		
	the norms and		
	conventions of the		
	discipline in which		
	they are writing.		
	E. Provide a		
	concluding		
	paragraph or		
	section that		
	supports the		
	argument		
	presented.		
	W.9-10.2. Write		
	informative/explan		
	atory texts to		
	examine and		
	convey complex		
	ideas, concepts, and		
	ideas, concepts, and		

Т	
	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 aiding
	comprehension.
	B. Develop the
	topic with
	well-chosen,
	relevant, and
	sufficient facts,
	extended
	definitions,
	concrete details,
	quotations, or other
	information and
	examples
	appropriate to the
	audience's
	knowledge of the
	topic.
	C. Use appropriate
	and varied
	transitions to link
	the major sections
	of the text, create
	of the ton, erente

	I I		
	cohesion, and		
	clarify the		
	relationships		
	among complex		
	ideas and concepts.		
	W.9-10.4. Produce		
	clear and coherent		
	writing in which		
	the development,		
	organization, and		
	style are		
	appropriate to task,		
	purpose, and		
	audience.		
	(Grade-specific		
	expectations for		
	writing types are		
	defined in		
	standards 1–3		
	above.) 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.		
	W.9-10.6. Use		
	technology,		
	including the		
	Internet, to		
	produce, share, and		
	update individual		

or shared writing
products, taking
advantage
W.9-10.6. Use
technology,
including the
Internet, to
produce, share, and
update individual
or shared 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

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	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.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 fo		
research, reflec		
and revision) a		
shorter time fra	nes	
(a single sitting	or a	
day or two) for	a	
range of tasks,		
purposes, and		
audiences.		
Language		
Standards		
L1.9-10.1		
Demonstrate		
command of the		
conventions of		
standard Englis	h	
grammar and u		
when writing o		
speaking.		
B. Use vario	ıs İ	
types of phrase		
(noun, verb,		
adjectival,		
adverbial,		
participial,		
prepositional,		
absolute) and		
variety and into	rest	
in writing or		
presentations.		
L.9-10.2-		
Demonstrate		
command of the	,	
conventions of		
standard Engli	h	
capitalization,		
punctuation, ar	d	
spelling when		
writing.		
B. Use a col	n to	
introduce a list		
introduce a fist	· <u> </u>	

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	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-Determine		
	or clarify the		
	meaning of		
	unknown and		
	multiple-meaning		
	words and phrases		
	based on grades		
	9-10 reading and		
	content, choosing		
	flexibly from a		
	range of strategies.		
	B. Identify and		
	correctly use		
	patterns of word		
	changes that		
	indicate different		
	meanings or parts		
	of speech (e.g.		
	analyze, analysis,		
	analytical;		
	advocate,		
	advocacy).		
L	auvocacy).	1	1

	L.9-10.5-		I	T	
	Demonstrate				
	understanding of				
	figurative language,				
	word relationships,				
	and nuances in				
	word meanings.				
	B. Analyze				
	nuances in the				
	meaning of words				
	with similar				
	denotations.				
	L.9-10.6- Acquire				
	and use accurately				
	general academic				
	and domain-				
	specific words and				
	phrases, sufficient				
	for reading,				
	writing, speaking,				
	and listening at the				
	college and career				
	readiness level;				
	demonstrate				
	independence in				
	gathering				
	vocabulary				
	knowledge when				
	considering a word				
	or phrase important				
	to comprehension				
	or expression				
	Speaking and				
	Listening				
	Standards				
	SL.9-10.6. Adapt				
	speech to a variety				
	of contexts and				
	tasks,				
	demonstrating				
	command of formal				
L		1			

				English.				
Unit	Essential Questions	Enduring Understandings	NJSLSA Anchor Standards	Progress Indicators	Learning Targets	Formative, Summative, and Common Assessments	Interdisciplinary Connections	21st Century Connections
Unit IV:	How does reading historical documents aid my understanding of literature?  How do dramatists create character?	Historical documents demonstrate the prevailing culture and beliefs of a society, which aids in understanding by illuminating the world that gave rise to literary pieces.  Dramatists create character through dialogue, stage direction, subtext.	NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including	Reading Standards Literature RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	SWBAT: Determine how the time period and point of view of an author affects his/her perspective on a theme or concept.  Analyze how complex characters change over the course of a text.  Collaborate in discussion on texts, symbols, and	Formative Reading quizzes Vocabulary checks Grammar checks worksheets SCRs In- role writing graphic organizers theme charts character portraits Collaborative group work Class discussions  Summative Perspective narrative writing Crucible Test	VPA.1.1.12.C.1 Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions. 6.1.12.A.3.g Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the	CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice. 9.3.12.ED.11 Demonstrate group
	What vocabulary in context strategies can help me understand author's intent?  How can I use narrative strategies	Looking for opposites, grammar or structure cues, and familiar words within the same sentence can help decode author's intent.  Sequencing, dialogue, narration,	visually and quantitatively, as well as in words. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLSA.W10. Write routinely over extended	RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including	allegory.  Take on the perspective of a character using narrative discourses.  Read closely and find answers explicitly in text and answers that require an inference.  Analyze plot to determine a theme.	Common Assessments CA 5: Language (vocabulary in context) CA 6: Cold Read: Drama Blythe Spirit	rise of party politics impacted the development of democratic institutions and practices. 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations. 6.2.12.B.2.a Relate the division of	management skills that enhance professional education and training practice.

to convey	and plot	time frames (time	1		European regions
understanding of	development help	for research,	what is emphasized	Analyze why	during this time
characters' point of	to convey	reflection, and	or absent in each	authors choose	period into those
view?	understanding of	revision) and	work (e.g., Auden's	specific words to	that remained
	character.	shorter time	"Musée des Beaux	evoke a particular	Catholic and those
		frames (a single	Arts" and	meaning or tone.	that became
		sitting or a day or	Breughel's		Protestant to the
		two) for a range of	Landscape with the	Read complex	practice of religion
		tasks, purposes,	Fall of Icarus).	grade level texts.	in the New World.
How can I deploy	Background	and audiences.	RL.9-10.9. Analyze	1.	6.1.12.D.3.e
background	knowledge from	NJSLSA.L6-	and reflect on (e.g.	Use reading	Determine the
knowledge to	sources such as	Acquire and use	practical knowledge,	strategies to help understand	impact of religious
persuade my	history, sciences,	accurately a range	historical/cultural		and social
audience?	current events, and	of general	context, and	difficult complex	movements on the
	literature can help	academic and	background	text.	development of
	an author persuade	domain-specific	knowledge) how an	Analyze how a text	American culture,
	his/her audience.	words and phrases	author draws on	unfolds and	literature, and art.
		sufficient for	and transforms	determine the	6.1.12.D.12.b
		reading, writing,	source material in a	impact that the	Analyze efforts to
		speaking, and	specific work (e.g.,	order,	eliminate
What does a good	Effective speakers	listening at the	how Shakespeare	development,	communism, such
speaker do?	use eye contact,	college and career	treats a theme or	and/or connections	as McCarthyism,
	body language,	readiness level;	topic from	between points	and their impact on
	fluency, and	demonstrate	mythology or the	have on the reader.	individual civil
	projection to	independence in	Bible or how a later		liberties.
	communicate their	gathering	author draws on a	Analyze and	6.1.12.D.14.e
	ideas.	vocabulary	play by	explain how the	Evaluate the role
		knowledge when	Shakespeare).	role of particular	of religion on
		encountering an	Informational	sentences,	cultural and social
		unknown term	RI.0-19.4.	paragraphs, or	mores, public
		important to	Determine the	larger portions of a	opinion, and
		comprehension or	meaning of words	text helps to	political decisions.
		expression.	and phrases as they	develop and refine	
		NJSLSA.SL2.	are used in a text,	the author's ideas	
		Integrate and	including	or claims.	
		evaluate	figurative,		
		information	connotative, and	Recognize the	
		presented in	technical meanings;	difference between	
		diverse media and	analyze the	denotative	
		formats, including	cumulative impact	meanings and	
		visually,	of specific word	connotative	
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	quantitatively, and	choices on meaning	meaning.			
	orally.	and tone (e.g., how				
		the language of a	Analyze how			
		court opinion	different			
		differs from that of	documents address			
		a newspaper).	related themes and			
		RI.9-10.7. Analyze	concepts.			
		various	concepts.			
		perspectives as	Present			
		presented in	information			
		different mediums	maintaining an			
		(e.g., a person's life	objective tone and			
		story in both print	formal style that			
		and multimedia),	includes			
		determining which	introduction that			
		details are	previews what is to			
		emphasized in each	follow, supporting			
		account.	details, varied			
		RI.9-10.9. Analyze	transitions, and a			
		and reflect (e.g.	concluding			
		practical	statement/section			
		knowledge,	that supports the			
		historical/cultural	information			
		context, and	presented.			
		background				
		knowledge)				
		documents of				
		historical and				
		literary				
		significance, (e.g.,				
		Washington's				
		Farewell Address,				
		the Gettysburg				
		Address,				
		Roosevelt's Four				
		Freedoms speech,				
		King's "Letter from				
		Birmingham Jail,"				
		Declaration of the				
		Rights of Man and				
		Citizen, U.N.				
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		Universal			
		Declaration of			
		Human Rights,			
		ect.), including how			
		they relate in terms			
		of themes and			
		significant			
		concepts.			
		Writing			
		Standards			
		W.9-10.1. A.			
		Introduce precise			
		claim(s),			
		distinguish the			
		claim(s) from			
		alternate or			
		opposing claims,			
		and create an			
		organization that			
		establishes clear			
		relationships			
		among claim(s),			
		counterclaims,			
		reasons, and			
		evidence. B.			
		Develop claim(s)			
		and counterclaims			
		avoiding common			
		logical fallacies,			
		propaganda			
		devices, and using			
		sound reasoning,			
		supplying evidence			
		for each while			
		pointing out the			
		strengths and			
		limitations of both			
		in a manner that			
		anticipates the			
		anucipates the			
		audience's			
		knowledge level			
	I	<u> </u>	1		

and concerns. D.
Establish and
maintain a style and
tone appropriate to
the audience and
purpose (e.g.
formal and
objective for
academic writing)
while attending to
the norms and
conventions of the
discipline in which
they are writing.
W.9-10.3. A.
Engage and orient
the reader by
setting out a
problem, situation,
or observation,
establishing one or
multiple point(s) of
view, and
introducing a
narrator and/or
characters; create a
smooth progression
of experiences or
events.
B. Use narrative
techniques, such as
dialogue, pacing,
description,
reflection, and
multiple plot lines,
to develop
experiences, events,
and/or characters.
C. Use a variety of
techniques to
sequence events so
sequence oronis so

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	that they build on
	one another to
	create a coherent
	whole.
	D. Use precise
	words and phrases,
	telling details, and
	sensory language to
	convey a vivid
	picture of the
	experiences, events,
	setting, and/or
	characters.
	E. Provide a
	conclusion that
	follows from and
	reflects on what is
	experienced,
	observed, or
	resolved over the
	course of the
	narrative.
	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.
	W.9-10.6. Use
	technology,
	including the
	Internet, to

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			produce, share, and		
			update individual		
			or shared writing		
			products, taking		
			advantage of		
			technology's		
			capacity to link to		
			other information		
			and to display		
			information		
			flexibly and		
			dynamically.		
			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.		
			Language		
			Standards		
			L1.9-10.1		
			Demonstrate		
			command of the		
			conventions of		
			standard English		
			grammar and usage		
			when writing or		
			speaking.		
			A. Use parallel		
			structure.		
			NJSLSA.L2-		
			Demonstrate		
			command of the		
			conventions of		
			standard English		

capitalization, punctuation, and spelling when writing. L.9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Spell correctly NJSL.SA.1.3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to L.9-10.3- Apply knowledge of language to understand how language functions in different contexts, to make effective enoices for meaning or style, and to	1		1	1		
punctuation, and spelling when writing.  1.9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  C. Spell correctly NJSLSA.1-3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to compendent more fully when reading or listening.  L.9-10.3- Apply knowledge of language to when the compensation of the compe			capitalization.			
spelling when writing L.9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing C. Spell correctly NJSLSA.L.3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or Isstening. L.9-10.3- Apply knowledge of language to understand bow language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or Isstening. L.9-10.3- Apply knowledge of language to make effective choices for meaning, or						
writing. L.9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Spell correctly NJSLSA.1.3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for meaning or						
L.9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Spell correctly NJSLSA.1.3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 1.9-10.3- Apply knowledge of language to make effective choices for meaning or						
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Spell correctly NISLSA 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. L.9-10.3- Apply knowledge of language to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for meaning, or						
command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Spell correctly NISLSA.L.3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for meaning or						
conventions of standard English capitalization, punctuation, and spelling when writing. C. Spell correctly NJSLSA.L3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for meaning.						
standard English capitalization, punctuation, and spelling when writing. C. Spell correctly NJSLSA.L3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for meaning or						
capitalization, punctuation, and spelling when writing. C. Spell correctly NJSLSA.L3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for meaning, or						
punctuation, and spelling when writing.  C. Spell correctly NJSL.SA.I.3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  L.9-10.3- Apply knowledge of language to make effective choices for meaning, or						
spelling when writing. C. Spell correctly NJSLSA.L3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for make						
writing. C. Spell correctly NJSLSA.L3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for make effective choices						
C. Spell correctly NJSLSA.L.3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for meaning.						
NJSLSA.L3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for meaning, or			writing.			
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. L.9-10.3- Apply knowledge of language to make effective choices for meaning, or			C. Spell correctly			
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. L.9-10.3- Apply knowledge of language to make effective choices for meaning, or						
understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for meaning, or						
language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for meaning, or						
in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for meaning, or						
contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for meaning, or			language functions			
effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for meaning, or						
for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for meaning, or						
style, and to comprehend more fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for meaning, or						
style, and to comprehend more fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for meaning, or						
comprehend more fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for meaning, or						
fully when reading or listening. L.9-10.3- Apply knowledge of language to make effective choices for meaning, or						
or listening. L.9-10.3- Apply knowledge of language to make effective choices for meaning, or						
L.9-10.3- Apply knowledge of language to make effective choices for meaning, or						
knowledge of language to make effective choices for meaning, or						
language to make effective choices for meaning, or						
effective choices for meaning, or						
for meaning, or			effective choices			
comprehend more						
fully when reading,						
writing, speaking or						
listening.						
A. Vary word						
choice and sentence						
structure to						
demonstrate an						
demonstrate an			demonstrate an			

understanding of
the influence of
language.
L.9-10.5-
Demonstrate
understanding of
figurative language,
word relationships,
and nuances in
word meanings.
B. Analyze
nuances in the
meaning of words
with similar
denotations.
Speaking and
Listening
Standards
SL.9-10.6. Adapt
speech to a variety
of contexts and
tasks,
demonstrating
command of formal
English.
NJSL.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
conclusion
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.				
Unit	Essential Questions	Enduring Understandings	NJSLSA Anchor Standards	Progress Indicators	Learning Targets	Formative, Summative, and Common Assessments	Interdisciplinary Connections	21st Century Connections
Units V & VI:	What techniques do poets use to convey meaning?	Poets use a variety of techniques including figurative language, diction, and style to create meaning in their works.	NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R4. Interpret words and phrases as they are used in a	Readings Standards Literature RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says	SWBAT: Identify and analyze poetic devices to aid in interpretation of poetry.  Synthesize a theme in a formal essay using multiple works.	Formative Poetry charts Grammar checks Vocabulary checks Reading quizzes Literary non-fiction write  Summative Expository	6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.	CRP2. Apply appropriate academic and technical skills. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate
	How do I analyze literary nonfiction?	Literary nonfiction is a genre which develops ideas using narrative techniques and should be analyzed through development of claims and ideas.	text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  NJSLSA.R8. Delineate and	explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative	Identify and emulate elements of literary nonfiction.  Read closely and find answers explicitly in text and answers that require an inference.	Literary Analysis Multimedia presentation  Common Assessments CA 7 Cold Read: Two poems  CA 8 Language: Paragraph revision/ structure		creativity and innovation. CRP11. Use technology to enhance productivity. 9.3.12.ED.2 Demonstrate effective oral, written, and multimedia communication in
	How do I bring multiple works into dialogue with each other in my writing?	Using theme and literary elements as a bridge between texts creates an effective synthesis of works.	evaluate arguments and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and	Analyze plot to determine a theme.  Analyze why authors choose specific words to evoke a particular meaning or tone.	Terrision structure		multiple formats and contexts.

ı			NJSLSA.W2.	place; how it sets a			
			Write	formal or informal	Read complex		
			informative/expla	tone).	grade level texts.		
	How can I emulate	Emulating an	natory texts to	Informational	grade level texts.		
	authors of literary	- C	examine and	RI.9-10.1.	I Inc. monding		
	nonfiction?	author's style and			Use reading		
	nonfiction?	purpose are	convey complex	Accurately cite	strategies to help		
		methods used by	ideas and	strong and	understand		
		successful writers	information	thorough textual	difficult complex		
		in writing literary	clearly and	evidence, (e.g., via	text.		
		nonfiction.	accurately through	discussion, written			
			the effective	response, etc.) and	Analyze how a text		
			selection,	make relevant	unfolds and		
			organization, and	connections, to	determine the		
			analysis of	support analysis of	impact that the		
	How can I use	Semicolons and	content.	what the text says	order,		
	advanced	colons can be	NJSLSA.W6. Use	explicitly as well as	development,		
	punctuation to	incorporated into	technology,	inferentially,	and/or connections		
	create complex	writing to form	including the	including	between points		
	sentences?	complex sentences	Internet, to	determining where	have on the reader.		
		and the	produce and	the text leaves			
		relationships	publish writing	matters uncertain.	Analyze and		
		between	and to interact and	RI.9-10.2.	explain how the		
		independent	collaborate with	Determine a central	role of particular		
		clauses.	others.	idea of a text and	sentences,		
			NJSLSA.W10.	analyze how it is	paragraphs, or		
			Write routinely	developed and	larger portions of a		
			over extended	refined by specific	text helps to		
	How do I	Collaborating with	time frames (time	details; provide an	develop and refine		
	effectively	peers on a group	for research,	objective summary	the author's ideas		
	collaborate with	project requires	reflection, and	of the text.	or claims.		
	group members to	effective	revision) and	RI.9-10.3. Analyze			
	produce the best	communication	shorter time	how the author	Recognize the		
	possible product?	strategies,	frames (a single	unfolds an analysis	difference between		
	1	responsibility on	sitting or a day or	or series of ideas or	denotative		
		each group	two) for a range of	events, including	meanings and		
		member and a	tasks, purposes,	the order in which	connotative		
		clear focus on the	and audiences.	the points are	meaning.		
		final product.	NJSLSA.L2-	made, how they are			
		F	Demonstrate	introduced and	Analyze how		
			command of the	developed, and the	different		
			conventions of	connections that are	documents address		

	atondord English	drawn hat	related themes and		
	standard English	drawn between			
	capitalization,	them.	concepts.		
	punctuation, and	RI.0-19.4.	D .		
	spelling when	Determine the	Present		
	writing.	meaning of words	information		
	NJSLSA.L4-	and phrases as they	maintaining an		
	Determine or	are used in a text,	objective tone and		
	clarify the	including	formal style that		
	meaning of	figurative,	includes		
	unknown and	connotative, and	introduction that		
	multiple-meaning	technical meanings;	previews what is to		
	words and phrases	analyze the	follow, supporting		
	by using context	cumulative impact	details, varied		
	clues, analyzing	of specific word	transitions, and a		
	meaningful word	choices on meaning	concluding		
	parts, and	and tone (e.g., how	statement/section		
	consulting general	the language of a	that supports the		
	and specialized	court opinion	information		
	reference	differs from that of	presented.		
	materials, as	a newspaper).			
	appropriate.	RI.9-10.5. Analyze			
	NJSLSA.L5-	in detail how an			
	Demonstrate	author's ideas or			
	understanding of	claims are			
	word relationships	developed and			
	and nuances in	refined by			
	word meanings.	particular			
	NJSLSA.SL3.	sentences,			
	Evaluate a	paragraphs, or			
	speaker's point of	larger portions of a			
	view, reasoning,	text (e.g., a section			
	and use of	or chapter).			
	evidence and	RI.9-10.6.			
	rhetoric.	Determine an			
	NJSLSA.SL4.	author's point of			
	Present	view or purpose in			
	information,	a text and analyze			
	findings, and	how an author uses			
	supporting	rhetorical devices			
	evidence such that	to advance that			
	listeners can	point of view or			
L	iistellers call	Point of view of	1	I	

follow the line of	purpose.
reasoning and the	Writing
organization,	Standards
development, and	W.9-10.2. A.
style are	Introduce a topic;
appropriate to	organize complex
task, purpose, and	ideas, concepts, and
audience.	information to
NJSLSA.SL5.	make important
Make strategic use	connections and
of digital media	distinctions;
and visual	include formatting
displays of data to	(e.g., headings),
express	graphics (e.g.,
information and	figures, tables), and
enhance	multimedia when
understanding of	useful to aiding
presentations.	comprehension.
F	B. Develop the
	topic with
	well-chosen,
	relevant, and
	sufficient facts,
	extended
	definitions,
	concrete details,
	quotations, or other
	information and
	examples
	appropriate to the
	audience's
	knowledge of the
	topic.
	C. Use appropriate
	and varied
	transitions to link
	the major sections
	of the text, create
	cohesion, and
	clarify the
	relationships
1	Termionompo

among complex
ideas and concepts.
D. Use precise
language and
domain-specific
vocabulary to
manage the
complexity of the
topic.
E. Establish and
maintain a style and
tone appropriate to
the audience and
purpose (e.g.
formal and
objective for
academic writing)
while attending to
the norms and
conventions of the
discipline in which
they are writing. F.
Provide a
concluding
paragraph or
section that
supports the
information or
explanation
presented (e.g.,
articulating implications on the
implications or the
significance of the
topic).
W.9-10.3. B. Use
narrative
techniques, such as
dialogue, pacing,
description,
reflection, and
multiple plot lines,

T		
	to develop	
	experiences, events,	
	and/or characters.	
	C. Use a variety of	
	techniques to	
	sequence events so	
	that they build on	
	one another to	
	create a coherent	
	whole.	
	W.9-10.4. Produce	
	clear and coherent	
	writing in which	
	the development,	
	organization, and	
	style are	
	appropriate to task,	
	purpose, and	
	audience.	
	(Grade-specific	
	expectations for	
	writing types are	
	defined in	
	standards 1–3	
	above.)	
	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.	
	W.9-10.9. Draw	
	THE AVELDANT	

evidence from lineary or nonfiction informational texts to support analysis, reflection, and research. 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 at here or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespearel'?). 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").	г г		1		1		1
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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.
Language
Standards
NJSLSA.L2-
Demonstrate
command of the
conventions of
standard English
capitalization,
punctuation, and
spelling when
writing.
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.
C. Spell
correctly
NJSLSA.L4-

Determine or
clarify the meaning
of unknown and
multiple-meaning
words and phrases
by using context
clues, analyzing
meaningful word
parts, and
consulting general
and specialized
reference materials,
as appropriate.
L.9-10.4-Determine
or clarify the
meaning of
unknown and
multiple-meaning
words and phrases
based on grades
9-10 reading and
content, choosing
flexibly from a
range of strategies.
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)
NJSLSA.L5-
Demonstrate
understanding of
word relationships
and nuances in
word meanings.
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.
NJSLSA.L6-
Acquire and use
accurately a range
of general
academic and
domain-specific
words and phrases
sufficient for
reading, writing,
speaking, and
listening at the
college and career
readiness level;
demonstrate
independence in
gathering
vocabulary
knowledge when
encountering an
unknown term
important to
comprehension or
expression.
L.9-10.6- Acquire
and use accurately
general academic
and domain-
specific words and
phrases, sufficient

	for reading,			
	writing, speaking,			
	and listening at the			
	college and career			
	readiness level;			
	demonstrate			
	independence in			
	gathering			
	vocabulary			
	knowledge when			
	considering a word			
	or phrase important			
	to comprehension			
	or expression			
	Speaking and			
	Listening			
	Standards			
	SL.9-10.1.B.			
	Collaborate with			
	peers to set rules			
	for discussions (e.g.			
	informal consensus,			
	taking votes on key			
	issues, presentation			
	of alternate views);			
	develop clear goals			
	and assessment			
	criteria (e.g. student			
	developed rubric)			
	and assign			
	individual roles as			
	needed.			
	SL.9-10.2.			
	Integrate			
	multiple sources			
	of information			
	presented in			
	diverse media or			
	formats (e.g.,			
	visually,			
	quantitatively,			
 <u> </u>	<u> </u>	1		

qualitatively,		
orally) evaluating		
the credibility		
and accuracy of		
each source.		
SL.9-10.4. Present		
information,		
findings, and		
supporting		
evidence clearly,		
concisely, and		
logically. The		
content,		
organization,		
development, and		
style are		
appropriate to task,		
purpose, and		
audience.		
SL.9-10.5. Make		
strategic use of		
digital media (e.g.,		
textual, graphical,		
audio, visual, and		
interactive		
elements) in		
presentations to		
enhance findings,		
reasoning, and		
evidence and to add		
interest.		
muciest.		