Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	NJSLSA	Progress Indicators	Learning Targets	Assessments	Interdisciplin ary Connections	21st Century Connections
MP I:	What do good	Effective readers	Reading	RL.9-10.1. Cite strong	SWBAT:	written	NJSLS	CRP1. Act
Elements of	readers do?	use a variety of	NJSLSA.R1.	and thorough textual	Use numerous strategies to	conversations,	6.1.12.D.5.d	as a
Text		strategies to make	Read closely to	evidence and make	aid in reading	annotations,	Relate varying	responsible
	Am I clear	sense of key ideas	determine what	relevant connections to	comprehension and fluency	reviews,	immigrants'	and
	about what I	and details	the text says	support analysis of		summaries	experiences to	contributing
	just read?	presented in the	explicitly and to	what the text says	Communicate clearly about		gender, race,	citizen and
	How do I	text.	make logical	explicitly as well as	what they have read	worksheets/	ethnicity, or	employee.
	know?		inferences and	inferentially, including		practice	occupation	CRP2.
		Analyzing texts	relevant	determining where the	Respond to both literature	exercises	6.1.12.D.14.f	Apply
	What do good	for structure,	connections from	text leaves matters	and nonfiction both		Determine the	appropriate
	writers do?	purpose, and	it; cite specific	uncertain. RL.9-10.2.	reflectively(informally)	SCRS	influence of	academic
		viewpoint allows	textual evidence	Determine a theme or	and analytically (formally)	journals	multicultural	and technical
	What's my	an effective	when writing or	central idea of a text			beliefs,	skills.
	purpose and	reader to gain	speaking to	and analyze in detail	Define and use new words	quizzes	products (i.e.,	CRP4.
	how do I	insight and	support	its development over			art, food,	Communicat
	develop it?	strengthen	conclusions	the course of the text,	Identify and use in writing	unit end cold	music, and	e clearly and
		understanding.	drawn from the	including how it	English conventions	read assessment	literature), and	effectively
	Writing	F.00 1	text	emerges and is shaped	including all parts of		practices in	and with
	clearly: What	Effective readers	NJSLSA.R4.	and refined by specific	speech, complete		shaping	reason.
	makes a	and writers use	Interpret words	details and provide an	sentences, and phrases.		contemporary	CRP8.
	difference?	knowledge of the	and phrases as	objective summary of	D: 1 11 1		American	Utilize
	3371 1	structure and	they are used in a	the text.	Discuss and collaborate		culture	critical
	When a word	context of	text, including	RL.9-10.4. Determine	with peers during and after		6.1.12.C.16.a	thinking to
	doesn't make	language to	determining	the meaning of words	reading to monitor their		Evaluate the	make sense
	sense, what	acquire, clarify,	technical,	and phrases as they are	comprehension.		economic,	of problems
	can I do?	and appropriately	connotative, and	used in the text,			political, and	and
	How do I use	use vocabulary.	figurative	including figurative and connotative			social impact	persevere in
		Whiting chard die	meanings, and				of new and	solving them CRP12.
	what I know	Writing should be	analyze how	meanings; analyze the			emerging	Work
	to figure out	purposely	specific word	cumulative impact of			technologies	VV OFK

what I don't	focused, detailed,	choices shape	specific word choices		on individuals	productively
know?	organized, and	meaning or tone.	on meaning and tone		and nations.	in teams
	sequenced in a	NJSLSA.R5.	(e.g., how the		6.1.12.D.16.a	while using
What makes	way that clearly	Analyze the	language evokes a		Analyze the	cultural
me a strong	communicates the	structure of texts,	sense of time and		impact of	global
collaborator?	ideas to the	including how	place; how it sets a		American	competence.
	reader.	specific	formal or informal		culture on	
How can I		sentences,	tone).		other world	
present my	Collaborators	paragraphs, and	RL.9-10.6. Analyze a		cultures from	
ideas clearly?	observe social	larger portions of	particular point of		multiple	
	norms and	the text (e.g., a	view or cultural		perspectives.	
How can I	personal	section, chapter,	experience reflected in		perspectives.	
best	responsibility	scene, or stanza)	a work of literature			
demonstrate	during group	relate to each	from outside the			
my knowledge	work and	other and the	United States, drawing			
of language?	discussions.	whole	on a wide reading of			
		NJSLSA.R10.	world literature.			
	Successful	Read and	RL.9-10.10. By the			
	presentations use	comprehend	end of grade 9, read			
	clear speech, neat	complex literary	and comprehend			
	visual aids, and	and informational	literature, including			
	through	texts	stories, dramas, and			
	knowledge of	independently	poems at grade level			
	material.	and proficiently	text-complexity or			
		with scaffolding	above with scaffolding			
	Knowledge of	as needed.	as needed.			
	language	Writing	RI.9-10.4. Determine			
	conventions come	NJSLSA.W1.	the meaning of words			
	across through	Write arguments	and phrases as they are			
	sophisticated and	to support claims	used in a text,			
	specific	in an analysis of	including figurative,			
	vocabulary,	substantive topics	connotative, and			
	varied sentence	or texts, using	technical meanings;			
	structure, and	valid reasoning	analyze the cumulative			

	and relevant and	imment of amenica		
correct usage.		impact of specific		
	sufficient	word choices on		
	evidence.	meaning and tone		
	NJSLSA.W4.	(e.g., how the		
	Produce clear and	language of a court		
	coherent writing	opinion differs from		
	in which the	that of a newspaper).		
	development,	RI.9-10.5. Analyze in		
	organization, and	detail how an author's		
	style are	ideas or claims are		
	appropriate to	developed and refined		
	task, purpose, and	by particular		
	audience.	sentences, paragraphs,		
	NJSLSA.W5.	or larger portions of a		
	Develop and	text (e.g., a section or		
	strengthen writing	chapter). RI.9-10.6.		
	as needed by	Determine an author's		
	planning,	point of view or		
	revising, editing,	purpose in a text and		
	rewriting, or	analyze how an author		
	trying a new	uses rhetorical devices		
	approach	to advance that point		
	NJSLSA.W10.	of view or purpose.		
	Write routinely	RI.9-10.10. By the end		
	over extended	of grade 9, read and		
	time frames (time	comprehend literary		
	for research,	nonfiction at grade		
	reflection, and	level text-complexity		
	revision) and	above with scaffolding		
	shorter time	as needed.		
	frames (a single	W.9-10.4. Produce		
	sitting or a day or	clear and coherent		
	two) for a range	writing in which the		
	of tasks,	development,		

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	purposes, and	organization, and style		
	audiences.	are appropriate to task,		
	Speaking and	purpose, and audience.		
	Listening	(Grade-specific		
	NJSLSA.SL1.	expectations for		
	Prepare for and	writing types are		
	participate	defined in standards		
	effectively in a	1-3 above.) W.9-10.5.		
	range of	Develop and		
	conversations and	strengthen writing as		
	collaborations	needed by planning,		
	with diverse	revising, editing,		
	partners, building	rewriting, trying a new		
	on others' ideas	approach, or		
	and expressing	consulting a style		
	their own clearly	manual (such as MLA		
	and persuasively.	or APA Style),		
	Language	focusing on addressing		
	NJSLSA.L1.	what is most		
	Demonstrate	significant for a		
	command of the	specific purpose and		
	conventions of	audience. W.9-10.6.		
	standard English	Use technology,		
	grammar and	including the Internet,		
	usage when	to produce, share, and		
	writing or	update individual or		
	speaking.	shared writing		
	NJSLSA.L2.	products, taking		
	Demonstrate	advantage of		
	command of the	technology's capacity		
	conventions of	to link to other		
	standard English	information and to		
	capitalization,	display information		
	punctuation, and	flexibly and		

	spelling when	dynamically.		
		W.9-10.10. Write		
	writing.			
	NJSLSA.L3.	routinely over		
	Apply knowledge	extended time frames		
	of language to	(time for research,		
	understand how	reflection, and		
	language	revision) and shorter		
	functions in	time frames (a single		
	different contexts,	sitting or a day or two)		
	to make effective	for a range of tasks,		
	choices for	purposes, and		
	meaning or style,	audiences.		
	and to	Speaking and		
	comprehend more	Listening		
	fully when	SL.9-10.1. A. Come to		
	reading or	discussions prepared,		
	listening.	having read and		
	NJSLSA. L4.	researched material		
	Determine or	under study; explicitly		
	clarify the	draw on that		
	meaning of	preparation by		
	unknown and	referring to evidence		
	multiple-meaning	from texts and other		
	words and	research on the topic		
	phrases by using	or issue to stimulate a		
	context clues,	thoughtful,		
	analyzing	well-reasoned		
	meaningful word	exchange of ideas.		
	parts, and	C. Propel		
	consulting	conversations by		
	general and	posing and responding		
	specialized	to questions that relate		
	reference	the current discussion		
	reference materials, as	the current discussion to broader themes or		

	appropriate.	larger ideas; actively		
	NJSLSA.L5.	incorporate others into		
	Demonstrate	the discussion; and		
	understanding of	clarify, verify, or		
	word	challenge ideas and		
	relationships and	conclusions.		
	nuances in word	SL.9-10.4. Present		
	meanings.	information, findings,		
	NJSLSA.L6.	and supporting		
	Acquire and use	evidence clearly,		
	accurately a range	concisely, and		
	of general	logically. The content,		
	academic and	organization,		
	domain-specific	development, and style		
	words and	are appropriate to task,		
	phrases sufficient	purpose, and audience.		
	for reading,	SL.9-10.5. Make		
	writing, speaking,	strategic use of digital		
	and listening at	media (e.g., textual,		
	the college and	graphical, audio,		
	career readiness	visual, and interactive		
	level;	elements) in		
	demonstrate	presentations to		
	independence in	enhance findings,		
	gathering	reasoning, and		
	vocabulary	evidence and to add		
	knowledge when	interest. SL.9-10.6.		
	encountering an	Adapt speech to a		
	unknown term	variety of contexts and		
	important to	tasks, demonstrating		
	comprehension or	command of formal		
	expression.	English.		
		Language		
		L.9-10.4. Determine or		

		T T	,
	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. 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		
	of clarity 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.				
MP II	What do good	Effective readers	Reading	RL.9-10.1. Cite strong	Monitor their reading of a	Reading logs/	6.1.12.A.9.a	CRP4
Choices	readers do?	use a variety of	NJSLSA.R1.	and thorough textual	major text by annotating	annotations	Analyze how	Communicat
		strategies to make	Read closely to	evidence and make	and answering		the actions and	e clearly and
	Am I clear	sense of key ideas	determine what	relevant connections to	comprehension questions.	evidence of	policies of the	effectively
	about what I	and details	the text says	support analysis of	Participate in	strategies	United States	and with
	just read?	presented in the	explicitly and to	what the text says	text-dependent discussions	1 1	government	reason.
	How do I	text.	make logical	explicitly as well as	D 1	class discussions/	contributed to	CDD14 II
	know?	Ai	inferences and	inferentially, including	Draw conclusions based on	literature circles	the Great	CRP11 Use
	William In an I	Analyzing texts	relevant	determining where the	what a text says and what it		Depression. B.	technology
	What do good	for structure,	connections from	text leaves matters	does not explicitly state.	worksheets/	Geography,	to enhance

writers do?	purpose, and	it; cite specific	uncertain.		practice	People, and the	productivity.
	viewpoint allows	textual evidence	RL.9-10.2. Determine	Analyze a character's	exercises	Environment	
What's my	an effective	when writing or	a theme or central idea	choices throughout a text,		6.1.12.B.9.a	9.2.4.A.1
purpose and	reader to gain	speaking to	of a text and analyze in	stating motivations for and	quizzes	Determine	Identify
how do I	insight and	support	detail its development	consequences of that		how	reasons why
develop it?	strengthen	conclusions	over the course of the	choice.	SCRs	agricultural	people work,
	understanding.	drawn from the	text, including how it			practices,	different
Writing		text	emerges and is shaped	Complete all parts of the	Expository essay	overproduction	types of
clearly: What	Effective readers	NJSLSA.R2.	and refined by specific	writing process in a formal,		, and the Dust	work, and
makes a	and writers use	Determine central	details and provide an	multi-paragraph essay.	Unit end test	Bowl	how work
difference?	knowledge of the	ideas or themes of	objective summary of			intensified the	can help a
	structure and	a text and analyze	the text.	Practice using vocabulary		worsening	person
When a word	context of	their	RL.9-10.3. Analyze	strategies to decipher		economic	achieve
doesn't make	language to	development;	how complex	unknown words or words		situation	personal and
sense, what	acquire, clarify,	summarize the	characters (e.g., those	being used with a different		during the	professional
can I do?	and appropriately	key supporting	with multiple or	connotation than usual.		Great	goals.
	use vocabulary.	details and ideas.	conflicting			Depression	
How do I use		NJSLSA.R4.	motivations) develop	Practice using clear		NJ.SS.6.1.12.	9.3.12.ED.2
what I know	Writing should be	Interpret words	over the course of a	Standard English		A.8.c Relate	Demonstrate
to figure out	purposely	and phrases as	text, interact with	conventions in writing and		social	effective
what I don't	focused, detailed,	they are used in a	other characters, and	speech.		intolerance,	oral, written,
know?	organized, and	text, including	advance the plot or			xenophobia,	and
	sequenced in a	determining	develop the theme.	Give constructive feedback		and fear of	multimedia
What makes	way that clearly	technical,	RL.9-10.4. Determine	in class discussions and		anarchists to	communicati
me a strong	communicates the	connotative, and	the meaning of words	peer review.		government	on in
collaborator?	ideas to the	figurative	and phrases as they are			policies	multiple
	reader.	meanings, and	used in the text,			restricting	formats and
How can I		analyze how	including figurative			immigration,	contexts.
present my	Collaborators	specific word	and connotative			advocacy, and	
ideas clearly?	observe social	choices shape	meanings; analyze the			labor	9.3.12.ED.5
	norms and	meaning or tone.	cumulative impact of			organizations.	Demonstrate
How can I	personal	NJSLSA.R5.	specific word choices				group
best	responsibility	Analyze the	on meaning and tone			NJ.SS.	collaboration
demonstrate	during group	structure of texts,	(e.g., how the			6.1.12.D.14.e	skills to

my knowledge	work and	including how	language evokes a	Evaluate the	enhance
of language?	discussions.	specific	sense of time and	role of religion	professional
		sentences,	place; how it sets a	on cultural and	education
	Successful	paragraphs, and	formal or informal	social mores,	and training
	presentations use	larger portions of	tone).	public opinion,	practice.
	clear speech, neat	the text (e.g., a	RL.9-10.5. Analyze	and political	
	visual aids, and	section, chapter,	how an author's	decisions.	9.3.12.ED.1
	through	scene, or stanza)	choices concerning		1
	knowledge of	relate to each	how to structure a text,	NJ.SS.6.3.12.5	Demonstrate
	material.	other and the	order events within it	Decolonization	group
		whole	(e.g., parallel plots),	, the	management
	Knowledge of	NJSLSA.R6.	and manipulate time	emergence of	skills that
	language	Assess how point	(e.g., pacing,	new	enhance
	conventions come	of view or	flashbacks) create	independent	professional
	across through	purpose shapes	specific effects (e.g.	nations, and	education
	sophisticated and	the content and	mystery, tension, or	competing	and training
	specific	style of a text.	surprise).	ideologies	practice.
	vocabulary,	NJSLSA.R9.	RL.9-10.6. Analyze a	changed the	
	varied sentence	Analyze and	particular point of	political	CRP5
	structure, and	reflect on how	view or cultural	landscape and	Consider the
	correct usage.	two or more texts	experience reflected in	national	environment
		address similar	a work of literature	identities of	al, social and
		themes or topics	from outside the	those involved,	economic
		in order to build	United States, drawing	and sometimes	impacts of
		knowledge or to	on a wide reading of	included	decisions.
		compare the	world literature.	military	CRP.6
		approaches the	RL.9-10.10. By the	confrontations	Demonstrate
		authors take.	end of grade 9, read	and violations	creativity
		NJSLSA.R10.	and comprehend	of human	and
		Read and	literature, including	rights.	innovation.
		comprehend	stories, dramas, and	777 00 4 5 15	
		complex literary	poems at grade level	NJ.SS.6.3.12	CRP8
		and informational	text-complexity or	Active	Utilize
		texts	above with scaffolding	Citizenship in	critical

independently	as needed.	the 21st	thinking to
and proficiently	RI.9-10.4. Determine	Century: All	make sense
with scaffolding	the meaning of words	students will	of problems
as needed.	and phrases as they are	acquire the	and
Writing	used in a text,	skills needed	persevere in
NJSLSA.W1.	including figurative,	to be active,	solving
Write arguments	connotative, and	informed	them.
to support claims	technical meanings;	citizens who	
in an analysis of	analyze the cumulative	value diversity	
substantive topics	impact of specific	and promote	
or texts, using	word choices on	cultural	
valid reasoning	meaning and tone	understanding	
and relevant and	(e.g., how the	by working	
sufficient	language of a court	collaboratively	
evidence.	opinion differs from	to address the	
NJSLSA.W2.	that of a newspaper).	challenges that	
Write	RI.9-10.5. Analyze in	are inherent in	
informative/expla	detail how an author's	living in an	
natory texts to	ideas or claims are	interconnected	
examine and	developed and refined	world.	
convey complex	by particular		
ideas and	sentences, paragraphs,		
information	or larger portions of a		
clearly and	text (e.g., a section or		
accurately	chapter). RI.9-10.6.		
through the	Determine an author's		
effective	point of view or		
selection,	purpose in a text and		
organization, and	analyze how an author		
analysis of	uses rhetorical devices		
content.	to advance that point		
NJSLSA.W4.	of view or purpose.		
Produce clear and	RI.9-10.8. Describe		
coherent writing	and evaluate the		

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in which the	argument and specific			
development,	claims in a text,			
organization, and	assessing whether the			
style are	reasoning is valid and			
appropriate to	the evidence is			
task, purpose, and	relevant and sufficient;			
audience.	identify false			
NJSLSA.W5.	statements and			
Develop and	reasoning.			
strengthen writing	RI.9-10.9. Analyze			
as needed by	and reflect on (e.g.			
planning,	practical knowledge,			
revising, editing,	historical/cultural			
rewriting, or	context, and			
trying a new	background			
approach	knowledge) documents			
NJSLSA.W10.	of historical and			
Write routinely	literary significance,			
over extended	(e.g., Washington's			
time frames (time	Farewell Address the			
for research,	Gettysburg Address,			
reflection, and	Roosevelt's Four			
revision) and	Freedoms speech,			
shorter time	King's "Letter from			
frames (a single	Birmingham Jail",			
sitting or a day or	Declaration of the			
two) for a range	Rights of Man and			
of tasks,	Citizen, U.N.			
purposes, and	Universal Declaration			
audiences.	of Human Rights,			
Language	etc.), including how			
NJSLSA.L1.	they relate in terms of			
Demonstrate	themes and significant			
command of the	concepts.	 		

	conventions of	RI.9-10.10. By the end		
	standard English	of grade 9, read and		
	grammar and	comprehend literary		
	usage when	nonfiction at grade		
	writing or	level text-complexity		
	speaking.	above with scaffolding		
	NJSLSA.L2.	as needed.		
	Demonstrate	Writing		
	command of the	W.9-10.2. Write		
	conventions of	informative/explanator		
	standard English	y texts to examine and		
	capitalization,	convey complex ideas,		
	punctuation, and	concepts, and		
	spelling when	information clearly		
	writing.	and accurately through		
	NJSLSA.L3.	the effective selection,		
	Apply knowledge	organization, and		
	of language to	analysis of content. A.		
	understand how	Introduce a topic;		
	language	organize complex		
	functions in	ideas, concepts, and		
	different contexts,	information to make		
	to make effective	important connections		
	choices for	and distinctions;		
	meaning or style,	include formatting		
	and to	(e.g., headings),		
	comprehend more	graphics (e.g., figures,		
	fully when	tables), and		
	reading or	multimedia when		
	listening.	useful to aiding		
	NJSLSA. L4.	comprehension. B.		
	Determine or	Develop the topic with		
	clarify the	well-chosen, relevant,		
	meaning of	and sufficient facts,		

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	unknown and	extended definitions,			
	multiple-meaning	concrete details,			
	words and	quotations, or other			
	phrases by using	information and			
	context clues,	examples appropriate			
	analyzing	to the audience's			
	meaningful word	knowledge of the			
	parts, and	topic. C. Use			
	consulting	appropriate and varied			
	general and	transitions to link the			
	specialized	major sections of the			
	reference	text, create cohesion,			
	materials, as	and clarify the			
	appropriate.	relationships among			
	NJSLSA.L5.	complex ideas and			
	Demonstrate	concepts. D. Use			
	understanding of	precise language and			
	word	domain-specific			
	relationships and	vocabulary to manage			
	nuances in word	the complexity of the			
	meanings.	topic. E. Establish and			
	NJSLSA.L6.	maintain a style and			
	Acquire and use	tone appropriate to the			
	accurately a range	audience and purpose			
	of general	(e.g. formal and			
	academic and	objective for academic			
	domain-specific	writing) while			
	words and	attending to the norms			
	phrases sufficient	and conventions of the			
	for reading,	discipline in which			
	writing, speaking,	they are writing. F.			
	and listening at	Provide a concluding			
	the college and	paragraph or section			
	career readiness	that supports the			

	level;	information or		
	demonstrate	explanation presented		
	independence in	(e.g., articulating		
	gathering	implications or the		
	vocabulary	significance of the		
	knowledge when	topic).		
	encountering an	W.9-10.4. Produce		
	unknown term	clear and coherent		
	important to	writing in which the		
	comprehension or	development,		
	expression.	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 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.		
		Speaking and		
		Listening		
		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.	
SL.9-10.6. Adapt	
speech to a variety of	
contexts and tasks,	
demonstrating	
command of formal	
English.	
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. 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,	
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MP III: Argumentati on and Persuasion	What do good readers do? How can I comprehend an author's purpose and argument? Why does author's choice matter? How can I include the words and ideas of others in my own writing? How can I use technology to strengthen my	Effective readers use a variety of strategies to make sense of the ideas and details presented in a text. Readers interpret an author's purpose and argument by looking closely at text structure, and details, and usage of language. An author's choices impact the reader and influence his/her comprehension.	Reading NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and	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. RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	Use a variety of strategies to read and comprehend nonfiction reading Analyze an author's position and argument Use technology to search for and evaluate sources for research essay Integrate research into composition Use MLA format correctly, avoiding plagiarism. Participate in the full writing process Present research orally	evidence of reading strategies annotated bibliography research organizer research essay final draft worksheets/ practice exercises quizzes SCRs research	NJ.SS.6.3.12 - Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives Collaborativel y evaluate possible solutions to problems and conflicts that arise in an interconnected world Critically analyze	CRP2 Apply appropriate academic and technical skills. CRP5 Consider the environment al, social and economic impacts of decisions. CRP6 Demonstrate creativity and innovation. CRP11 Use technology
			,			research presentations		

What makes	sources is	course of a text	and phrases as they are		make ethical	
me a strong	accomplished	NJSLSA.R4.	used in a text,		judgments, and	
collaborator?	using careful	Interpret words	including figurative,			9.3.12.ED.2
conadorator?					responsibly	Demonstrate
TT T	source evaluation	and phrases as	connotative, and		address	effective
How can I	and MLA	they are used in a	technical meanings;		controversial	oral, written,
present my	guidelines.	text, including	analyze the cumulative		issues.	and
ideas clearly?		determining	impact of specific		-	multimedia
	Searching for and	technical,	word choices on		Communicate	communicati
How can I	evaluating	connotative, and	meaning and tone		through	on in
best	sources, word	figurative	(e.g., how the		rational and	multiple
demonstrate	processing, and	meanings, and	language of a court		persuasive	formats and
my knowledge	giving/ receiving	analyze how	opinion differs from		written and	contexts.
of language?	criticism is made	specific word	that of a newspaper).		oral arguments	contexts.
	easier using	choices shape	RI.9-10.5. Analyze in		to present	
	technology.	meaning or tone.	detail how an author's		solutions to	
		NJSLSA.R5.	ideas or claims are		controversial	
	Collaborators	Analyze the	developed and refined		issues.	
	observe social	structure of texts,	by particular			
	norms and	including how	sentences, paragraphs,		NJ.SS.6.3.12	
	personal	specific	or larger portions of a		Active	
	responsibility	sentences,	text (e.g., a section or		Citizenship in	
	during group	paragraphs, and	chapter).		the 21st	
	work and	larger portions of	RI.9-10.6. Determine		Century: All	
	discussions.	the text (e.g., a	an author's point of		students will	
	ars assisting.	section, chapter,	view or purpose in a		acquire the	
	Successful	scene, or stanza)	text and analyze how		skills needed	
	presentations use	relate to each	an author uses		to be active,	
	clear speech, neat	other and the	rhetorical devices to		informed	
	visual aids, and	whole	advance that point of		citizens who	
	through	NJSLSA.R6.	view or purpose.		value diversity	
	knowledge of	Assess how point	RI.9-10.10. By the end		and promote	
	material.	of view or	of grade 9, read and		cultural	
	material.		comprehend literary		understanding	
	Vacantadas af	purpose shapes			_	
	Knowledge of	the content and	nonfiction at grade		by working	

language	style of a text.	level text-complexity		col	llaboratively	
conventions come	NJSLSA.R8.	above with scaffolding		to	address the	
across through	Delineate and	as needed.		cha	allenges that	
sophisticated and	evaluate the	Writing		are	e inherent in	
specific	argument and	W.9-10.1. Write		liv	ing in an	
vocabulary,	specific claims in	arguments to support		int	terconnected	
varied sentence	a text, including	claims in an analysis		wo	orld.	
structure, and	the validity of the	of substantive topics				
correct usage.	reasoning as well	or texts, using valid		NJ	J.ET.8.1E	
	as the relevance	reasoning and relevant		Stu	udents apply	
	and sufficiency of	and sufficient		dig	gital tools to	
	the evidence	evidence. A. Introduce		gat	ther,	
	NJSLSA.R10.	precise claim(s),		eva	aluate, and	
	Read and	distinguish the		use	e	
	comprehend	claim(s) from alternate		inf	formation.	
	complex literary	or opposing claims,				
	and informational	and create an				
	texts	organization that				
	independently	establishes clear		cri	itical	
		1 0		thi	inking skills	
		,		COI	nduct	
				res	search,	
	-			pro	ojects, solve	
	,					
	poems at grade					
	level			and	d resources.	
	text-complexity	while pointing out the				
	scaffolding as	limitations of both in a				
	conventions come across through sophisticated and specific vocabulary, varied sentence structure, and	conventions come across through sophisticated and specific vocabulary, varied sentence structure, and correct usage. Structure, and correct usage. Structure, and correct usage. Structure, and correct usage. Structure, and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level	conventions come across through sophisticated and specific vocabulary, varied sentence structure, and correct usage. NJSLSA.R8. Delineate and evaluate the argument and specific claims in varied sentence structure, and correct usage. Example 1	conventions come across through sophisticated and specific evaluate the vocabulary, varied sentence structure, and correct usage. **NSLSA.R8** Delineate and evaluate the argument and specific claims in a text, including the reasoning as well as the relevance and sufficiency of the evidence NJSLSA.R10. Read and comprehend complex literary and informational texts independently with scaffolding as needed. RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with **NSLSA.R10** Read and comprehend complex literary and informational texts independently with scaffolding as needed. RL.9-10.10. By the end of grade elevel text-complexity or above with **Sistance ded.** **Writing** W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opoposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and	conventions come across through sophisticated and specific vocabulary, vocabulary, varied sentence structure, and correct usage. MYISLSA.R8. Delineate and evaluate the argument and specific claims in varied sentence at text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level ext-complexity or above with scaffolding an evidence for each while pointing out the voicing out the voicing of the validity of the reasoning as well as the relevance and sufficient ext, using valid reasoning and relevant and sufficient evidence. 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, avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and	conventions come across through sophisticated and specific vocabulary, varied sentence structure, and correct usage. MJSLSA.R8. Delineate and specific vocabulary, varied sentence at text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence NJSLSA.R10. Read and comprehend complex literary and informational texts independently with scaffolding as needed. RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level evel ext-complexity or above with scaffolding as needed. Rowe with scaffolding as needed. Writing was needed. Writing was needed. Writing as needed. Writing as needed. Writing was needed. Writing was needed. Writing as needed. Writing as needed. R. Developed paints and poems at grade level evel text-complexity or above with scaffolding as needed. Writing was needed. Writing was needed. Writing as needed. Writing was needed. Writing as needed. Writing as needed. Writing an analysis of the validity of the reasoning and relevant and sufficient evidence. 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 and poems at grade projects, solve problems, and poems at grade level evel text-complexity or above with scaffolding as needed. Writing was needed. R. Developed problems, and poems at grade projects, solve problems, and using sound appropriate decisions using appropriate digital tools and resources.

	needed.	manner that anticipates		
	Writing	the audience's		
	NJSLSA.W1.			
		knowledge level and		
	Write arguments	concerns. C. Use		
	to support claims	transitions (e.g. words,		
	in an analysis of	phrases, clauses) to		
	substantive topics	link the major sections		
	or texts, using	of the text, create		
	valid reasoning	cohesion, and clarify		
	and relevant and	the relationships		
	sufficient	between claim(s) and		
	evidence.	reasons, between		
	NJSLSA.W4.	reasons and evidence,		
	Produce clear and	and between claim(s)		
	coherent writing	and counterclaims. D.		
	in which the	Establish and maintain		
	development,	a style and tone		
	organization, and	appropriate to the		
	style are	audience and purpose		
	appropriate to	(e.g. formal and		
	task, purpose, and	objective for academic		
	audience.	writing) while		
	NJSLSA.W5.	attending to the norms		
	Develop and	and conventions of the		
	strengthen writing	discipline in which		
	as needed by	they are writing. E.		
	planning,	Provide a concluding		
	revising, editing,	paragraph or section		
	rewriting, or	that supports the		
	trying a new	argument presented.		
	approach	W.9-10.4. Produce		
	NJSLSA.W6. Use	clear and coherent		
	technology,	writing in which the		
	including the	development,		
	including the	development,		

			I	ı	
	Internet, to	organization, and style			
	produce and	are appropriate to task,			
	publish writing	purpose, and audience.			
	and to interact	(Grade-specific			
	and collaborate	expectations for			
	with others	writing types are			
	NJSLSA.W7.	defined in standards			
	Conduct short as	1–3 above.)			
	well as more	W.9-10.5. Develop			
	sustained research	and strengthen writing			
	projects, utilizing	as needed by planning,			
	an inquiry-based	revising, editing,			
	research process,	rewriting, trying a new			
	based on focused	approach, or			
	questions,	consulting a style			
	demonstrating	manual (such as MLA			
	understanding of	or APA Style),			
	the subject under	focusing on addressing			
	investigation.	what is most			
	NJSLSA.W8.	significant for a			
	Gather relevant	specific purpose and			
	information from	audience.			
	multiple print and	W.9-10.6. Use			
	digital sources,	technology, including			
	assess the	the Internet, to			
	credibility and	produce, share, and			
	accuracy of each	update individual or			
	source, and	shared writing			
	integrate the	products, taking			
	information while	advantage of			
	avoiding	technology's capacity			
	plagiarism.	to link to other			
	NJSLSA.W9.	information and to			
	Draw evidence	display information			

2 11	
from literary or	flexibly and
informational	dynamically.
texts to support	W.9-10.7. Conduct
analysis,	short as well as more
reflection, and	sustained research
research.	projects to answer a
NJSLSA.W10.	question (including a
Write routinely	self generated
over extended	question) or solve a
time frames (time	problem; narrow or
for research,	broaden the inquiry
reflection, and	when appropriate;
revision) and	synthesize multiple
shorter time	sources on the subject,
frames (a single	demonstrating
sitting or a day or	understanding of the
two) for a range	subject under
of tasks,	investigation.
purposes, and	W.9-10.8. Gather
audiences.	relevant information
Language	from multiple
NJSLSA.L1.	authoritative print and
Demonstrate	digital sources, using
command of the	advanced searches
conventions of	effectively; assess the
standard English	usefulness of each
grammar and	source in answering
usage when	the research question;
writing or	integrate information
speaking.	into the text selectively
NJSLSA.L2.	to maintain the flow of
Demonstrate	ideas, avoiding
command of the	plagiarism and
conventions of	following a standard

	standard English	format for citation		
	capitalization,	(MLA or APA Style		
	punctuation, and	Manuals).		
	spelling when	W.9-10.9 B. Apply		
	writing.	grades 9-10 Reading		
	NJSLSA.L3.	standards to nonfiction		
	Apply knowledge	informational e.g.,		
	of language to	"Delineate and		
	understand how	evaluate the argument		
	language	and specific claims in		
	functions in	a text, assessing		
	different contexts,	whether the reasoning		
	to make effective	is valid and the		
	choices for	evidence is relevant		
	meaning or style,	and sufficient; identify		
	and to	false statements and		
	comprehend more	fallacious reasoning").		
	fully when	W.9-10.10. Write		
	reading or	routinely over		
	listening.	extended time frames		
	NJSLSA. L4.	(time for research,		
	Determine or	reflection, and		
	clarify the	revision) and shorter		
	meaning of	time frames (a single		
	unknown and	sitting or a day or two)		
	multiple-meaning	for a range of tasks,		
	words and	purposes, and		
	phrases by using	audiences.		
	context clues,	Speaking and		
	analyzing	Listening		
	meaningful word	SL.9-10.4. Present		
	parts, and	information, findings,		
	consulting	and supporting		
	general and	evidence clearly,		

specialized	concisely, and
reference	logically. The content,
materials, as	organization,
appropriate.	development, and style
NJSLSA.L5.	are appropriate to task,
Demonstrate	purpose, and audience.
understanding of	SL.9-10.5. Make
word	strategic use of digital
relationships and	media (e.g., textual,
nuances in word	graphical, audio,
meanings.	visual, and interactive
NJSLSA.L6.	elements) in
Acquire and use	presentations to
accurately a range	enhance findings,
of general	reasoning, and
academic and	evidence and to add
domain-specific	interest.
words and	SL.9-10.6. Adapt
phrases sufficient	speech to a variety of
for reading,	contexts and tasks,
writing, speaking,	demonstrating
and listening at	command of formal
the college and	English.
career readiness	Language
level;	L.9-10.1 A. Use
demonstrate	parallel structure. B.
independence in	Use various types of
gathering	phrases (noun, verb,
vocabulary	adjectival, adverbial,
knowledge when	participial,
encountering an	prepositional,
unknown term	absolute) and clauses
important to	(independent,
comprehension or	dependent; noun,

	expression.	relative, adverbial) to		
		convey specific		
		meanings and add		
		variety and interest to		
		writing or		
		presentations.		
		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. 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.				
MP IV:		Effective readers	Reading	RL.9-10.1. Cite strong	Identify and interpret	Evidence of	6.2.8.D.3.e	CRP2 Apply
The Hero	What do good	use a variety of	NJSLSA.R1.	and thorough textual	figurative language and	reading	Determine the	appropriate
	readers do?	strategies to make	Read closely to	evidence and make	text conventions to	strategies/	extent to	academic

	sense of key ideas	determine what	relevant connections to	comprehend epic poem	annotations	which religion,	and technical
What do good	and details	the text says	support analysis of	Analyze character	presentations	economic	skills.
writers do?	presented in the	explicitly and to	what the text says	development of the hero	•	issues, and	
	text.	make logical	explicitly as well as	1	class discussions	conflict shaped	CRP5
How can I		inferences and	inferentially, including	Practice reading fluency		the values and	Consider the
compare	Analyzing texts	relevant	determining where the		SCRs	decisions of	environment
themes in	for structure,	connections from	text leaves matters	Gather and present		the classical	al, social and
more than one	purpose, and	it; cite specific	uncertain.	information on someone	worksheets/	civilizations.	economic
work of	viewpoint allows	textual evidence	RL.9-10.2. Determine	who fits the hero's journey	practice	6.2.8.A.4.a	impacts of
fiction?	an effective	when writing or	a theme or central idea		exercises	Analyze the	decisions.
	reader to gain	speaking to	of a text and analyze in	Use vocabulary strategies		role of religion	
What makes	insight and	support	detail its development	to define new words or	Unit end test	and other	CRP6
me a strong	strengthen	conclusions	over the course of the	new ways of using words		means rulers	Demonstrate
collaborator?	understanding.	drawn from the	text, including how it		hero's journey	used to unify	creativity
		text	emerges and is shaped	Write fluently using the	presentation	and centrally	and
How can I	Successful writers	NJSLSA.R2.	and refined by specific	conventions of Standard		govern	innovation.
present my	focus their	Determine central	details and provide an	English		expanding	
ideas clearly?	arguments,	ideas or themes of	objective summary of			territories with	CRP11 Use
	support their	a text and analyze	the text.	Compare the concept of		diverse	technology
How can I	claims, and create	their	RL.9-10.3. Analyze	hero over several works		populations.	to enhance
best	lasting images	development;	how complex	and sources		6.2.8.A.4.b	productivity.
demonstrate	and themes for	summarize the	characters (e.g., those			Compare and	
my knowledge	their readers.	key supporting	with multiple or			contrast the	9.3.12.ED.2
of language?		details and ideas.	conflicting			Japanese and	Demonstrate
	Readers and	NJSLSA.R3.	motivations) develop			European	effective
	writers use a	Analyze how and	over the course of a			systems of	oral, written,
	number of	why individuals,	text, interact with			feudalism and	and
	strategies to bring	events, and ideas	other characters, and			the	multimedia
	texts into	develop and	advance the plot or			effectiveness	communicati
	dialogue with	interact over the	develop the theme.			of each in	on in
	each other.	course of a text	RL.9-10.4. Determine			promoting	multiple
		NJSLSA.R4.	the meaning of words			social,	formats and
	Collaborators	Interpret words	and phrases as they are			economic, and	contexts.
	observe social	and phrases as	used in the text,			political order.	

norms and	they are used in a	including figurative		
personal	text, including	and connotative		
responsibility	determining	meanings; analyze the		
during group	technical,	cumulative impact of		
work and	connotative, and	specific word choices		
discussions.	figurative	on meaning and tone		
	meanings, and	(e.g., how the		
Successful	analyze how	language evokes a		
presentations use	specific word	sense of time and		
clear speech, neat	choices shape	place; how it sets a		
visual aids, and	meaning or tone.	formal or informal		
through	NJSLSA.R5.	tone).		
knowledge of	Analyze the	RL.9-10.5. Analyze		
material.	structure of texts,	how an author's		
	including how	choices concerning		
Knowledge of	specific	how to structure a text,		
language	sentences,	order events within it		
conventions come	paragraphs, and	(e.g., parallel plots),		
across through	larger portions of	and manipulate time		
sophisticated and	the text (e.g., a	(e.g., pacing,		
specific	section, chapter,	flashbacks) create		
vocabulary,	scene, or stanza)	specific effects (e.g.		
varied sentence	relate to each	mystery, tension, or		
structure, and	other and the	surprise).		
correct usage.	whole	RL.9-10.6. Analyze a		
	NJSLSA.R7.	particular point of		
	Integrate and	view or cultural		
	evaluate content	experience reflected in		
	presented in	a work of literature		
	diverse media and	from outside the		
	formats, including	United States, drawing		
	visually and	on a wide reading of		
	quantitatively, as	world literature.		
	well as in words	RL.9-10.10. By the		

	NJSLSA.R9.	end of grade 9, read		
	Analyze and	and comprehend		
	reflect on how	literature, including		
	two or more texts	stories, dramas, and		
	address similar	poems at grade level		
	themes or topics	text-complexity or		
	in order to build	above with scaffolding		
	knowledge or to	as needed.		
	compare the	RI.9-10.10. By the end		
	approaches the	of grade 9, read and		
	authors take.	comprehend literary		
	NJSLSA.R10.	nonfiction at grade		
	Read and	level text-complexity		
	comprehend	above with scaffolding		
	complex literary	as needed.		
	and informational	Writing		
	texts	W.9-10.3. Write		
	independently	narratives to develop		
	and proficiently	real or imagined		
	with scaffolding	experiences or events		
	as needed.	using effective		
	Writing	technique, well chosen		
	NJSLSA.W1.	details, and		
	Write arguments	well-structured event		
	to support claims	sequences. A. Engage		
	in an analysis of	and orient the reader		
	substantive topics	by setting out a		
	or texts, using	problem, situation, or		
	valid reasoning	observation,		
	and relevant and	establishing one or		
	sufficient	multiple point(s) of		
	evidence.	view, and introducing		
	NJSLSA.W3.	a narrator and/or		
	Write narratives	characters; create a		

		to develop real or	smooth progression of	
		imagined	experiences or events.	
		experiences or	B. Use narrative	
		events using	techniques, such as	
		effective	dialogue, pacing,	
		technique,	description, reflection,	
		well-chosen	and multiple plot lines,	
		details, and	to develop	
		well-structured	experiences, events,	
		event sequences.	and/or characters. C.	
		NJSLSA.W4.	Use a variety of	
		Produce clear and	techniques to sequence	
		coherent writing	events so that they	
		in which the	build on one another to	
		development,	create a coherent	
		organization, and	whole. D. Use precise	
		style are	words and phrases,	
		appropriate to	telling details, and	
		task, purpose, and	sensory language to	
		audience.	convey a vivid picture	
		NJSLSA.W5.	of the experiences,	
		Develop and	events, setting, and/or	
		strengthen writing	characters. E. Provide	
		as needed by	a conclusion that	
		planning,	follows from and	
		revising, editing,	reflects on what is	
		rewriting, or	experienced, observed,	
		trying a new	or resolved over the	
		approach	course of the narrative.	
		NJSLSA.W10.	W.9-10.4. Produce	
		Write routinely	clear and coherent	
		over extended	writing in which the	
		time frames (time	development,	
		for research,	organization, and style	
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	reflection, and	are appropriate to task,		
	revision) and	purpose, and audience.		
	shorter time	(Grade-specific		
	frames (a single	expectations for		
	sitting or a day or	writing types are		
	two) for a range	defined in standards		
	of tasks,	1-3 above.) W.9-10.5.		
	purposes, and	Develop and		
	audiences.	strengthen writing as		
	Speaking and	needed by planning,		
	Listening	revising, editing,		
	NJSLSA.SL2.	rewriting, trying a new		
	Integrate and	approach, or		
	evaluate	consulting a style		
	information	manual (such as MLA		
	presented in	or APA Style),		
	diverse media and	focusing on addressing		
	formats, including	what is most		
	visually,	significant for a		
	quantitatively,	specific purpose and		
	and orally.	audience. W.9-10.6.		
	NJSLSA.SL4.	Use technology,		
	Present	including the Internet,		
	information,	to produce, share, and		
	findings, and	update individual or		
	supporting	shared writing		
	evidence such	products, taking		
	that listeners can	advantage of		
	follow the line of	technology's capacity		
	reasoning and the	to link to other		
	organization,	information and to		
	development, and	display information		
	style are	flexibly and		
	appropriate to	dynamically.		

	task, purpose, and	W.9-10.10. Write		
	audience.	routinely over		
	NJSLSA.SL5.	extended time frames		
	Make strategic	(time for research,		
	use of digital	reflection, and		
	media and visual	revision) and shorter		
	displays of data to	time frames (a single		
	express	sitting or a day or two)		
	information and	for a range of tasks,		
	enhance	purposes, and		
	understanding of	audiences.		
	presentations.	Speaking and		
	Language	Listening		
	NJSLSA.L1.	SL.9-10.1. A. Come to		
	Demonstrate	discussions prepared,		
	command of the	having read and		
	conventions of	researched material		
	standard English	under study; explicitly		
	grammar and	draw on that		
	usage when	preparation by		
	writing or	referring to evidence		
	speaking.	from texts and other		
	NJSLSA.L2.	research on the topic		
	Demonstrate	or issue to stimulate a		
	command of the	thoughtful,		
	conventions of	well-reasoned		
	standard English	exchange of ideas.		
	capitalization,	C. Propel		
	punctuation, and	conversations by		
	spelling when	posing and responding		
	writing.	to questions that relate		
	NJSLSA.L3.	the current discussion		
	Apply knowledge	to broader themes or		
	of language to	larger ideas; actively		

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	understand how	incorporate others into		
	language	the discussion; and		
	functions in	clarify, verify, or		
	different contexts,	challenge ideas and		
	to make effective	conclusions.		
	choices for	SL.9-10.4. Present		
	meaning or style,	information, findings,		
	and to	and supporting		
	comprehend more	evidence clearly,		
	fully when	concisely, and		
	reading or	logically. The content,		
	listening.	organization,		
	NJSLSA. L4.	development, and style		
	Determine or	are appropriate to task,		
	clarify the	purpose, and audience.		
	meaning of	SL.9-10.5. Make		
	unknown and	strategic use of digital		
	multiple-meaning	media (e.g., textual,		
	words and	graphical, audio,		
	phrases by using	visual, and interactive		
	context clues,	elements) in		
	analyzing	presentations to		
	meaningful word	enhance findings,		
	parts, and	reasoning, and		
	consulting	evidence and to add		
	general and	interest. SL.9-10.6.		
	specialized	Adapt speech to a		
	reference	variety of contexts and		
	materials, as	tasks, demonstrating		
	appropriate.	command of formal		
	NJSLSA.L5.	English.		
	Demonstrate	Language		
	understanding of	L.9-10.1 A. Use		
	word	parallel structure. B.		

	relationships and	Use various types of	
	nuances in word	phrases (noun, verb,	
	meanings.	adjectival, adverbial,	
	NJSLSA.L6.	participial,	
	Acquire and use	prepositional,	
	accurately a range	absolute) and clauses	
	of general	(independent,	
	academic and	dependent; noun,	
	domain-specific	relative, adverbial) to	
	words and	convey specific	
	phrases sufficient	meanings and add	
	for reading,	variety and interest to	
	writing, speaking,	writing or	
	and listening at	presentations.	
	the college and	L.9-10.3 A. Vary	
	career readiness	word choice and	
	level;	sentence structure to	
	demonstrate	demonstrate an	
	independence in	understanding of the	
	gathering	influence of language.	
	vocabulary	L.9-10.4. Determine or	
	knowledge when	clarify the meaning of	
	encountering an	unknown and	
	unknown term	multiple-meaning	
	important to	words and phrases	
	comprehension or	based on grades 9–10	
	expression.	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.		