

New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

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Grades 9-10 – Unit 1: Multiple Perspectives and Informational Text

Rationale

The unit serves as an entry point to the content material by focusing on analyzing informational and literary texts and writing informative pieces. Throughout the unit, students should read a range of informational texts, developing their skills to be able to support ideas using evidence from nonfiction texts as well as make connections to fictional texts. When implementing this unit, teachers should consider that students have had substantial experience with narrative texts in elementary and middle school. Therefore, beginning with a unit focusing on informational and expository texts intends to build students’ skills with those types of texts.

Grades 9-10 – Unit 1, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
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.	<ul style="list-style-type: none">▪ there can be uncertainty in texts▪ cited evidence must be strong, thorough and relevant▪ cite strong and thorough textual evidence▪ make relevant connections to support analysis
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.	<ul style="list-style-type: none">▪ every text has a central idea and related theme▪ to determine a theme or central idea of a text▪ to provide an objective summary of the text

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
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 scaffolding as needed.	<ul style="list-style-type: none"> ▪ texts differ in complexity ▪ read and comprehend literature including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed
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.	<ul style="list-style-type: none"> ▪ determine a central idea of a text ▪ provide an objective summary of the text
RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<ul style="list-style-type: none"> ▪ authors make decisions regarding the organization, presentation, and connections of ideas and events
RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> ▪ words and phrases can have figurative, connotative, and technical meanings
RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and 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. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.	<ul style="list-style-type: none"> ▪ certain historical and literary documents are significant for their themes, purposes, and rhetorical features

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> ▪ informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ▪ clear and coherent writing is appropriate to task, purpose, and audience ▪ producing clear and coherent writing in which the organization is appropriate to task, purpose, and audience
<p>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.</p>	<ul style="list-style-type: none"> ▪ planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing ▪ addressing what is most significant for a specific purpose and audience strengthens writing
<p>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.</p>	<ul style="list-style-type: none"> ▪ writing occurs over various time frames for a variety of tasks, purposes and audiences ▪ write routinely over extended and shorter time frames ▪ write routinely for a range of tasks, purposes, and audiences
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> ▪ initiate and participate effectively in a range of collaborative discussions with peers ▪ build on others’ ideas and express our ideas clearly and persuasively
<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<ul style="list-style-type: none"> ▪ adapt speech to a variety of contexts and tasks ▪ demonstrate command of formal English
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use parallel structure.</p>	<ul style="list-style-type: none"> ▪ demonstrate command of the conventions of standard English grammar and usage when writing or speaking

2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>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.</p>	<ul style="list-style-type: none"> ▪ accurate use of words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level is important to comprehension or expression

Grades 9-10 – Unit 1, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>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.</p>	<ul style="list-style-type: none"> ▪ relevant connections must be made between text support and inferences ▪ text support and inferences need to be thoroughly explained to strengthen the inference ▪ determine where the text leaves matters uncertain
<p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p>	<ul style="list-style-type: none"> ▪ analyze how theme develops using specific details from the text
<p>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.</p>	<ul style="list-style-type: none"> ▪ analyze how complex characters develop over the text ▪ analyze how complex characters interact with other characters ▪ analyze how complex characters advance the plot or develop the theme

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative 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 place; how it sets a formal or informal tone).</p>	<ul style="list-style-type: none"> ▪ the figurative and connotative meanings of words and phrases are determined by how they are used in the text ▪ determine the figurative and connotative meaning of words and phrases as they are used in the text
<p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise)</p>	<ul style="list-style-type: none"> ▪ authors make specific choices when structuring and ordering a text, as well as manipulating time ▪ those specific author choices create effects, such as mystery, tension, or surprise

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<ul style="list-style-type: none">▪ analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p>	<ul style="list-style-type: none"> ▪ authors may draw on and transform source materials in their works ▪ source materials can be transformed in terms of historical/cultural contexts
<p>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.</p>	<ul style="list-style-type: none"> ▪ analyze how a central idea is developed and refined by specific details

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<ul style="list-style-type: none"> ▪ analyze the order in which the points are made ▪ analyze how the points are introduced and developed ▪ analyze the connections that are drawn between events or ideas
<p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<ul style="list-style-type: none"> ▪ determine figurative, connotative, and technical meaning of words in a text
<p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and 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. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p>	<ul style="list-style-type: none"> ▪ analyze documents of historical and literary significance, including how they relate in terms of themes and significant concepts
<p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p>	<ul style="list-style-type: none"> ▪ read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ introduce a topic; organize ideas, concepts, and information to make important connections and distinctions ▪ effectively include formatting, graphics and multimedia to aid comprehension
<p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ develop topic with well-chosen, relevant, and sufficient facts, definitions, concrete details, quotations, or other information ▪ develop the topic with examples that are appropriate to the audience’s knowledge of the topic
<p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ use appropriate and varied transitions to link major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<ul style="list-style-type: none"> ▪ use precise language and domain-specific vocabulary to manage the complexity of the topic
<p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ attend to the norms and conventions of writing to appropriate to the audience and purpose ▪ provide a conclusion that supports the information or explanation presented ▪ articulate implications or the significance of the topic
<p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> ▪ articulate implications or the significance of the topic
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ▪ produce clear and coherent writing in which the development is appropriate to task, purpose, and audience ▪ produce clear and coherent writing in which the style is appropriate to task, purpose, and audience

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>B. Apply <i>grades 9–10 Reading standards</i> to nonfiction informational texts 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”).</p>	<ul style="list-style-type: none"> ▪ draw evidence from nonfiction informational text to support analysis, reflection, and research
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ explicitly draw on evidence from texts and other researched material to stimulate a thoughtful, well-reasoned exchange of ideas
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ collaborate with peers to set rules for discussions ▪ develop clear goals and assessment criteria

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<ul style="list-style-type: none"> ▪ assign individual roles ▪ propel conversations by posing and responding to questions that relate to broad themes or larger ideas ▪ actively incorporate others into the discussion ▪ clarify, verify, or challenge ideas and conclusions
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> ▪ diverse media formats must be evaluated for credibility, accuracy, and discrepancies across multiple sources ▪ evaluate the credibility and accuracy of each source
<p>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.</p>	<ul style="list-style-type: none"> ▪ evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric ▪ identify any false reasoning or distorted evidence
<p>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.</p> <p>A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> ▪ word choice and sentence structure can be varied to demonstrate an understanding of the influence of language ▪ apply knowledge of language to make effective choices for meaning or style
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<ul style="list-style-type: none"> ▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings ▪ interpret figures of speech in context and analyze their role in the text

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>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.</p>	<ul style="list-style-type: none"> ▪ 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 ▪ independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

2016 NJSL-ELA Instructional Units

Grades 9-10 – Unit 1, Module C

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>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.</p>	<ul style="list-style-type: none"> ▪ support analysis of what the text says explicitly as well as inferentially
<p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative 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 place; how it sets a formal or informal tone).</p>	<ul style="list-style-type: none"> ▪ words and phrases used throughout a whole text have a cumulative impact on the text’s meaning and tone ▪ analyze the cumulative impact of specific word choices on meaning and tone
<p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p>	<ul style="list-style-type: none"> ▪ analyze the author's choices concerning how to structure text to order events ▪ analyze author’s choice how to manipulate time ▪ analyze the author's choice to create specific effects
<p>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p>	<ul style="list-style-type: none"> ▪ analyze and reflect on how author draws on and transforms source material from other pieces of literature
<p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<ul style="list-style-type: none"> ▪ analyze how the author unfolds an analysis or series of ideas or events

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<ul style="list-style-type: none"> ▪ words can have a cumulative impact on meaning and tone ▪ analyze the impact of specific word choice on meaning and tone
<p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and 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. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p>	<ul style="list-style-type: none"> ▪ reflect on documents of historical and literary significance, including how they relate in terms of themes and significant concepts
<p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ effectively include formatting, graphics and multimedia to aid comprehension

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ establish and maintain a consistent style and tone
<p>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.</p>	<ul style="list-style-type: none"> ▪ consult a style manual (such as MLA or APA Style)
<p>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.</p>	<ul style="list-style-type: none"> ▪ technology can be used to produce, share, and update individual or shared writing projects ▪ use technology to produce, share, and update individual or shared writing products. use technology to link to other information
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ respond to various perspectives ▪ summarize points of agreement and disagreement ▪ justify own views ▪ make new connections to the evidence and reasoning presented

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>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.</p>	<ul style="list-style-type: none"> ▪ identify any false reasoning or distorted evidence
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>	<ul style="list-style-type: none"> ▪ demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing ▪ use a semicolon to link two or more closely related independent clauses ▪ use a semicolon with a conjunctive adverb (e.g., however, meanwhile, nonetheless) and a comma to link two or more closely related independent clauses
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>C. Spell correctly.</p>	<ul style="list-style-type: none"> ▪ spell correctly
<p>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.</p> <p>A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> ▪ apply knowledge of language to comprehend more fully when reading, writing, speaking or listening ▪ vary word choice and sentence structure to demonstrate an understanding of the influence of language
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> ▪ analyze nuances in the meanings of words with similar denotations

2016 NJSL-ELA Instructional Units

Grades 9-10 – Unit 2: Writing Argument

Rationale

Unit 2 builds upon previously learned writing skills to craft a written argument. This unit should be used as a way to teach students to use textual support to craft arguments. In addition, students deepen their analyses of and connections to various informational and literary texts in order to develop and support well-reasoned and informed arguments.

Grades 9-10 – Unit 2, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p>	<ul style="list-style-type: none"> ▪ a subject or a key scene can be represented differently across artistic mediums
<p>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.</p>	<ul style="list-style-type: none"> ▪ pieces of textual evidence vary in strength and relevance ▪ interpret and cite a text and make relevant connections for explicit and inferential meaning ▪ cite strong and thorough textual evidence ▪ support analysis of what the text says explicitly as well as inferentially ▪ determine where the text leaves the matter being studied uncertain
<p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<ul style="list-style-type: none"> ▪ Authors-develop particular sentences, paragraphs and larger portions of the text to refine their ideas or claims ▪ analyze how an author's ideas or claims are developed or refined in particular sentences, paragraphs or larger portions of text

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p>	<ul style="list-style-type: none"> ▪ an author’s use of rhetorical devices can advance their point of view or purpose ▪ determine an author’s point of view or purpose in a text ▪ analyze how an author uses rhetorical devices to advance that point of view or purpose
<p>RI.9-10.8. Describe 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 reasoning.</p>	<ul style="list-style-type: none"> ▪ arguments and specific claims in texts can use reasoning that is valid, relevant and sufficient ▪ arguments and specific claims in texts can use false statements and reasoning
<p>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. 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.</p>	<ul style="list-style-type: none"> ▪ arguments must have valid reasoning and relevant and sufficient evidence to support claim(s) ▪ arguments include an analysis of substantive topics or texts
<p>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. 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.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ attend to the norms and conventions of the discipline in which they are writing

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>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.</p>	<ul style="list-style-type: none"> ▪ addressing what is most significant for a specific purpose and audience strengthens writing ▪ focus on addressing what is most significant for a specific audience and purpose
<p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> ▪ gathering relevant information from multiple sources requires effective search techniques and selectivity
<p>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.</p>	<ul style="list-style-type: none"> ▪ evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric
<p>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.</p>	<ul style="list-style-type: none"> ▪ content, organization, development, and style must be appropriate to task, purpose, and audience ▪ present information, findings, and supporting evidence clearly, concisely, and logically
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<ul style="list-style-type: none"> ▪ demonstrate command of the conventions of standard English grammar and usage when writing or speaking ▪ use various types of phrases and clauses to convey specific meanings. ▪ use various types of phrases and clauses to add variety and interest to writing or presentations

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>B. Use a colon to introduce a list or quotation.</p>	<ul style="list-style-type: none"> ▪ demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing ▪ use a colon to introduce a list or quotations

Grades 9-10 – Unit 2, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<ul style="list-style-type: none"> ▪ analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States
<p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>	<ul style="list-style-type: none"> ▪ a work can emphasize or leave out certain representations of a subject or key scene ▪ analyze the representation of a subject or a key scene in two different artistic mediums ▪ identify what is emphasized or absent in each work
<p>RI.9-10.8. Describe 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 reasoning.</p>	<ul style="list-style-type: none"> ▪ describe and evaluate the argument and specific claims in a text ▪ assess whether reasoning is valid ▪ assess whether evidence is relevant and sufficient

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ introduce precise claims and to distinguish them from alternate and opposing claims in argumentative writing ▪ create an organization that establishes clear relationships among claim(s), counterclaim(s), reason(s), and evidence in argumentative writing ▪ synthesizing information from alternate viewpoints and incorporating that evidence into our writing to support the claim and the counterclaim better informs the reader of the complexity of the argument
<p>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.</p> <p>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 audience’s knowledge level and concerns.</p>	<ul style="list-style-type: none"> ▪ develop claim(s) and counterclaim(s) by using sound reasoning and evidence in argumentative writing ▪ identify the strengths and limitations of claim(s), counterclaim(s) and evidence in argumentative writing ▪ the goal of argument writing is to convince your readers to accept your point of view and that if you utilize techniques such as logical fallacy or propaganda to persuade your readers you may lose your argument and its credibility
<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ use cohesive transitions (e.g. words, phrases, clauses) to link major sections of a text and to clarify the relationships among claim(s), reasons, and counterclaim(s)

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p>	<ul style="list-style-type: none"> ▪ provide a concluding paragraph or section that supports the argument presented
<p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> ▪ gather relevant information from multiple authoritative print and digital sources ▪ avoid plagiarism
<p>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.</p>	<ul style="list-style-type: none"> ▪ identify any false reasoning or distorted evidence
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ use context as a clue to the meaning of a word or phrase

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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).</p>	<ul style="list-style-type: none"> ▪ verify the preliminary determination of the meaning of a word or phrase, such as by checking the inferred meaning in context or in a dictionary

Grades 9-10 – Unit 2, Module C

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RI.9-10.8. Describe 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 reasoning.</p>	<ul style="list-style-type: none"> ▪ identify false statements and claims
<p>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.</p> <p>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 audience’s knowledge level and concerns.</p>	<ul style="list-style-type: none"> ▪ through the incorporation of specific language you may craft your argument to appeal to appropriate audiences and purposes ▪ avoid common logical fallacies and propaganda devices in argumentative writing ▪ anticipate the audience’s knowledge level and concerns in argumentative writing

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p>	<ul style="list-style-type: none"> ▪ establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)
<p>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.</p>	<ul style="list-style-type: none"> ▪ information can be shared, linked and displayed flexibly and dynamically using technology ▪ information can be shared, linked and displayed flexibly and dynamically using technology ▪ use technology to produce, share, and update individual or shared writing products ▪ use technology to display information flexibly and dynamically
<p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> ▪ use 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 ▪ follow a standard format for citation (MLA or APA Style Manuals)
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p>	<ul style="list-style-type: none"> ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>	<ul style="list-style-type: none"> ▪ identify and correctly use patterns of word changes that indicate different meanings or parts of speech
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology

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Grades 9-10 – Unit 3: Research

Rationale

The focus of unit three is conducting research (e.g. draw evidence from texts, support analysis, reflection, and research, relevant information, print and digital sources). In this unit, students build upon writing skills to create a piece that utilizes multiple sources to present a position. This unit should be used as a way to teach purposeful research to utilize resources to synthesize a new product. When implementing this unit, teachers should consider writing as driving the standards, integrate skills from units 1 & 2, and build upon previous units to move students towards writing skills needed for unit 4.

Grades 9-10 – Unit 3, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<ul style="list-style-type: none"> ▪ different mediums can present different perspectives on a given topic (e.g., a person’s life story)
<p>RI.9-10. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<ul style="list-style-type: none"> ▪ different details can be emphasized in different mediums about a given topic ▪ analyze various perspectives as presented in different mediums. ▪ determine which details from different mediums (print and multimedia) are emphasized in each account
<p>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.</p>	<ul style="list-style-type: none"> ▪ the research process is used to answer a question or solve a problem ▪ research process applies to our own questions and/or problems ▪ narrow or broaden the inquiry when appropriate ▪ synthesize multiple sources on the subject to demonstrate understanding of the subject ▪ conduct short and sustained research projects to answer a question or solve a problem ▪ narrow or broaden the inquiry when appropriate

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Standard	Student Learning Objectives We are learning to... / We are learning that...
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	<ul style="list-style-type: none">▪ integrate multiple sources of information presented in diverse media or formats (visually, quantitatively, qualitatively, orally)

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Grades 9-10 – Unit 4: Narrative Writing

Rationale

After spending the year reading the works of other authors, students will learn to create their own narratives as well as write in the style or craft of mentor texts. Unit 4 should be used as a culminating unit for students to demonstrate their writing skills after extensive analysis of literary and informational texts in Unit 1, skillful use of argument and claims from Unit 2, and quality research from Unit 3. All of this work should inform the Narrative Writing Unit. When implementing this unit, teachers should consider appropriate mentor texts (both fiction and non-fiction) as well as foundational skills necessary for the effective instruction of the standards highlighted in this unit.

Grades 9-10 – Unit 4, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.	<ul style="list-style-type: none">▪ every text has a central idea and related theme▪ specific details that can develop a theme
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	<ul style="list-style-type: none">▪ character interactions can advance the plot and develop the theme▪ character interactions should be analyzed to determine the theme
RL.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<ul style="list-style-type: none">▪ authors make specific choices when structuring and ordering a text, as well as manipulating time▪ those specific author choices create effects, such as mystery, tension, or surprise

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<ul style="list-style-type: none"> ▪ use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

Grades 9-10 – Unit 4, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> ▪ written narratives, real or imagined, should use effective techniques and well-chosen details, and well-structured event sequencing
<p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view ▪ engage and orient the reader by introducing a narrator and/or characters ▪ engage and orient the reader by developing experiences, events, and/or characters
<p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> ▪ use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters

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<p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	
<p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<ul style="list-style-type: none"> ▪ use a variety of techniques to sequence events so that they build on one another to create a coherent whole
<p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ul style="list-style-type: none"> ▪ provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
<p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p>	<ul style="list-style-type: none"> ▪ evidence from literary and nonfiction informational texts can be used to support analysis, reflection, and research ▪ draw evidence from literature to support analysis, reflection, and research