Main Criteria: Structure and Style for Students Secondary Criteria: New Jersey Student Learning Standards

Subject : Language Arts

Grade: 9

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

New Jersey Student Learning Standards

Language Arts

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT	NJSLSA.	Anchor Standards: Writing
AREA /	W.	
STANDARD		

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / ST ANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / ST ANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENTNJSLSA.Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient forSTATEMENTL6.reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	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).
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.A.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.

CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.F.	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.A.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.B.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.C.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.D.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.E.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.

CONTENT	NJ
AREA /	10.
STANDARD	

ST RANDResearch to Build and Present KnowledgeCONTENT
STATEMENTW.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).

CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT	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.

CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.1.B.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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CONTENT NJ.L.9-10. Progress Indicators for Language
AREA /
STANDARD
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STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.2.C.	Spell correctly.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Knowledge of Language
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

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CONTENT NJ.L.9-10. Progress Indicators for Language
AREA /
STANDARD
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INDICATOR

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.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).
CONTENT AREA / STANDARD	NJ.L.9- 10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
		RESPONSE TO LITERATURE Week 23 Page 249-262
		New Jersey Student Learning Standards Language Arts Grade 9 - Adopted: 2016
CONTENT AREA / ST ANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity

CONTENT	NJSLSA.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as
STATEMENT	R10.	needed.

CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT	NJSLSA.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each
STATEMENT	W8.	source, and integrate the information while avoiding plagiarism.
STATEMENT CONTENT STATEMENT	W8. NJSLSA. W9.	source, and integrate the information while avoiding plagiarism.
CONTENT	NJSLSA. W9.	source, and integrate the information while avoiding plagiarism.
CONTENT STATEMENT CONTENT AREA /	NJSLSA. W9. NJSLSA.	source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STATEMENT CONT ENT AREA / ST ANDARD	NJSLSA. W9. NJSLSA.	source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, reflection, and research. Anchor Standards: Writing Range of Writing

STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.I	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / ST ANDARD	NJSLSA.I	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Key Ideas and Details
ST RAND CONTENT STATEMENT	RL.9- 10.1.	Key Ideas and Details 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.
CONTENT		Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says
CONTENT STATEMENT CONTENT	10.1. RL.9-	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. Determine a theme or central idea of a text and analyze in detail its development over the course of the text,
CONTENT STATEMENT CONTENT STATEMENT CONTENT	10.1. RL.9- 10.2. RL.9- 10.3.	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. 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. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a
CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONT ENT AREA /	10.1. RL.9- 10.2. RL.9- 10.3. NJ.RL.9-	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. 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. 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.
CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONT ENT AREA / ST ANDARD	10.1. RL.9- 10.2. RL.9- 10.3. NJ.RL.9-	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. 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. 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. Progress Indicators for Reading Literature
CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA / ST RAND CONTENT	10.1. RL.9- 10.2. RL.9- 10.3. NJ.RL.9- 10.	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. 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. 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. Progress Indicators for Reading Literature 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

STRAND		Range of Reading and Level of Text Complexity
CONTENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE	W.9-	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

INDICATOR		comprehension.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.F.	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT AREA /	NJ.W.9- 10.	Progress Indicators for Writing
STANDARD		

PROGRESS

10.2.A.

STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.A.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.B.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.C.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.D.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CUMULATIVE	W.9-	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of
PROGRESS	10.3.E.	the narrative.
INDICATOR		

CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	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.
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.L.9-10). Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS	L.9- 10.1.B.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to

INDICATOR writing or presentations.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.2.C.	Spell correctly.
CONTENT AREA / ST ANDARD	NJ.L.9-10. Progress Indicators for Language	

STRAND		Knowledge of Language
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.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).
CONTENT AREA / ST ANDARD	NJ.L.9- 10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.

Timed Essay Week 24 Page 263-263

New Jersey Student Learning Standards Language Arts

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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.
CONTENT AREA / ST ANDARD	NJSLSA.I	LAnchor Standards: Language
STRAND		Conventions of Standard English
CONTENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.I	LAnchor Standards: Language
AREA /	NJSLSA.L	LAnchor Standards: Language Knowledge of Language

CONTENT	NJSLSA.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
STATEMENT	L3.	for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	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).
CONTENT AREA / ST ANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	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.
CONTENT AREA / ST ANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	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.

CONTENTRI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points areSTATEMENTmade, how they are introduced and developed, and the connections that are drawn between them.

CONTENT AREA / ST ANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.L.9-1(D. Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.2.C.	Spell correctly.
CONTENT AREA / ST ANDARD	NJ.L.9-1(D. Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS	L.9- 10.4.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).

INDICATOR

CONTENT AREA / STANDARD	NJ.L.9- 10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
		UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16
		New Jersey Student Learning Standards Language Arts Grade 9 - Adopted: 2016
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT AREA /	NJSLSA. W.	Anchor Standards: Writing

CONTENT NJSLSA. And AREA / W. STANDARD	
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STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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.
CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT AREA / ST ANDARD	NJSLSA.L	Anchor Standards: Language

STRAND	Knowledge of Language

for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA. Apply knowledge of language to understand how language functions in different contexts, to make effective choices

CONTENT	NJSLSA.L Anchor Standards: Language
AREA /	
STANDARD	

L3.

CONTENT STATEMENT

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT	NJSLSA.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for

 STATEMENT
 L6.
 reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.

CONTENT AREA / STANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text

STRAND		Craft and Structure
CONTENT STATEMENT	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).

CONTENT NJ.W.9- Progress Indicators for Writing AREA / 10. STANDARD

STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.A.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.

CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CONTENT AREA / ST ANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	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.
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.SL.9- 10.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	SL.9- 10.1.A.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CUMULATIVE	SL.9-	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or
PROGRESS	10.1.C.	larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
INDICATOR		

CUMULATIVESL.9-Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify ownPROGRESS10.1.D.views. Make new connections in light of the evidence and reasoning presented.INDICATORVIEWS. Make new connections in light of the evidence and reasoning presented.

CONTENT AREA / STANDARD	NJ.SL.9- 10.	Progress Indicators for Speaking and Listening	
STRAND		Presentation of Knowledge and Ideas	
CONTENT STATEMENT	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.	

CONTENT	SL.9-	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
STATEMENT	10.6.	

CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD

STRAND		Knowledge of Language
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	· · · ·
STANDARD	

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.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).
CONTENT AREA / ST ANDARD	NJ.L.9- 10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.

New Jersey Student Learning Standards Language Arts Grade 9 - Adopted: 2016

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / ST ANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / ST ANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STRAND Research to Build and Present Knowledge CONTENT STATEMENT NJSLSA. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiansm. CONTENT STATEMENT NJSLSA. Anchor Standards: Writing STRAND Range of Writing CONTENT STATEMENT NJSLSA. NJSLSA. Anchor Standards: Speaking and Listening StrAnDARD STATEMENT NJSLSA. CONTENT NJSLSA. STATEMENT NJSLSA. CONTENT NJSLSA. STATEMENT NJSLSA. <tr< th=""><th>CONTENT AREA / STANDARD</th><th>NJSLSA. W.</th><th>Anchor Standards: Writing</th></tr<>	CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
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AREA / . STANDARD			
STRAND Vocabulary Acquisition and Use	AREA /	NJSLSA.I	Anchor Standards: Language
	STRAND		Vocabulary Acquisition and Use

CONTENT	NJSLSA.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
STATEMENT	L4.	analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENTNJSLSA.Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient forSTATEMENTL6.reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENTRI.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.	STRAND		Key Ideas and Details
		RI.9-10.2.	

- CONTENTRI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points areSTATEMENTmade, how they are introduced and developed, and the connections that are drawn between them.
- CONTENT AREA / STANDARD
 NJ.RI.9-10.
 Progress Indicators for Reading Informational Text

 STRAND
 Craft and Structure

 CONTENT
 RI.9 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and
- CONTENT
 R.9 Determine the meaning of words and phrases as they are used in a text, including ligurative, connotative, and

 STATEMENT
 10.4.
 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).
- CONTENT NJ.W.9- Progress Indicators for Writing AREA / 10. STANDARD

STRAND **Text Types and Purposes** CONTENT W.9-Write informative/explanatory texts to examine and convey complex ideas, concepts, and information STATEMENT 10.2. clearly and accurately through the effective selection, organization, and analysis of content. CUMULATIVE W.9-Introduce a topic; organize complex ideas, concepts, and information to make important connections and PROGRESS 10.2 A distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding INDICATOR comprehension. W.9-CUMULATIVE Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or PROGRESS 10.2.B. other information and examples appropriate to the audience's knowledge of the topic. INDICATOR CUMULATIVE W.9-Use precise language and domain-specific vocabulary to manage the complexity of the topic. PROGRESS 10.2.D. INDICATOR CUMULATIVE W.9-Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for PROGRESS 10.2.E. academic writing) while attending to the norms and conventions of the discipline in which they are writing. INDICATOR CUMULATIVE W.9-Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating PROGRESS 10.2.F. implications or the significance of the topic). INDICATOR

CONTENT AREA / STANDARD

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	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.
CONTENT STATEMENT	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).
CONTENT AREA /	NJ.W.9- 10.	Progress Indicators for Writing

STANDARD

STRAND		Range of Writing
CONTENT STATEMENT	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.

CONTENT AREA / STANDARD	NJ.SL.9- 10.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	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.
CONTENT STATEMENT	SL.9- 10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD

STRAND	Conventions of Standard English
CONTENT STATEMENT	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE	L.9-	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses
PROGRESS	10.1.B.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
INDICATOR		writing or presentations.

CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE	L.9-	Spell correctly.

PROGRESS 10.2.C. INDICATOR

CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD

STRAND		Knowledge of Language
CONTENT STATEMENT		Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.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).
CONTENT AREA / ST ANDARD	NJ.L.9- 10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38

New Jersey Student Learning Standards Language Arts Grade 9 - Adopted: 2016

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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.
CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJSLSA.I	LAnchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.I	LAnchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / ST ANDARD	NJSLSA.I	LAnchor Standards: Language
STRAND		Vocabulary Acquisition and Use

CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	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).
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.A.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CUMULATVE PROCESS NUCLATOR W3- Use a variety of techniques to sequence events so that fley build on one another to create a coherent whole. CUMULATVE PROCESS NUCLATOR W3- Use precise words and phrases, telling debuils, and sensory language to convey a vivid pictum of the experiences. NUCLATOR CUMULATVE NUCLATOR W3- Use precise words and phrases, telling debuils, and sensory language to convey a vivid pictum of the experiences. NUCLATOR CUMULATVE NUCLATOR W3- Use precise words and phrases, telling debuils, and sensory language to convey a vivid pictum of the experiences. NUCLATOR CUMULATVE NUCLATOR W3- Use precise indicators for Writing STRAND Production and Distribution of Writing CONTENT STRAND W3- Production and coherent writing in which the development, organization, and sple are appropriate to task, purpose, and audience. (Grade-specific expectations for writing yees are defined in standards 3-3 above) CONTENT STRAND W3- Production and audience. UN- STRAND Develop and stephen writing as meeded by planning, revising, edding, revising, what is most significant for a specific purpose and audience. CONTENT STRAND W3- Vae Ose technology, inclading the Internet, to produce, share, and update individual or shared writing produce, baking strated witing produce, baking strated witing produce, baking strated witing and dynamically. CONTENT STATEMENT W3- Vae Progress indicators for Writing STRAND STRAND STATEMENT N3.SL2- Vae providely over scheded time famage (in for research, reflector, and revision) and shorter sme fam	CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.B.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
PROCRESS 10.3.0. evenis, setting, and/or characters. INDICATOR V9- Provide a conclusion that follows from and refects on what is experienced, observed, or resolved over the course of the narrative. CONTENT RADCAROR N3.W9- Progress indicators for Writing STANDAR 10.3.E STANDAR Production and Distribution of Writing CONTENT RADCAROR W9- Producte clear and coherert writing in which the development, organization, and style are appropriate to task. STANDAR W9- Producte clear and coherert writing in which the development, organization, and style are appropriate to task. CONTENT STATEMENT W9- Doduce clear and coherert writing in which the development, organization, and style are appropriate to task. CONTENT STATEMENT W9- Doduce clear and coherert writing in which the development, organization, and style are appropriate to task. CONTENT STATEMENT W9- Docuce grad strengtion writing as needed by planning, revising, obting, twing a new approach, or consulting a syle manual (such as MLA or APA Syle). Incusing on addressing what is most significant for a specific purpose and audience. CONTENT STATEMENT W9- Do. V9- V9- Brogress indicators for Writing Advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CONTENT STATEMENT N3.W9- Progress indicators for Speaking and Listening STATEMENT N3.SL9- Progress indicators for Speaking and Listening STATEME	PROGRESS		Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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STATEMENT 10.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. CONTENT AREA / STANDARD NJ.SL.9- Progress Indicators for Speaking and Listening STRAND Presentation of Knowledge and Ideas CONTENT STATEMENT SL.9- Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. CONTENT STATEMENT SL.9- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. CONTENT STATEMENT SL.9- NJ.L.9-10. Progress Indicators for Language	STRAND		Range of Writing
AREA / ST ANDARD 10. ST RAND Presentation of Knowledge and Ideas CONTENT 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. CONTENT SL.9- 10.4. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. STATEMENT 10.6. CONTENT STATEMENT NJ.L.9-10. Progress Indicators for Language			
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STATEMENT 10.4. development, and style are appropriate to task, purpose, and audience. CONTENT SL.9- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. STATEMENT 10.6. CONTENT NJ.L.9-10. Progress Indicators for Language	STRAND		Presentation of Knowledge and Ideas
STATEMENT 10.6. CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD			
AREA / STANDARD			Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
STRAND Conventions of Standard English	AREA /	NJ.L.9-10). Progress Indicators for Language
	STRAND		Conventions of Standard English

CONTENT STATEMENT	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE	L.9-	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses
PROGRESS	10.1.B.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
INDICATOR		writing or presentations.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE	L.9-	Spell correctly.

PROGRESS 10.2.C. INDICATOR

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Knowledge of Language
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND Vocabulary Acquisition and Use 1 9. CONTENT Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on STATEMENT 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. CUMULATIVE L.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) PROGRESS 10.4.A. as a clue to the meaning of a word or phrase. INDICATOR 1.9-CUMULATIVE Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in PROGRESS 10.4.D. context or in a dictionary). INDICATOR CONTENT NJ.L.9-**Progress Indicators for Language** AREA / 10. **STANDARD** STRAND Vocabulary Acquisition and Use CONTENT L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, STATEMENT 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.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
	R10.	
STATEMENT CONTENT AREA /	R10. NJSLSA.	needed.
STATEMENT CONTENT AREA / STANDARD	R10. NJSLSA.	needed. Anchor Standards: Writing Text Types and Purposes
STATEMENT CONTENT AREA / ST ANDARD ST RAND CONTENT	R10. NJSLSA. W. NJSLSA. W3.	needed. Anchor Standards: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,
STATEMENT CONTENT STANDARD CONTENT STATEMENT CONTENT AREA /	R10. NJSLSA. W. NJSLSA. W3.	needed. Anchor Standards: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STATEMENT CONTENT ST AND ARD CONTENT STATEMENT CONTENT AREA / ST AND ARD	R10. NJSLSA. W. NJSLSA. W3.	needed. Anchor Standards: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Anchor Standards: Writing Production and Distribution of Writing

CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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.
CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJSLSA.I	LAnchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.I	LAnchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / ST ANDARD	NJSLSA.I	LAnchor Standards: Language
STRAND		Vocabulary Acquisition and Use

CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	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).
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.A.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.B.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.C.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.D.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.E.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT AREA / ST ANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.SL.9- 10.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	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.
CONTENT STATEMENT	SL.9- 10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
CONTENT AREA / ST ANDARD	NJ.L.9-10). Progress Indicators for Language
STRAND		Conventions of Standard English

CONTENT STATEMENTL.9- 10.1.Demonstrate command of the conventions of standard English grammar and usage when writi speaking.	ing or
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CUMULATIVE	L.9-	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses
PROGRESS	10.1.B.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
INDICATOR		writing or presentations.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE	L.9-	Spell correctly.

PROGRESS 10.2.C. INDICATOR

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Knowledge of Language
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STANDARD STRAND Vocabulary Acquisition and Use CONTENT 1 9. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **STATEMENT** 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. CUMULATIVE L.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) PROGRESS 10.4.A. as a clue to the meaning of a word or phrase. INDICATOR 1.9-CUMULATIVE Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in PROGRESS 10.4.D. context or in a dictionary). INDICATOR CONTENT NJ.L.9-**Progress Indicators for Language** AREA / 10. **STANDARD** STRAND Vocabulary Acquisition and Use CONTENT L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, STATEMENT 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. UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
	R10.	
STATEMENT CONTENT AREA /	R10. NJSLSA.	needed.
STATEMENT CONTENT AREA / ST ANDARD	R10. NJSLSA.	needed. Anchor Standards: Writing Text Types and Purposes
STATEMENT CONTENT AREA / ST ANDARD ST RAND CONTENT	R10. NJSLSA. W. NJSLSA. W3.	needed. Anchor Standards: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,
STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA /	R10. NJSLSA. W. NJSLSA. W3.	needed. Anchor Standards: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STATEMENT CONTENT ST AND ARD CONTENT STATEMENT CONTENT AREA / ST AND ARD	R10. NJSLSA. W. NJSLSA. W3.	needed. Anchor Standards: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Anchor Standards: Writing Production and Distribution of Writing

CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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.
CONTENT AREA / ST ANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJSLSA.L Anchor Standards: Language	
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.I	L Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / ST ANDARD	NJSLSA.L Anchor Standards: Language	
STRAND		Vocabulary Acquisition and Use

CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	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).
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.A.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.B.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.C.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.D.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.E.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT AREA / ST ANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.SL.9- 10.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	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.
CONTENT STATEMENT	SL.9- 10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
CONTENT AREA / ST ANDARD	NJ.L.9-10). Progress Indicators for Language
STRAND		Conventions of Standard English

CONTENT STATEMENT	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE	L.9-	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses
PROGRESS	10.1.B.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
INDICATOR		writing or presentations.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS	L.9- 10.2.C.	Spell correctly.

PROGRESS INDICATOR

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Knowledge of Language
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDADD	

STANDARD STRAND Vocabulary Acquisition and Use 1 9. CONTENT Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **STATEMENT** 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. CUMULATIVE L.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) PROGRESS 10.4.A. as a clue to the meaning of a word or phrase. INDICATOR CUMULATIVE 1.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in PROGRESS 10.4.D. context or in a dictionary). INDICATOR CONTENT NJ.L.9-**Progress Indicators for Language** AREA / 10. **STANDARD** STRAND Vocabulary Acquisition and Use CONTENT L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, STATEMENT 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. UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68

New Jersey Student Learning Standards

Grade 9 - Adopted: 2016

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT NJSLSA. AREA / W. STANDARD	Anchor Standards: Writing
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STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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.
CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	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).
CONTENT AREA / ST ANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.A.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CONTENT AREA / ST ANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	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.

CONTENT STATEMENT	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.
CONTENT AREA / ST ANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	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.
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.SL.9- 10.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	SL.9- 10.1.A.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CUMULATIVE PROGRESS INDICATOR	SL.9- 10.1.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.
CUMULATIVE PROGRESS INDICATOR	SL.9- 10.1.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.
CONTENT AREA / STANDARD	NJ.L.9-10). Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVEL.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clausesPROGRESS10.1.B.(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest toINDICATORwriting or presentations.

STRAND Conventions of Standard English CONTENT L.9 STATEMENT Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CUMULATIVE	L.9-	Spell correctly.
PROGRESS	10.2.C.	
INDICATOR		

CONTENT NJ.L.9-10. Progress Indicators for Language

AREA / ST AND ARD

STRAND		Knowledge of Language
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.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).
CONTENT AREA /	NJ.L.9- 10.	Progress Indicators for Language

STANDARD		
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78

New Jersey Student Learning Standards

Language Arts

Grade 9 - Adopted: 2016

CONTENT AREA /	NJSLSA. R.	Anchor Standards: Reading
STANDARD		

STRAND

CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge

CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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.
CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD	NJSLSA.I	L Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.I	L Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	NJSLSA.I	L Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / ST ANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details

CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / ST ANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.A.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.

CONTENT AREA / ST ANDARD

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	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.
CONTENT STATEMENT	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).
CONTENT AREA / ST ANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.SL.9- 10.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	SL.9- 10.1.A.	
CUMULATIVE PROGRESS	SL.9-	expressing their own clearly and persuasively. 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,
CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS	SL.9- 10.1.A. SL.9-	expressing their own clearly and persuasively. 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. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or
CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS	SL.9- 10.1.A. SL.9- 10.1.C. SL.9- 10.1.D.	expressing their own clearly and persuasively. 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. 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. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own
CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA /	SL.9- 10.1.A. SL.9- 10.1.C. SL.9- 10.1.D.	expressing their own clearly and persuasively. 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. 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. 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.
CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA / ST ANDARD	SL.9- 10.1.A. SL.9- 10.1.C. SL.9- 10.1.D.	expressing their own clearly and persuasively. 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. 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. 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. Progress Indicators for Language

STRAND Conventions of Standard English CONTENT L.9 STATEMENT Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CUMULATIVE	L.9-	Spell correctly.
PROGRESS	10.2.C.	
INDICATOR		

CONTENT NJ.L.9-10. Progress Indicators for Language

AREA / ST AND ARD

STRAND		Knowledge of Language
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.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).
CONTENT AREA /	NJ.L.9- 10.	Progress Indicators for Language

STANDARD	10.	
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.

UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88

New Jersey Student Learning Standards

Language Arts

Grade 9 - Adopted: 2016

CONTENT	NJSLSA.	Anchor Standards: Reading
AREA /	R.	
STANDARD		

STRAND

CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / ST ANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / ST ANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
		vocabulary Acquisition and osc
CONTENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT		Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT CONTENT	L4. NJSLSA.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
CONTENT STATEMENT CONTENT STATEMENT	L4. NJSLSA. L6. NJ.RI.9-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA / STANDARD	L4. NJSLSA. L6. NJ.RI.9- 10.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Progress Indicators for Reading Informational Text
CONTENT STATEMENT CONTENT STATEMENT CONTENT ST RAND CONTENT	L4. NJSLSA. L6. NJ.RI.9- 10.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Progress Indicators for Reading Informational Text Key Ideas and Details Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an
CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA / ST RAND CONTENT STATEMENT CONTENT AREA /	L4. NJSLSA. L6. NJ.RI.9- 10. RI.9-10.2. NJ.RI.9-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Progress Indicators for Reading Informational Text Key Ideas and Details 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.

STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.A.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	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.
CONTENT STATEMENT	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).
CONTENT AREA / ST ANDARD	NJ.W.9- 10.	Progress Indicators for Writing

STRAND		Range of Writing
CONTENT STATEMENT	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.

CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE	L.9-	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses
PROGRESS	10.1.B.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
INDICATOR		writing or presentations.

CONTENT AREA /	NJ.L.9-10. Progress Indicators for Language
STANDARD	

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.2.C.	Spell correctly.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Knowledge of Language
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

CONTENT AREA /	NJ.L.9-10. Progress	Indicators	for Language

STANDARD

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.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).

CONTENT AREA / STANDARD	NJ.L.9- 10.	Progress Indicators for Language	
STRAND		Vocabulary Acquisition and Use	
CONTENT STATEMENT	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.	
		UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98	
		New Jersey Student Learning Standards Language Arts Grade 9 - Adopted: 2016	
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading	
STRAND		Key Ideas and Details	
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading	
STRAND		Craft and Structure	
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading	
STRAND		Range of Reading and Level of Text Complexity	
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing	
STRAND		Text Types and Purposes	
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing	
STRAND		Production and Distribution of Writing	

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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.
CONTENT AREA / STANDARD	NJSLSA.I	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	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.

CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.A.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PROGRESS		
PROGRESS INDICATOR CUMULATIVE PROGRESS	10.3.A. W.9-	of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop
PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS	10.3.A. W.9- 10.3.B. W.9-	of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR	10.3.A. W.9- 10.3.B. W.9- 10.3.C. W.9-	of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,
PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA /	10.3.A. W.9- 10.3.B. W.9- 10.3.C. W.9- 10.3.D. NJ.W.9-	of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONT ENT AREA / ST ANDARD	10.3.A. W.9- 10.3.B. W.9- 10.3.C. W.9- 10.3.D. NJ.W.9-	of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Progress Indicators for Writing

CONTENT	W.9-	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking
STATEMENT	10.6.	advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

NTENT EA /	NJ.W.9- 10.	Progress Indicators for Writing
NDARD		

STRAND		Range of Writing
CONTENT STATEMENT	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.

CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE	L.9-	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses
PROGRESS	10.1.B.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
INDICATOR		writing or presentations.

CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS	L.9- 10.2.C.	Spell correctly.

CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD

STRAND		Knowledge of Language
CONTENT STATEMENT		Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.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).
CONTENT AREA / STANDARD	NJ.L.9- 10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112

New Jersey Student Learning Standards

Language Arts

Grade 9 - Adopted: 2016

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STATEMENT	NJSLSA. R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading

STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
AREA /		Anchor Standards: Writing Research to Build and Present Knowledge
AREA / ST ANDARD		Research to Build and Present Knowledge
AREA / ST ANDARD ST RAND CONTENT	W. NJSLSA. W8.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each
AREA / ST ANDARD ST RAND CONTENT STATEMENT CONTENT AREA /	W. NJSLSA. W8. NJSLSA.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
AREA / ST ANDARD ST RAND CONTENT STATEMENT CONTENT AREA / ST ANDARD	W. NJSLSA. W8. NJSLSA.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Anchor Standards: Writing Range of Writing
AREA / ST ANDARD ST RAND CONTENT STATEMENT CONTENT ST RAND CONTENT	W. NJSLSA. W8. NJSLSA. W. NJSLSA. W10.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Anchor Standards: Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
AREA / ST ANDARD ST RAND CONTENT STATEMENT CONTENT AREA / ST RAND CONTENT STATEMENT CONTENT STATEMENT	W. NJSLSA. W8. NJSLSA. W. NJSLSA. W10.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Anchor Standards: Writing Range of Writing 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.
AREA / ST ANDARD ST RAND CONTENT STATEMENT CONTENT AREA / ST RAND CONTENT STATEMENT CONTENT STATEMENT	W. NJSLSA. W8. NJSLSA. W. NJSLSA. W10.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Anchor Standards: Writing 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. Anchor Standards: Speaking and Listening

STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
ST RAND CONTENT STATEMENT	RI.9-10.1.	Key Ideas and Details 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.
CONTENT		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
CONTENT STATEMENT CONTENT	RI.9-10.2.	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.
CONTENT STATEMENT CONTENT STATEMENT CONTENT	RI.9-10.2. RI.9-10.3.	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. 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. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are
CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT	RI.9-10.2. RI.9-10.3. NJ.RI.9-	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. 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. 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.
CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA / ST ANDARD	RI.9-10.2. RI.9-10.3. NJ.RI.9-	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. 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. 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. Progress Indicators for Reading Informational Text
CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT ST AND ARD ST RAND CONTENT	RI.9-10.2. RI.9-10.3. NJ.RI.9- 10. RI.9-	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. 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. 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. Progress Indicators for Reading Informational Text 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
CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT ST RAND CONTENT STATEMENT CONTENT STATEMENT	RI.9-10.2. RI.9-10.3. NJ.RI.9- 10. RI.9- 10.4. NJ.W.9-	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. 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. 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. Progress Indicators for Reading Informational Text 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).

CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.A.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / ST ANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	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.
CONTENT STATEMENT	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).
CONTENT AREA / ST ANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT	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.

STATEMENT 10.10. single sitting or a day or two) for a range of tasks, purposes, and audiences.

STRAND Conventions of Standard English CONTENT STATEMENT L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE	L.9-	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses
PROGRESS	10.1.B.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
INDICATOR		writing or presentations.

CONTENT AREA / STANDARD

STRAND

NJ.L.9-10. Progress Indicators for Language

 STRAND
 Conventions of Standard English

 CONTENT STATEMENT
 L.9-10.2.
 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 CUMULATIVE PROGRESS INDICATOR
 L.9-10.2.C.
 Spell correctly.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Knowledge of Language
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD

Vocabulary Acquisition and Use

STRAND Vocabulary Acquisition and Use L.9-CONTENT Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on STATEMENT 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. CUMULATIVE L.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) PROGRESS 10.4.A. as a clue to the meaning of a word or phrase. INDICATOR CUMULATIVE L.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in PROGRESS 10.4.D. context or in a dictionary). INDICATOR CONTENT NJ.L.9-**Progress Indicators for Language** AREA / 10. **STANDARD**

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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126

New Jersey Student Learning Standards Language Arts

Grade 9 - Adopted: 2016

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / ST ANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	R7.	
STATEMENT	R7. NJSLSA. R9.	as in words. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to
STATEMENT CONTENT STATEMENT CONTENT AREA /	R7. NJSLSA. R9. NJSLSA.	as in words. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STATEMENT CONTENT STATEMENT CONTENT AREA / ST ANDARD	R7. NJSLSA. R9. NJSLSA.	as in words. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Anchor Standards: Reading Range of Reading and Level of Text Complexity
STATEMENT CONTENT STATEMENT CONTENT AREA / ST ANDARD ST RAND CONTENT	R7. NJSLSA. R9. NJSLSA. R. NJSLSA. R10.	as in words. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Anchor Standards: Reading Range of Reading and Level of Text Complexity Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as

CONTENT	NJSLSA.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
STATEMENT	W2.	through the effective selection, organization, and analysis of content.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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.
CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English

CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / ST ANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / ST ANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / ST ANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	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

CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	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.

language of a court opinion differs from that of a newspaper).

CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.A.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	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.
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	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.

STRAND Conventions of Standard English CONTENT STATEMENT L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE	L.9-	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses
PROGRESS	10.1.B.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
INDICATOR		writing or presentations.

CONTENT AREA / STANDARD

STRAND

NJ.L.9-10. Progress Indicators for Language

 STRAND
 Conventions of Standard English

 CONTENT STATEMENT
 L.9-10.2.
 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 CUMULATIVE PROGRESS INDICATOR
 L.9-10.2.C.
 Spell correctly.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Knowledge of Language
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD

Vocabulary Acquisition and Use

STRAND Vocabulary Acquisition and Use L.9-CONTENT Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on STATEMENT 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. CUMULATIVE L.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) PROGRESS 10.4.A. as a clue to the meaning of a word or phrase. INDICATOR CUMULATIVE L.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in PROGRESS 10.4.D. context or in a dictionary). INDICATOR CONTENT NJ.L.9-**Progress Indicators for Language** AREA / 10. **STANDARD**

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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132

New Jersey Student Learning Standards Language Arts

Grade 9 - Adopted: 2016

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / ST ANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Integration of Knowledge and Ideas
CONTENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STATEMENT	NJSLSA. R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes

CONTENT	NJSLSA.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
STATEMENT	W2.	through the effective selection, organization, and analysis of content.

CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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.
CONTENT AREA / ST ANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA / STANDARD	NJSLSA.I	Anchor Standards: Language
STRAND		Conventions of Standard English

CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / ST ANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / ST ANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / ST ANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	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).

CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	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.

language of a court opinion differs from that of a newspaper).

CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.A.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	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.
CONTENT STATEMENT	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).
CONTENT AREA / ST ANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	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.

STRAND Conventions of Standard English CONTENT L.9 STATEMENT Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE	L.9-	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses
PROGRESS	10.1.B.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
INDICATOR		writing or presentations.

CONTENT AREA / STANDARD

NJ.L.9-10. Progress Indicators for Language

 STRAND
 Conventions of Standard English

 CONTENT STATEMENT
 L.9-10.2.
 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 CUMULATIVE PROGRESS INDICATOR
 L.9-10.2.C.
 Spell correctly.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Knowledge of Language
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD

STRAND Vocabulary Acquisition and Use L.9-CONTENT Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on STATEMENT 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. CUMULATIVE L.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) PROGRESS 10.4.A. as a clue to the meaning of a word or phrase. INDICATOR CUMULATIVE L.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in PROGRESS 10.4.D. context or in a dictionary). INDICATOR CONTENT NJ.L.9-**Progress Indicators for Language** AREA / 10. **STANDARD** STRAND Vocabulary Acquisition and Use

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.

UNIT 7: INVENTIVE WRITING Week 13 Page 133-138

New Jersey Student Learning Standards Language Arts

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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.
CONTENT AREA / STANDARD	NJSLSA.I	LAnchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / ST ANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.A.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.F.	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.L.9-10	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.1.B.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT AREA / STANDARD	NJ.L.9-10	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.2.C.	Spell correctly.

CONTENT AREA / STANDARD NJ.L.9-10. Progress Indicators for Language

STRAND	Knowledge of Language
	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
CONTENT AREA / STANDARD	NJ.L.9- 10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.

UNIT 7: INVENTIVE WRITING Week 14 Page 139-144

New Jersey Student Learning Standards

Language Arts Grade 9 - Adopted: 2016

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing

CONTENT STATEMENT	NJSLSA. W10.	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.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	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.
CONTENT AREA / ST ANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.A.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CUMULATIVE PROGRESS	W.9-	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating

CONTENT AREA / ST ANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / ST ANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.L.9-10). Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.1.B.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT AREA / ST ANDARD	NJ.L.9-10). Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.2.C.	Spell correctly.

INDICATOR

STRAND		Knowledge of Language
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
CONTENT AREA / STANDARD	NJ.L.9- 10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
		UNIT 7: INVENTIVE WRITING Week 15 Page 145-160

New Jersey Student Learning Standards

Language Arts

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity

CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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.
CONTENT AREA / ST ANDARD	NJSLSA.I	LAnchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / ST ANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	NJSLSA.I	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	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).
CONTENT STATEMENT	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).
CONTENT AREA / ST ANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	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).

CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.A.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.B.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.C.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.D.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.E.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge

CONTENT STATEMENT	W.9- 10.9.	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.9.A.	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").

CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Range of Writing

CONTENT	W.9-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
STATEMENT	10.10.	single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.2.C.	Spell correctly.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Knowledge of Language
CONTENT STATEMENT		Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.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).
CONTENT AREA / STANDARD	NJ.L.9- 10.	Progress Indicators for Language

CONTENT STATEMENT 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. UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182 New Jersey Student Learning Standards Language Arts Grade 9 - Adopted: 2016
New Jersey Student Learning Standards Language Arts
Language Arts
CONTENT NJSLSA. Anchor Standards: Reading AREA / R. STANDARD
STRAND Key Ideas and Details
CONTENTNJSLSA.Determine central ideas or themes of a text and analyze their development; summarize the key supporting detailsSTATEMENTR2.and ideas.
CONTENTNJSLSA. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.STATEMENTR3.
CONTENT NJSLSA. Anchor Standards: Reading AREA / R. STANDARD
STRAND Craft and Structure
CONTENTNJSLSA.Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurativeSTATEMENTR4.meanings, and analyze how specific word choices shape meaning or tone.
CONTENTNJSLSA.Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., aSTATEMENTR5.section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT NJSLSA. Anchor Standards: Reading AREA / R. STANDARD
STRAND Range of Reading and Level of Text Complexity
CONTENTNJSLSA.Read and comprehend complex literary and informational texts independently and proficiently with scaffolding asSTATEMENTR10.needed.
CONTENT NJSLSA. Anchor Standards: Writing AREA / W. STANDARD
STRAND Text Types and Purposes
CONTENTNJSLSA.Write informative/explanatory texts to examine and convey complex ideas and information clearly and accuratelySTATEMENTW2.through the effective selection, organization, and analysis of content.
CONTENT NJSLSA. Anchor Standards: Writing AREA / W. STANDARD
STRAND Production and Distribution of Writing

CONTENT STATEMENTNJSLSA.Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.CONTENT STATEMENTNJSLSA.Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. W6.CONTENT STATEMENTNJSLSA.Anchor Standards: WritingSTRANDResearch to Build and Present KnowledgeCONTENT STATEMENTNJSLSA.Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.CONTENT STATEMENTNJSLSA.Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STATEMENT W6. CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Writing ST RAND Research to Build and Present Knowledge CONTENT STATEMENT NJSLSA. Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation. CONTENT NJSLSA. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each			Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
AREA / STANDARD W. ST RAND Research to Build and Present Knowledge CONTENT STATEMENT NJSLSA. CONTENT NJSLSA. CONTENT W7. CONTENT W7. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each			Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT NJSLSA. Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation. CONTENT NJSLSA. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each	AREA /		Anchor Standards: Writing
STATEMENT W7. focused questions, demonstrating understanding of the subject under investigation. CONTENT NJSLSA. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each	STRAND		Research to Build and Present Knowledge
CONTENTNJSLSA. Draw evidence from literary or informational texts to support analysis, reflection, and research.STATEMENTW9.			Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT NJSLSA. Anchor Standards: Writing AREA / W. STANDARD	AREA /		Anchor Standards: Writing
STRAND Range of Writing	STRAND		Range of Writing
CONTENTNJSLSA.Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (aSTATEMENTW10.single sitting or a day or two) for a range of tasks, purposes, and audiences.			
CONTENT NJSLSA.L Anchor Standards: Language AREA / . STANDARD	AREA /	NJSLSA.L	Anchor Standards: Language
STRAND Conventions of Standard English	STRAND		Conventions of Standard English
CONTENTNJSLSA. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.STATEMENTL2.			Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENTNJSLSA.L Anchor Standards: LanguageAREA /.STANDARD	AREA /	NJSLSA.L	Anchor Standards: Language
STRAND Knowledge of Language	STRAND		Knowledge of Language
CONTENTNJSLSA.Apply knowledge of language to understand how language functions in different contexts, to make effective choicesSTATEMENTL3.for meaning or style, and to comprehend more fully when reading or listening.			
CONTENTNJSLSA.L Anchor Standards: LanguageAREA /.STANDARD	AREA /	NJSLSA.L	Anchor Standards: Language
STRAND Vocabulary Acquisition and Use	STRAND		Vocabulary Acquisition and Use

CONTENT	NJSLSA.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
STATEMENT	L4.	analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENTNJSLSA.Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for
reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / ST ANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure

CONTENT	RI.9-	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and
STATEMENT	10.4.	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).

CONTENT AREA /	NJ.W.9- 10.	Progress Indicators for Writing
STANDARD		

STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.A.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.F.	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT
AREA /
STANDARD

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	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.
CONTENT STATEMENT	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).

CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	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.

CONTENT AREA /	NJ.L.9-10. Progress Indicators for Language
STANDARD	

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE	L.9-	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses
PROGRESS	10.1.B.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND	Conventions of Standard English
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CUMULATIVE	L.9-	Spell correctly.
PROGRESS	10.2.C.	
INDICATOR		

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Knowledge of Language
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD

STRAND		Vocabulary Acquisition and Use	
CONTENT STATEMENT	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.	
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.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).	
CONTENT NJ.L.9- Progress Indicators for Language AREA / 10. STANDARD			
STRAND Vocabulary Acquisition and Use		Vocabulary Acquisition and Use	
CONTENT STATEMENT	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.	

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 183-194

New Jersey Student Learning Standards

Language Arts

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT NJSLSA AREA / R. STANDARD

STRAND		Craft and Structure	
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading	
STRAND		Integration of Knowledge and Ideas	
CONTENT STATEMENT	NJSLSA. R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading	
STRAND		Range of Reading and Level of Text Complexity	
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing	
STRAND		Text Types and Purposes	
CONTENT STATEMENT	NJSLSA. W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing	
STRAND		Production and Distribution of Writing	
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing	
STRAND		Research to Build and Present Knowledge	

CONTENT STATEMENT	NJSLSA. W7.	.SA. Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.	
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing	
STRAND		Range of Writing	
CONTENT STATEMENT	NJSLSA. W10.	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.	
CONTENT AREA / ST ANDARD	NJSLSA.L	Anchor Standards: Language	
STRAND		Conventions of Standard English	
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
CONTENT AREA / STANDARD	NJSLSA.I	Anchor Standards: Language	
STRAND		Knowledge of Language	
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
CONTENT AREA / STANDARD	NJSLSA.I	Anchor Standards: Language	
STRAND		Vocabulary Acquisition and Use	
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
CONTENT AREA / ST ANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text	
STRAND		Key Ideas and Details	
CONTENT STATEMENT	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.	

CONTENT STATEMENT	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.	
CONTENT AREA / STANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text	
STRAND Craft and St		Craft and Structure	
CONTENT STATEMENT	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).	
CONTENT AREA / STANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text	
STRAND		Integration of Knowledge and Ideas	
CONTENT STATEMENT	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.	
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing	
STRAND		Text Types and Purposes	
CONTENT STATEMENT	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.	
CUMULATIVE PROGRESS INDICATOR	W.9- 10.1.A.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	
PROGRESS			
PROGRESS INDICATOR CUMULATIVE PROGRESS	10.1.A. W.9-	establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 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	
PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS	10.1.A. W.9- 10.1.B. W.9-	establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 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. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for	
PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS CUMULATIVE PROGRESS	10.1.A. W.9- 10.1.B. W.9- 10.1.D. W.9-	establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 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. 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.	
PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA /	10.1.A. W.9- 10.1.B. W.9- 10.1.D. W.9- 10.1.E. NJ.W.9-	establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 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. 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. Provide a concluding paragraph or section that supports the argument presented.	
PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA / ST ANDARD	10.1.A. W.9- 10.1.B. W.9- 10.1.D. W.9- 10.1.E. NJ.W.9-	 establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 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. 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. Provide a concluding paragraph or section that supports the argument presented. 	

CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing	
STRAND		Production and Distribution of Writing	
CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
CONTENT STATEMENT	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.	
CONTENT STATEMENT	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.	
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing	
STRAND		Research to Build and Present Knowledge	
CONTENT STATEMENT	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.	
CONTENT STATEMENT	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).	
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing	
STRAND		Range of Writing	
CONTENT STATEMENT	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.	
CONTENT AREA / STANDARD	NJ.L.9-1(). Progress Indicators for Language	

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.1.B.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT AREA / ST ANDARD NJ.L.9-10. Progress Indicators for Language

STRAND **Conventions of Standard English** CONTENT STATEMENT L.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and 10.2. spelling when writing.

CUMULATIVE	L.9-	Spell correctly.
PROGRESS	10.2.C.	
INDICATOR		

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Knowledge of Language
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.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).
CONTENT AREA / STANDARD	NJ.L.9- 10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.

UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206

New Jersey Student Learning Standards

Language Arts

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / ST ANDARD R.

CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / ST ANDARD	NJSLSA.I	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / ST ANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text

STRAND

CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.1.A.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
PROGRESS		
PROGRESS INDICATOR CUMULATIVE PROGRESS	10.1.A. W.9-	establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 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
PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS	10.1.A. W.9- 10.1.B. W.9-	establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 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. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for
PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR	10.1.A. W.9- 10.1.B. W.9- 10.1.D. W.9-	establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 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. 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.
PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA /	10.1.A. W.9- 10.1.B. W.9- 10.1.D. W.9- 10.1.E. NJ.W.9-	establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 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. 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. Provide a concluding paragraph or section that supports the argument presented.
PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA / STANDARD	10.1.A. W.9- 10.1.B. W.9- 10.1.D. W.9- 10.1.E. NJ.W.9-	establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 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. 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. Provide a concluding paragraph or section that supports the argument presented.

CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.F.	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	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.
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	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.

CONTENT AREA / STANDARD

ST RANDConventions of Standard EnglishCONT ENT
STATEMENTL.9-
10.2.Demonstrate command of the conventions of standard English capitalization, punctuation, and
spelling when writing.CUMULATIVE
PROGRESS
INDICATORL.9-
10.2.B.Use a colon to introduce a list or quotation.

CUMULATIVE L.9- Spell correctly. PROGRESS 10.2.C. INDICATOR

CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD

STRAND		Knowledge of Language
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

CONTENT AREA /	NJ.L.9-10. Progress Indicators for Language
STANDARD	

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.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).
CONTENT AREA / STANDARD	NJ.L.9- 10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 207-219

New Jersey Student Learning Standards Language Arts Grade 9 - Adopted: 2016

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.I	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / ST ANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details

CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.RI.9- 10.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.A.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROGRESS		Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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.
PROGRESS INDICATOR CUMULATIVE PROGRESS	10.2.D. W.9-	Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for
PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS	10.2.D. W.9- 10.2.E. W.9-	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. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating
PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA /	10.2.D. W.9- 10.2.E. W.9- 10.2.F. NJ.W.9-	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. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	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.
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.L.9-10	. Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.1.B.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT AREA / STANDARD	NJ.L.9-10	. Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.2.B.	Use a colon to introduce a list or quotation.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.2.C.	Spell correctly.

STRAND Knowledge of Language CONTENT L.9 STATEMENT Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

CUMULATIVEL.9-Vary word choice and sentence structure to demonstrate an understanding of the influence of language.PROGRESS10.3.A.INDICATOR

CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.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).
CONTENT AREA / STANDARD	NJ.L.9- 10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.

UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236

New Jersey Student Learning Standards

Language Arts

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure

CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT AREA / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
ST RAND CONTENT STATEMENT	NJSLSA. W4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT CONTENT	W4. NJSLSA. W5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT CONTENT STATEMENT CONTENT	W4. NJSLSA. W5. NJSLSA. W6.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA /	W4. NJSLSA. W5. NJSLSA. W6. NJSLSA.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA / ST ANDARD	W4. NJSLSA. W5. NJSLSA. W6. NJSLSA.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standards: Writing Research to Build and Present Knowledge
CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT ST RAND CONTENT	W4. NJSLSA. W5. NJSLSA. W6. NJSLSA. W9.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standards: Writing Research to Build and Present Knowledge
CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT ST RAND CONTENT STATEMENT CONTENT STATEMENT	W4. NJSLSA. W5. NJSLSA. W6. NJSLSA. W9. NJSLSA.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standards: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STATEMENT	NJSLSA. W10.	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.
CONTENT AREA / STANDARD	NJSLSA.I	L Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.I	L Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	NJSLSA.I	L Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	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).

CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.A.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.B.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.C.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.D.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CUMULATIVE	W.9- 10.3.E.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
PROGRESS	10.5.2.	
PROGRESS	NJ.W.9- 10.	Progress Indicators for Writing

CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

AREA / ST AND /	ARD	10.	
STRAN	D		Research to Build and Present Knowledge
CONTER		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).

CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	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.

CONTENT	NJ.L.9-10. Progress Indicators for Language
AREA /	
STANDARD	

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.1.B.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT
AREA /
STANDARD

NJ.L.9-10. Progress Indicators for Language

STANDARD

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.2.C.	Spell correctly.
CONTENT AREA / ST ANDARD	NJ.L.9-10	Progress Indicators for Language

STRAND

CONTENT STATEMENT		Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
CUMULATIVE	L.9-	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

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CUMULATIVE L.9-
PROGRESS 10.3.A.
INDICATOR
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CONTENT NJ.L.9-10. Progress Indicators for Language

AREA / STANDARD

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.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).
CONTENT AREA / STANDARD	NJ.L.9- 10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.

UNIT 9: FORMAL CRITIQUE Week 21 Page 237-240

New Jersey Student Learning Standards

Language Arts

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / ST ANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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.

CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / ST ANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	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).
CONTENT STATEMENT	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).

CONTENT AREA / STANDARD	NJ.RL.9- 10.	Progress Indicators for Reading Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing

STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS	W.9- 10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR		

CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.A.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.B.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.C.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.D.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CUMULATIVE PROGRESS INDICATOR	W.9- 10.3.E.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT AREA / ST ANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.W.9- 10.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.L.9-10	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.1.B.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT AREA / STANDARD	NJ.L.9-10	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.2.C.	Spell correctly.

CONTENT AREA / STANDARD NJ.L.9-10. Progress Indicators for Language

STRAND	Knowledge of Language
	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

CUMULATIVE	L.9-	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
PROGRESS	10.3.A.	
INDICATOR		

CONTENT NJ.L.9-10. Progress Indicators for Language AREA / STANDARD

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.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).
CONTENT AREA / ST ANDARD	NJ.L.9- 10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,

 CONTENT
 L.9-10.6.
 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,

 STATEMENT
 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.