

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

New Jersey Student Learning Standards

Language Arts

Grade 9 - Adopted: 2016

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

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. Anchor Standards: Reading R.**

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. Anchor Standards: Reading R.**

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. Anchor Standards: Writing W.**

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. Anchor Standards: Writing W.**

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. Anchor Standards: Writing W.**

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. Anchor Standards: Writing W.**

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	NJLSLA. 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.
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature 10.**

STRAND		Key Ideas and Details
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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.
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature 10.**

STRAND		Craft and Structure
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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).
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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).
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature 10.**

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

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

STRAND		Research to Build and Present Knowledge
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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).
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing**

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

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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 AREA / STANDARD **NJ.L.9-10. Progress Indicators for Language**

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

STRAND		Knowledge of Language
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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.
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CUMULATIVE PROGRESS INDICATOR	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 AREA / STANDARD **NJ.L.9-10. 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 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
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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. Anchor Standards: Reading R.**

STRAND		Key Ideas and Details
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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. Anchor Standards: Reading R.**

STRAND		Craft and Structure
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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. Anchor Standards: Reading R.**

STRAND		Range of Reading and Level of Text Complexity
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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 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
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CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD NJSLSA.L Anchor Standards: Language

STRAND		Knowledge of Language
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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.
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CONTENT AREA / STANDARD NJSLSA.L Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT AREA / STANDARD NJ.RL.9-10. Progress Indicators for Reading Literature

STRAND		Key Ideas and Details
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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.
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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.
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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.
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CONTENT AREA / STANDARD NJ.RL.9-10. Progress Indicators for Reading Literature

STRAND		Craft and Structure
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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).
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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).
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CONTENT AREA / STANDARD NJ.RL.9-10. Progress Indicators for Reading Literature

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

STRAND		Production and Distribution of Writing
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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.)
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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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).
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing**

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

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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 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
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.9-10.4.	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.

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

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Reading R.

STRAND		Key Ideas and Details
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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
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STRAND		Production and Distribution of Writing
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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.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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND	Vocabulary Acquisition and Use
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature**

STRAND	Key Ideas and Details
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature**

STRAND	Craft and Structure
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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).
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature**

STRAND	Range of Reading and Level of Text Complexity
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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.
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CONTENT AREA / STANDARD **NJ.RI.9-10. Progress Indicators for Reading Informational Text**

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

STRAND		Craft and Structure
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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).
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing**

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

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

STRAND		Vocabulary Acquisition and Use
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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.
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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.
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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).
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CONTENT AREA / STANDARD **NJ.L.9-10. Progress Indicators for Language**

STRAND	Vocabulary Acquisition and Use
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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.
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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. Anchor Standards: Reading**

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

STRAND	Craft and Structure
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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.
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading**

STRAND	Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	NJSLSA. R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing**

STRAND	Text Types and Purposes
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing**

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
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STRAND		Research to Build and Present Knowledge
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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.
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CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
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STRAND		Range of Writing
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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.
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CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
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STRAND		Comprehension and Collaboration
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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.
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CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
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STRAND		Presentation of Knowledge and Ideas
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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.
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CONTENT STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
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STRAND		Conventions of Standard English
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CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
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STRAND		Knowledge of Language
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CONTENT STATEMENT NJLSA.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 NJLSA.L Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT NJLSA.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 NJLSA.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
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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
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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
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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.
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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 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 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.
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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.
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CONTENT AREA / STANDARD **NJ.SL.9-10. Progress Indicators for Speaking and Listening**

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

STRAND		Knowledge of Language
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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.
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CUMULATIVE PROGRESS INDICATOR	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 AREA / STANDARD **NJ.L.9-10. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
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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.
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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.
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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).
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CONTENT AREA / STANDARD **NJ.L.9-10. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
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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.
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New Jersey Student Learning Standards

Language Arts

Grade 9 - Adopted: 2016

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

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. Anchor Standards: Reading R.**

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. Anchor Standards: Reading R.**

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. Anchor Standards: Writing W.**

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. Anchor Standards: Writing W.**

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. Anchor Standards: Writing**
W.

STRAND		Research to Build and Present Knowledge
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing**
W.

STRAND		Range of Writing
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Speaking and Listening**
SL.

STRAND		Presentation of Knowledge and Ideas
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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.
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CONTENT STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**
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STRAND		Conventions of Standard English
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CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**
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STRAND		Knowledge of Language
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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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**
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STRAND		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RI.9-10. Progress Indicators for Reading Informational Text**

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

STRAND		Craft and Structure
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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).
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing**

STRAND		Text Types and Purposes
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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.
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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.
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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.
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CUMULATIVE PROGRESS INDICATOR	W.9-10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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.
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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).
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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.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 / 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 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 L.9- Spell correctly.
PROGRESS 10.2.C.
INDICATOR

CONTENT AREA / STANDARD **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 L.9- Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
PROGRESS 10.3.A.
INDICATOR

CONTENT AREA / STANDARD **NJ.L.9-10. 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 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 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.

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

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. Anchor Standards: Reading R.**

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. Anchor Standards: Reading R.**

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. Anchor Standards: Writing W.**

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. Anchor Standards: Writing W.**

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	NJLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJLSA. 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	NJLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJLSA. 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	NJLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJLSA.L .	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJLSA.L .	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJLSA. 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	NJLSA.L .	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use

CONTENT STATEMENT	NJLSA. 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.
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CONTENT STATEMENT	NJLSA. 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.
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature**

STRAND		Key Ideas and Details
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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.
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature**

STRAND		Craft and Structure
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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).
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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).
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature**

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

STRAND		Text Types and Purposes
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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.
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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.
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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		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 / STANDARD **NJ.L.9-10. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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
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CONTENT STATEMENT	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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
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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.
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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
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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.
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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
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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.

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

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. Anchor Standards: Reading R.**

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. Anchor Standards: Reading R.**

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. Anchor Standards: Writing W.**

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. Anchor Standards: Writing W.**

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	NJLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJLSA. 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	NJLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJLSA. 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	NJLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJLSA.L .	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJLSA.L .	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJLSA. 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	NJLSA.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.
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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.
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature**

STRAND		Key Ideas and Details
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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.
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature**

STRAND		Craft and Structure
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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).
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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).
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature**

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

STRAND		Text Types and Purposes
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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.
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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.
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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		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 / STANDARD **NJ.L.9-10. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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
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CONTENT STATEMENT	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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
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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.
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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
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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.
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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
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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.

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

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. Anchor Standards: Reading R.**

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. Anchor Standards: Reading R.**

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. Anchor Standards: Writing W.**

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. Anchor Standards: Writing W.**

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	NJLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJLSA. 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	NJLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJLSA. 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	NJLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJLSA.L .	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJLSA.L .	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJLSA. 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	NJLSA.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.
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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.
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature**

STRAND		Key Ideas and Details
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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.
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature**

STRAND		Craft and Structure
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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).
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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).
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature**

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

STRAND		Text Types and Purposes
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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.
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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.
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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		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 / STANDARD **NJ.L.9-10. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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
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CONTENT STATEMENT	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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
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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.
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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
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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.
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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
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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.

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

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. Anchor Standards: Reading R.**

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. Anchor Standards: Reading R.**

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. Anchor Standards: Writing W.**

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. Anchor Standards: Writing W.**

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. Anchor Standards: Writing W.**

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. Anchor Standards: Writing W.**

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. Anchor Standards: Speaking and Listening SL.**

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

STRAND		Research to Build and Present Knowledge
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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.
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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).
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing**

STRAND		Range of Writing
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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.
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CONTENT AREA / STANDARD **NJ.SL.9-10. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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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.
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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.
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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.
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CONTENT AREA / STANDARD **NJ.L.9-10. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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 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
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.9-10.4.	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.

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

STRAND		Key Ideas and Details
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CONTENT STATEMENT	NJLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJLSA. 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	NJLSA. 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	NJLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJLSA. 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	NJLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge

CONTENT STATEMENT	NJLSA. 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	NJLSA. 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	NJLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJLSA. 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	NJLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJLSA. 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	NJLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJLSA. 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	NJLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJLSA. 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	NJLSA. 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.9-10.2.	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.
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.

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.
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
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.9-10.4.	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.

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

STRAND		Key Ideas and Details
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CONTENT STATEMENT	NJLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJLSA. 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	NJLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJLSA. 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	NJLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJLSA. 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. Anchor Standards: Writing W.**

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 / 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 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.
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
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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
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.9-10.4.	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
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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.
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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. Anchor Standards: Reading R.**

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

STRAND	Craft and Structure
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND	Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	NJSLSA. R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND	Text Types and Purposes
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND	Production and Distribution of Writing
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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.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.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.
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature 10.**

STRAND		Craft and Structure
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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).
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature 10.**

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

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

STRAND		Production and Distribution of Writing
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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.)
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing**

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

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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 AREA / STANDARD **NJ.L.9-10. Progress Indicators for Language**

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

STRAND		Knowledge of Language
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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.
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CUMULATIVE PROGRESS INDICATOR	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 AREA / STANDARD **NJ.L.9-10. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
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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.
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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.
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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).
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CONTENT AREA / STANDARD **NJ.L.9-10. Progress Indicators for Language**

STRAND	Vocabulary Acquisition and Use
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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.
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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. Anchor Standards: Reading R.**

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

STRAND	Craft and Structure
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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.
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND	Integration of Knowledge and Ideas
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CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
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STRAND		Text Types and Purposes
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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.
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CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
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STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
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STRAND		Research to Build and Present Knowledge
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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.
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CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
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STRAND		Range of Writing
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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.
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CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
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STRAND		Comprehension and Collaboration
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CONTENT STATEMENT	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
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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 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.
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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.
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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.
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CUMULATIVE PROGRESS INDICATOR	W.9-10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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.
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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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.)
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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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).
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing**

STRAND		Range of Writing
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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.
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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
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.9-10.4.	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
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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.
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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. Anchor Standards: Reading**
R.

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

STRAND	Craft and Structure
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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.
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading**
R.

STRAND	Integration of Knowledge and Ideas
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CONTENT STATEMENT	NJSLSA. R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading**
R.

STRAND	Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	NJSLSA. R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing**
W.

STRAND	Text Types and Purposes
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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. 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	NJLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJLSA.L Anchor Standards: Language	
STRAND		Knowledge of Language
CONTENT STATEMENT	NJLSA. 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	NJLSA.L Anchor Standards: Language	
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJLSA. 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	NJLSA. 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.
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.

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
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.9-10.4.	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
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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.
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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. Anchor Standards: Reading**
R.

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

STRAND		Craft and Structure
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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.
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading**
R.

STRAND		Integration of Knowledge and Ideas
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CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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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.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading**
R.

STRAND		Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing**
W.

STRAND		Text Types and Purposes
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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. 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	NJLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJLSA.L Anchor Standards: Language	
STRAND		Knowledge of Language
CONTENT STATEMENT	NJLSA. 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	NJLSA.L Anchor Standards: Language	
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJLSA. 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	NJLSA. 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.
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.

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
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.9-10.4.	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
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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.
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UNIT 7: INVENTIVE WRITING Week 13 Page 133-138

New Jersey Student Learning Standards

Language Arts

Grade 9 - Adopted: 2016

CONTENT AREA / STANDARD NJLSA. **Anchor Standards: Writing**
W.

STRAND	Text Types and Purposes
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CONTENT STATEMENT	NJLSA. 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.
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CONTENT AREA / STANDARD NJLSA. **Anchor Standards: Writing**
W.

STRAND	Production and Distribution of Writing
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CONTENT STATEMENT	NJLSA. W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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CONTENT STATEMENT	NJLSA. W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STATEMENT	NJLSA. W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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CONTENT AREA / STANDARD NJLSA. **Anchor Standards: Writing**
W.

STRAND	Research to Build and Present Knowledge
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CONTENT STATEMENT	NJLSA. 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.
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CONTENT AREA / STANDARD NJLSA. **Anchor Standards: Writing**
W.

STRAND	Range of Writing
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CONTENT STATEMENT	NJLSA. 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.
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CONTENT AREA / STANDARD NJLSA.L **Anchor Standards: Language**
L.

STRAND	Conventions of Standard English
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CONTENT STATEMENT	NJLSA. L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND	Vocabulary Acquisition and Use
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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.
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CONTENT AREA / STANDARD **NJ.RI.9-10. Progress Indicators for Reading Informational Text**

STRAND	Key Ideas and Details
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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.
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing**

STRAND	Text Types and Purposes
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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.
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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.
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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.
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CUMULATIVE PROGRESS INDICATOR	W.9-10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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.
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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).
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing**

STRAND	Production and Distribution of Writing
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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.)
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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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).
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing**

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

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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 AREA / STANDARD **NJ.L.9-10. Progress Indicators for Language**

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

STRAND		Knowledge of Language
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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.
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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
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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.
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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
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STRAND		Text Types and Purposes
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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.
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CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
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STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
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STRAND		Research to Build and Present Knowledge
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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.
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CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
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STRAND		Range of Writing
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CONTENT STATEMENT	NJLSA. 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.
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CONTENT AREA / STANDARD NJLSA.L Anchor Standards: Language

STRAND		Conventions of Standard English
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CONTENT STATEMENT	NJLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD NJLSA.L Anchor Standards: Language

STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT	NJLSA. 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.
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CONTENT AREA / STANDARD NJ.RI.9-10. Progress Indicators for Reading Informational Text

STRAND		Key Ideas and Details
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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.
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CONTENT AREA / STANDARD NJ.W.9-10. Progress Indicators for Writing

STRAND		Text Types and Purposes
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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.
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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.
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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.
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CUMULATIVE PROGRESS INDICATOR	W.9-10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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.
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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).
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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
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
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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
Grade 9 - Adopted: 2016**

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

STRAND		Key Ideas and Details
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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. Anchor Standards: Reading R.**

STRAND		Craft and Structure
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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. Anchor Standards: Reading R.**

STRAND		Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	NJLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJLSA. 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	NJLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJLSA. 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	NJLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJLSA. 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
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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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND	Vocabulary Acquisition and Use
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature**

STRAND	Key Ideas and Details
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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.
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature**

STRAND	Craft and Structure
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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).
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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).
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature**

STRAND	Integration of Knowledge and Ideas
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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).
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature 10.**

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

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

STRAND		Production and Distribution of Writing
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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.)
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing 10.**

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	W.9-10.9.	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
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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
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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
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CONTENT STATEMENT	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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
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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.
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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
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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.
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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
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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

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

STRAND		Key Ideas and Details
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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. **Anchor Standards: Reading**
R.

STRAND		Craft and Structure
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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. **Anchor Standards: Reading**
R.

STRAND		Range of Reading and Level of Text Complexity
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CONTENT STATEMENT NJSLSA. R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

STRAND		Text Types and Purposes
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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. **Anchor Standards: Writing**
W.

STRAND		Production and Distribution of Writing
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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.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	NJLSA. 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	NJLSA. 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.9-10.2.	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.
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 **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.
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CONTENT AREA / STANDARD **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.
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CONTENT AREA / STANDARD **NJ.L.9-10. 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.
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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).
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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.

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Language Arts
Grade 9 - Adopted: 2016**

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

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

STRAND **Craft and Structure**

CONTENT STATEMENT NJLSA. 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 NJLSA. 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 **NJLSA. Anchor Standards: Reading R.**

STRAND **Integration of Knowledge and Ideas**

CONTENT STATEMENT NJLSA. 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 **NJLSA. Anchor Standards: Reading R.**

STRAND **Range of Reading and Level of Text Complexity**

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

CONTENT AREA / STANDARD **NJLSA. Anchor Standards: Writing W.**

STRAND **Text Types and Purposes**

CONTENT STATEMENT NJLSA. 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 **NJLSA. Anchor Standards: Writing W.**

STRAND **Production and Distribution of Writing**

CONTENT STATEMENT NJLSA. W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STATEMENT NJLSA. W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STATEMENT NJLSA. W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD **NJLSA. Anchor Standards: Writing W.**

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.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 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.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.
CUMULATIVE PROGRESS INDICATOR	W.9-10.1.B.	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CUMULATIVE PROGRESS INDICATOR	W.9-10.1.D.	Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
CUMULATIVE PROGRESS INDICATOR	W.9-10.1.E.	Provide a concluding paragraph or section that supports the argument presented.
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		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 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
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.9-10.4.	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.

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**CONTENT
AREA /
STANDARD**

**NJSLSA. Anchor Standards: Reading
R.**

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. Anchor Standards: Reading R.**

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. Anchor Standards: Reading R.**

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. Anchor Standards: Reading R.**

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. Anchor Standards: Writing W.**

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. Anchor Standards: Writing W.**

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. Anchor Standards: Writing W.**

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. Anchor Standards: Writing W.**

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

STRAND	Key Ideas and Details	
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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).
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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.
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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.
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CUMULATIVE PROGRESS INDICATOR	W.9-10.1.B.	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
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CUMULATIVE PROGRESS INDICATOR	W.9-10.1.D.	Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
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CUMULATIVE PROGRESS INDICATOR	W.9-10.1.E.	Provide a concluding paragraph or section that supports the argument presented.
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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.
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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.
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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 **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.

CONTENT AREA / STANDARD **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 AREA / STANDARD **NJ.L.9-10. 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 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.

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

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. Anchor Standards: Reading R.**

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. Anchor Standards: Reading R.**

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. Anchor Standards: Writing W.**

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. Anchor Standards: Writing W.**

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. Anchor Standards: Writing W.**

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. Anchor Standards: Writing W.**

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

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).
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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.
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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.
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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.
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CUMULATIVE PROGRESS INDICATOR	W.9-10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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.
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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).
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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.)
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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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.
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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).
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing**

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

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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 AREA / STANDARD **NJ.L.9-10. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CUMULATIVE PROGRESS INDICATOR	L.9-10.2.B.	Use a colon to introduce a list or quotation.
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CUMULATIVE PROGRESS INDICATOR	L.9-10.2.C.	Spell correctly.
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CONTENT AREA / STANDARD **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 AREA / STANDARD **NJ.L.9-10. 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 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
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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.

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

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

STRAND		Key Ideas and Details
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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. Anchor Standards: Reading R.**

STRAND		Craft and Structure
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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	NJLSLA. 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	NJLSLA.L Anchor Standards: Language	
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJLSLA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJLSLA.L Anchor Standards: Language	
STRAND		Knowledge of Language
CONTENT STATEMENT	NJLSLA. 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	NJLSLA.L Anchor Standards: Language	
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJLSLA. 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	NJLSLA. 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).
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CONTENT AREA / STANDARD **NJ.RL.9-10.** **Progress Indicators for Reading Literature**

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

STRAND		Text Types and Purposes
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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.
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CUMULATIVE PROGRESS INDICATOR	W.9-10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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CONTENT AREA / STANDARD **NJ.W.9-10.** **Progress Indicators for Writing**

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

STRAND		Production and Distribution of Writing
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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).
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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.
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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.
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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 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.
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CUMULATIVE PROGRESS INDICATOR	L.9-10.2.C.	Spell correctly.
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CONTENT AREA / STANDARD **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.
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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.9-10.4.	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.

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

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

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. Anchor Standards: Reading R.**

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.L Anchor Standards: Language**

STRAND	Conventions of Standard English
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CONTENT STATEMENT	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND	Knowledge of Language
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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.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND	Vocabulary Acquisition and Use
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature**

STRAND	Key Ideas and Details
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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.
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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.
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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.
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature**

STRAND	Craft and Structure
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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).
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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).
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CONTENT AREA / STANDARD **NJ.RL.9-10. Progress Indicators for Reading Literature 10.**

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

STRAND		Text Types and Purposes
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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.
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CUMULATIVE PROGRESS INDICATOR	W.9-10.2.D.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing 10.**

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

STRAND		Production and Distribution of Writing
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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.)
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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.
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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.
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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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).
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CONTENT AREA / STANDARD **NJ.W.9-10. Progress Indicators for Writing**

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

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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 AREA / STANDARD **NJ.L.9-10. Progress Indicators for Language**

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

STRAND		Knowledge of Language
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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.
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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- 10.4.	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.