

# Main Criteria: U.S. History-Based Writing Lessons

## Secondary Criteria: New Jersey Student Learning Standards

### Subject: Language Arts

Grades: 6, 7, 8

### U.S. History-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

## New Jersey Student Learning Standards

### Language Arts

Grade 6 - Adopted: 2023

#### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

#### STRAND

Language: System and structure, effective use, and vocabulary

#### CONTENT STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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

#### Reading Domain Anchor Statements

#### STRAND

Reading: Text complexity and the growth of comprehension

#### CONTENT STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### CONTENT STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### CONTENT STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

#### STRAND

Writing: Text types, responding to reading, and research

#### CONTENT STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, 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

#### Speaking and Listening Anchor Statements

#### STRAND

Speaking and Listening: Flexible communication and collaboration

CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.KL.6.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.VL.6.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.NW.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Domain</b>
STRAND	SL.PE.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Domain</b>
STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

## New Jersey Student Learning Standards

### Language Arts

#### Grade 7 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>		<b>Language Domain Anchor Statements</b>
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain Anchor Statements</b>
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>	
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.KL.7.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.VL.7.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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****Reading Domain**

STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**New Jersey Student Learning Standards****Language Arts****Grade 8 - Adopted: 2023****CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>

STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>

STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
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CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.NW.8.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

# New Jersey Student Learning Standards

## Language Arts

Grade 6 - Adopted: 2023

### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT  
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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

#### Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT  
STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT  
STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT  
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
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CONTENT  
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, 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

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT  
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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

#### Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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****Language Domain**

STRAND	L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.

**CONTENT  
AREA /  
STANDARD****Language Domain**

STRAND	L.VL.6.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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****Reading Domain**

STRAND	RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.IW.6.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STATEMENT	A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

**CONTENT AREA / STANDARD**

**Writing Domain**

STRAND	W.NW.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CONTENT AREA / STANDARD**

**Writing Domain**

STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT AREA / STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT AREA / STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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## New Jersey Student Learning Standards

### Language Arts

Grade 7 - Adopted: 2023

CONTENT AREA / STANDARD		Language Domain Anchor Statements
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration

CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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		<b>Language Domain</b>
STRAND	L.KL.7.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		<b>Language Domain</b>
STRAND	L.VL.7.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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		<b>Reading Domain</b>
STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT AREA / STANDARD		<b>Writing Domain</b>
STRAND	W.IW.7.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**New Jersey Student Learning Standards**

**Language Arts**

**CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT  
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
--------	--	--

CONTENT  
STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT  
STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT  
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT  
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, 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

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT  
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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****Language Domain**

STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.VL.8.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.IW.8.2.</b>	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.8.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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## New Jersey Student Learning Standards

### Language Arts

Grade 6 - Adopted: 2023

**CONTENT AREA / STANDARD**

**Language Domain Anchor Statements**



STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT  
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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**

#### Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT  
STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT  
STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT  
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
AREA /  
STANDARD**

#### Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
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CONTENT  
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, 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

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT  
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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**

#### Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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**

#### Language Domain

STRAND	L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT  
STATEMENT

A.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.VL.6.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.IW.6.2.</b>	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.6.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
<b>STRAND</b>	<b>SL.PE.6.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

## New Jersey Student Learning Standards

### Language Arts

Grade 7 - Adopted: 2023

**CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT  
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
--------	--	--

CONTENT  
STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT  
STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT  
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
--------	--	--

CONTENT  
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, 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

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT  
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
--------	--	--

CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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****Language Domain**

STRAND	L.KL.7.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.VL.7.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.IW.7.2.</b>	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## New Jersey Student Learning Standards

### Language Arts

Grade 8 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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****Language Domain**

STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

**CONTENT  
AREA /  
STANDARD****Language Domain**

STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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	Reading Domain	
STRAND	RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.



CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
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STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
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STRAND	W.SE.8.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
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STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**New Jersey Student Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
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STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
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CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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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<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
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STRAND		<b>Reading: Text complexity and the growth of comprehension</b>
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CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>	
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.KL.6.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.

**CONTENT  
AREA /  
STANDARD****Language Domain**

STRAND	L.VL.6.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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****Reading Domain**

STRAND	RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.IW.6.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.NW.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

## New Jersey Student Learning Standards

### Language Arts

#### Grade 7 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
STRAND	L.KL.7.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
STRAND	L.VL.7.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.NW.7.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## New Jersey Student Learning Standards

### Language Arts

Grade 8 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
STRAND		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		<b>Writing Domain Anchor Statements</b>
STRAND		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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		<b>Speaking and Listening Anchor Statements</b>
STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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		<b>Language Domain</b>
STRAND	L.KL.8.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		<b>Language Domain</b>
STRAND	L.VL.8.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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		<b>Reading Domain</b>



STRAND	RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.IW.8.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.NW.8.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.SE.8.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

### Lesson 05: Unit 3 Retelling Narrative Stories, p. 41-50

## New Jersey Student Learning Standards

### Language Arts

Grade 6 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
STRAND		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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**

**Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT AREA / STANDARD**

**Language Domain**

STRAND	L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.

**CONTENT AREA / STANDARD**

**Language Domain**

STRAND	L.VL.6.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
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CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.6.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.6.3.	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
STRAND	RL.TS.6.4.	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.6.3 .</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	

STRAND	SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

## New Jersey Student Learning Standards

### Language Arts

Grade 7 - Adopted: 2023

#### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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

#### Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.7.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.VL.7.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
<b>STRAND</b>	<b>RL.CR.7.1.</b>	<b>Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</b>
<b>STRAND</b>	<b>RL.CI.7.2.</b>	<b>Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b>

STRAND	RL.IT.7.3.	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.NW.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## New Jersey Student Learning Standards

### Language Arts

Grade 8 - Adopted: 2023

**CONTENT AREA / STANDARD**

**Language Domain Anchor Statements**

STRAND

Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain Anchor Statements</b>
<b>STRAND</b>		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>



STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RL.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.8.2.	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RL.PP.8.5.	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
STRAND	RL.CT.8.8.	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.NW.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.8. 4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.SE.8.6 .	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8. 7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

### Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60

## New Jersey Student Learning Standards

### Language Arts

Grade 6 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
STRAND		<b>Reading: Text complexity and the growth of comprehension</b>

CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.6.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.VL.6.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.6.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.6.3.	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
STRAND	RL.TS.6.4.	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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**New Jersey Student Learning Standards****Language Arts****Grade 7 - Adopted: 2023****CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.7.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.VL.7.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>

CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.7.3.	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.7.3 .</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7 .	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**New Jersey Student Learning Standards****Language Arts****Grade 8 - Adopted: 2023****CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
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CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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****Reading Domain Anchor Statements**

STRAND		<b>Reading: Text complexity and the growth of comprehension</b>
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CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, 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		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		<b>Writing: Text types, responding to reading, and research</b>
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CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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 STATEMENT		(NW) Narrative Writing: By the end of grade 12, 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 STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
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CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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		<b>Speaking and Listening Anchor Statements</b>
STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA / STANDARD		<b>Language Domain</b>
STRAND	L.KL.8.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		<b>Language Domain</b>
STRAND	L.VL.8.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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		<b>Reading Domain</b>
STRAND	RL.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.8.2.	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

STRAND	RL.PP.8.5.	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
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STRAND	RL.CT.8.8.	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.NW.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
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STRAND	W.SE.8.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT  
AREA /  
STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

## Language Arts

Grade 6 - Adopted: 2023

### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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

#### Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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

#### Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.KL.6.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.VL.6.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.6.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.6.3.	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
STRAND	RL.TS.6.4.	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.NW.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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**New Jersey Student Learning Standards****Language Arts**

Grade 7 - Adopted: 2023

**CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain Anchor Statements</b>
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT  
AREA /  
STANDARD****Language Domain**

STRAND	L.KL.7.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

**CONTENT  
AREA /  
STANDARD****Language Domain**

STRAND	L.VL.7.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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****Reading Domain**

STRAND	RL.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.7.3.	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.NW.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD	<b>Writing Domain</b>	
STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## New Jersey Student Learning Standards

### Language Arts

Grade 8 - Adopted: 2023

CONTENT AREA / STANDARD	<b>Language Domain Anchor Statements</b>	
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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	<b>Reading Domain Anchor Statements</b>	
STRAND		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.



**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT  
AREA /  
STANDARD****Language Domain**

STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

**CONTENT  
AREA /  
STANDARD****Language Domain**

STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.8.2.	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RL.PP.8.5.	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
STRAND	RL.CT.8.8.	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

STRAND	W.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 08: Unit 3 Retelling Narrative Stories, p. 71-80

New Jersey Student Learning Standards

Language Arts

Grade 6 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
STRAND		Writing: Text types, responding to reading, and research

CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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**

**Speaking and Listening Anchor Statements**

STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT AREA / STANDARD**

**Language Domain**

STRAND	L.KL.6.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.

**CONTENT AREA / STANDARD**

**Language Domain**

STRAND	L.VL.6.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.6.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.6.3.	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
STRAND	RL.TS.6.4.	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
<b>STRAND</b>	<b>SL.PE.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

## New Jersey Student Learning Standards

### Language Arts

Grade 7 - Adopted: 2023

#### Language Domain Anchor Statements

STRAND	Language: System and structure, effective use, and vocabulary	
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.	

#### Reading Domain Anchor Statements

STRAND	Reading: Text complexity and the growth of comprehension	
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	

#### Writing Domain Anchor Statements

STRAND	Writing: Text types, responding to reading, and research	
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, 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	(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	

CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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		<b>Speaking and Listening Anchor Statements</b>
STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA / STANDARD		<b>Language Domain</b>
STRAND	L.KL.7.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		<b>Language Domain</b>
STRAND	L.VL.7.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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		<b>Reading Domain</b>
STRAND	RL.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.7.3.	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**New Jersey Student Learning Standards****Language Arts****Grade 8 - Adopted: 2023****CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT  
AREA /  
STANDARD****Language Domain**

STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD	<b>Language Domain</b>	
STRAND	L.VL.8.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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	<b>Reading Domain</b>	
STRAND	RL.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.8.2.	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RL.PP.8.5.	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
STRAND	RL.CT.8.8.	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
CONTENT AREA / STANDARD	<b>Writing Domain</b>	
STRAND	W.NW.8.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD	<b>Writing Domain</b>	
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.SE.8.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 09: Unit 4 Summarizing a Reference, p. 81-88

## New Jersey Student Learning Standards

### Language Arts

Grade 6 - Adopted: 2023

CONTENT AREA / STANDARD	<b>Language Domain Anchor Statements</b>	
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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	<b>Reading Domain Anchor Statements</b>	
STRAND		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	

CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.6.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.VL.6.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.IW.6.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.NW.6.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND

W.WP.6.  
4.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

STRAND

W.RW.6.  
7.

Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD**

**Speaking and Listening Domain**

STRAND

SL.PE.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CONTENT  
STATEMENT

D.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT  
AREA /  
STANDARD**

**Speaking and Listening Domain**

STRAND

SL.PI.6.4.

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

**New Jersey Student Learning Standards**

**Language Arts**

**Grade 7 - Adopted: 2023**

**CONTENT  
AREA /  
STANDARD**

**Language Domain Anchor Statements**

STRAND

**Language: System and structure, effective use, and vocabulary**

CONTENT  
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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**

**Reading Domain Anchor Statements**

STRAND

**Reading: Text complexity and the growth of comprehension**

CONTENT  
STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT  
STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		<b>Writing Domain Anchor Statements</b>
STRAND		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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		<b>Speaking and Listening Anchor Statements</b>
STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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		<b>Language Domain</b>
STRAND	L.KL.7.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		<b>Language Domain</b>
STRAND	L.VL.7.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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		<b>Reading Domain</b>

STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.NW.7.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**



STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## New Jersey Student Learning Standards

### Language Arts

Grade 8 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
STRAND		Writing: Text types, responding to reading, and research

CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.8.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.VL.8.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RI.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
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STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.IW.8.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
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CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.NW.8.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
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STRAND	W.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 10: Unit 4 Summarizing a Reference, p. 89-100

# New Jersey Student Learning Standards

## Language Arts

Grade 6 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
STRAND		Writing: Text types, responding to reading, and research

CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.6.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.VL.6.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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****Reading Domain**

STRAND	RL.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RI.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.6.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.6.3.	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.IW.6.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.NW.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

## New Jersey Student Learning Standards

### Language Arts

Grade 7 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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	Reading Domain Anchor Statements	
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	

CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.SS.7.1.</b>	<b>Demonstrate command of the system and structure of the English language when writing or speaking.</b>
CONTENT STATEMENT	D.	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.7.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>



STRAND	L.VL.7.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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	Language Domain	
STRAND	L.VI.7.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CONTENT STATEMENT	B.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
CONTENT STATEMENT	C.	Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RI.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.7.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

**CONTENT AREA / STANDARD**

**Writing Domain**

STRAND	W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT AREA / STANDARD**

**Writing Domain**

STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT AREA / STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**New Jersey Student Learning Standards**

**Language Arts**

**CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT  
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT  
STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT  
STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT  
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT  
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, 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

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT  
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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****Language Domain**

STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.VL.8.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.VI.8.4.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
CONTENT STATEMENT	B.	Use the relationship between particular words to better understand each of the words.
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RL.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RI.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
STRAND	RL.CI.8.2.	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RL.CT.8.8.	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
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CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
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STRAND	W.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

### Lesson 11: Unit 4 Summarizing a Reference, p. 101-108

## New Jersey Student Learning Standards

### Language Arts

Grade 6 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.	
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
STRAND		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
STRAND		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, 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	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	

CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.6.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.VL.6.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.IW.6.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.NW.6.3 .	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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CONTENT  
STATEMENT

D.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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**New Jersey Student Learning Standards****Language Arts**

Grade 7 - Adopted: 2023

**CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT  
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT  
STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT  
STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT  
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT  
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.SS.7.1.</b>	<b>Demonstrate command of the system and structure of the English language when writing or speaking.</b>
CONTENT STATEMENT	D.	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.7.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.VL.7.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.NW.7.3 .	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
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STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## New Jersey Student Learning Standards

### Language Arts

#### Grade 8 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
STRAND		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
STRAND		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.8.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.VL.8.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
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CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
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STRAND	W.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	

STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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Lesson 12: Unit 4 Summarizing a Reference, p. 109-120

**New Jersey Student Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>

CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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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<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
STRAND		<b>Reading: Text complexity and the growth of comprehension</b>

CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
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CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, 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	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
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<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
STRAND		<b>Writing: Text types, responding to reading, and research</b>

CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, 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 STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
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CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.6.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.VL.6.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.



STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.IW.6.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.NW.6.3 .	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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CONTENT  
STATEMENT

D.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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**New Jersey Student Learning Standards****Language Arts**

Grade 7 - Adopted: 2023

**CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND	Language: System and structure, effective use, and vocabulary
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CONTENT  
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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****Reading Domain Anchor Statements**

STRAND	Reading: Text complexity and the growth of comprehension
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CONTENT  
STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT  
STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT  
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND	Writing: Text types, responding to reading, and research
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CONTENT  
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.SS.7.1.</b>	<b>Demonstrate command of the system and structure of the English language when writing or speaking.</b>
CONTENT STATEMENT	D.	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.7.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.VL.7.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.NW.7.3 .	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
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STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## New Jersey Student Learning Standards

### Language Arts

Grade 8 - Adopted: 2023

#### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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

#### Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.8.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.VL.8.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
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CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
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STRAND	W.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	

STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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### Lesson 13: Unit 5 Writing from Pictures, p. 121-130

## New Jersey Student Learning Standards

### Language Arts

#### Grade 6 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>	
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.KL.6.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>



CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.6.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.WP.6.4</b>	<b>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</b>
<b>STRAND</b>	<b>W.RW.6.7</b>	<b>Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
<b>STRAND</b>	<b>SL.PE.6.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
<b>STRAND</b>	<b>SL.PI.6.4</b>	<b>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</b>

## Language Arts

### Grade 7 - Adopted: 2023

#### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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

#### Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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

#### Writing Domain

STRAND	W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

#### CONTENT AREA / STANDARD

#### Writing Domain

STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## New Jersey Student Learning Standards

### Language Arts

Grade 8 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>	
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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****Writing Domain**

STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**Lesson 14: Unit 5 Writing from Pictures, p. 131-140****New Jersey Student Learning Standards****Language Arts****Grade 6 - Adopted: 2023****CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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**

**Speaking and Listening Anchor Statements**

STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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**

**Language Domain**

STRAND	L.KL.6.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.

**CONTENT AREA / STANDARD**

**Writing Domain**

STRAND	W.NW.6.3 .	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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**New Jersey Student Learning Standards****Language Arts****Grade 7 - Adopted: 2023****CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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****Writing Domain**

STRAND	W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**New Jersey Student Learning Standards****Language Arts**

Grade 8 - Adopted: 2023

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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****Writing Domain**

STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
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STRAND	W.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	

STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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Lesson 15: Unit 5 Writing from Pictures, p. 141-148

New Jersey Student Learning Standards

Language Arts

Grade 6 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>	
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	

<b>STRAND</b>	<b>L.KL.6.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
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CONTENT STATEMENT	D.	Maintain consistency in style and tone.
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**CONTENT AREA / STANDARD**

**Writing Domain**

<b>STRAND</b>	<b>W.NW.6.3 .</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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**CONTENT AREA / STANDARD**

**Writing Domain**

STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
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STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT AREA / STANDARD**

**Speaking and Listening Domain**

<b>STRAND</b>	<b>SL.PE.6.1 .</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**CONTENT AREA / STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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# New Jersey Student Learning Standards

## Language Arts

Grade 7 - Adopted: 2023

### CONTENT AREA / STANDARD

### Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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

### Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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

### Writing Domain

STRAND	W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### CONTENT AREA / STANDARD

### Writing Domain

STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## New Jersey Student Learning Standards

### Language Arts

Grade 8 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>	
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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****Writing Domain**

STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**Lesson 16: Unit 6 Summarizing Multiple References, p. 149-158****New Jersey Student Learning Standards****Language Arts****Grade 6 - Adopted: 2023****CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain Anchor Statements</b>
<b>STRAND</b>		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.6.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.

**CONTENT AREA / STANDARD**

**Language Domain**

STRAND	L.VL.6.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
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CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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**

**Reading Domain**

STRAND	RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**CONTENT AREA / STANDARD**

**Writing Domain**

STRAND	W.IW.6.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STATEMENT	A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
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CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.6.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.WR.6.5.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND	W.SE.6.6.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
<b>STRAND</b>	<b>SL.PE.6.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	



STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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## New Jersey Student Learning Standards

### Language Arts

Grade 7 - Adopted: 2023

#### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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

#### Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, 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		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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#### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
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CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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 STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
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CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
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CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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****Language Domain**

STRAND	L.KL.7.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT  
STATEMENT

A.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

CONTENT  
STATEMENT

B.

Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

**CONTENT  
AREA /  
STANDARD****Language Domain**

STRAND	L.VL.7.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
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CONTENT  
STATEMENT

A.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT  
STATEMENT

E.

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****Reading Domain**

STRAND	RI.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
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STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
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STRAND	RI.MF.7.6.	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
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STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
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**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.IW.7.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.NW.7.3 .	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.WR.7.5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7 .	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**New Jersey Student Learning Standards****Language Arts****Grade 8 - Adopted: 2023****CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
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CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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****Reading Domain Anchor Statements**

STRAND		<b>Reading: Text complexity and the growth of comprehension</b>
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CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, 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	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		<b>Writing: Text types, responding to reading, and research</b>
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CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, 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 STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
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CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
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CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.8.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.VL.8.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RI.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
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CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
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STRAND	W.WR.8.5.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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STRAND	W.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	

STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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Lesson 17: Unit 6 Summarizing Multiple References, p. 159-174

New Jersey Student Learning Standards

Language Arts

Grade 6 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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	Reading Domain Anchor Statements	
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND		Writing: Text types, responding to reading, and research

CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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**

**Speaking and Listening Anchor Statements**

STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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**

**Language Domain**

STRAND	<b>L.KL.6.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.

**CONTENT AREA / STANDARD**

**Language Domain**

STRAND	<b>L.VL.6.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.



CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.IW.6.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.NW.6.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.WR.6.5.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND	W.SE.6.6.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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**New Jersey Student Learning Standards****Language Arts****Grade 7 - Adopted: 2023****CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.7.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>

STRAND	L.VL.7.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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	Reading Domain	
STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.7.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.WR.7.5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**New Jersey Student Learning Standards****Language Arts**

Grade 8 - Adopted: 2023

**CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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****Language Domain**

STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.VL.8.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.IW.8.2.</b>	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

CONTENT AREA / STANDARD		Writing Domain
STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT AREA / STANDARD		Writing Domain
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.WR.8.5.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STRAND	W.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 18: Unit 6 Summarizing Multiple References, p. 175-184

New Jersey Student Learning Standards

Language Arts

Grade 6 - Adopted: 2023

CONTENT AREA / STANDARD		Language Domain Anchor Statements
STRAND		Language: System and structure, effective use, and vocabulary



CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain Anchor Statements</b>
<b>STRAND</b>		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.6.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.

**CONTENT AREA / STANDARD**

**Language Domain**

STRAND	L.VL.6.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
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CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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**

**Reading Domain**

STRAND	RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**CONTENT AREA / STANDARD**

**Writing Domain**

STRAND	W.IW.6.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STATEMENT	A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
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CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.6.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.WR.6.5.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND	W.SE.6.6.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
<b>STRAND</b>	<b>SL.PE.6.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	

STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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## New Jersey Student Learning Standards

### Language Arts

Grade 7 - Adopted: 2023

#### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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

#### Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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****Language Domain**

STRAND	L.KL.7.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT  
STATEMENT

A.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

CONTENT  
STATEMENT

B.

Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

**CONTENT  
AREA /  
STANDARD****Language Domain**

STRAND	L.VL.7.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
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CONTENT  
STATEMENT

A.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT  
STATEMENT

E.

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****Reading Domain**

STRAND	RI.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
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STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
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STRAND	RI.MF.7.6.	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
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STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
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**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.IW.7.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.NW.7.3 .	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.WR.7.5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7 .	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**New Jersey Student Learning Standards****Language Arts****Grade 8 - Adopted: 2023****CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
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CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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****Reading Domain Anchor Statements**

STRAND		<b>Reading: Text complexity and the growth of comprehension</b>
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CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, 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		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		<b>Writing: Text types, responding to reading, and research</b>
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CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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 STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
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CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
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CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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		<b>Speaking and Listening Anchor Statements</b>
STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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		<b>Language Domain</b>
STRAND	L.KL.8.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		<b>Language Domain</b>
STRAND	L.VL.8.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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		<b>Reading Domain</b>
STRAND	RI.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.



STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.IW.8.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
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CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
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CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.NW.8.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
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STRAND	W.WR.8.5.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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STRAND	W.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

### Lesson 19: Unit 6 Summarizing Multiple References, p. 185-196

## New Jersey Student Learning Standards

### Language Arts

Grade 6 - Adopted: 2023

#### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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

#### Reading Domain Anchor Statements

STRAND		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STATEMENT		(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

STRAND		<b>Writing: Text types, responding to reading, and research</b>
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CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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**

**Speaking and Listening Anchor Statements**

STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**CONTENT AREA / STANDARD**

**Language Domain**

STRAND	L.KL.6.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.

**CONTENT AREA / STANDARD**

**Language Domain**

STRAND	L.VL.6.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
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CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.IW.6.2.</b>	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.6.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.WR.6.5.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND	W.SE.6.6.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT AREA / STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PE.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT AREA / STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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## New Jersey Student Learning Standards

### Language Arts

#### Grade 7 - Adopted: 2023

**CONTENT AREA / STANDARD**

**Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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**

**Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STATEMENT		(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>

STRAND	L.KL.7.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.VL.7.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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	Reading Domain	
STRAND	RI.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.MF.7.6.	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.7.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.7.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.WR.7.5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.



**CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT  
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT  
STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT  
STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT  
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT  
STATEMENT

(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT  
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, 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

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT  
STATEMENT

(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

CONTENT  
STATEMENT

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

CONTENT  
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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**CONTENT  
AREA /  
STANDARD****Language Domain**

STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
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CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
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**CONTENT  
AREA /  
STANDARD****Language Domain**

STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
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CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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CONTENT STATEMENT	E.	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****Reading Domain**

STRAND	RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
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STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
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STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.NW.8.3 .	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.WR.8.5.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STRAND	W.SE.8.6 .	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	

STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**New Jersey Student Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

**CONTENT AREA / STANDARD** **Writing Domain Anchor Statements**

STRAND		<b>Writing: Text types, responding to reading, and research</b>
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CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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 STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
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CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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** **Speaking and Listening Anchor Statements**

STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
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CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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** **Language Domain**

STRAND	L.KL.6.2.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
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CONTENT STATEMENT	D.	Maintain consistency in style and tone.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.IW.6.2.</b>	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.6.3 .</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.SE.6.6 .	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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CONTENT  
STATEMENT

D.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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**New Jersey Student Learning Standards****Language Arts**

Grade 7 - Adopted: 2023

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT  
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, 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

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT  
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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****Writing Domain**

STRAND	W.IW.7.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**New Jersey Student Learning Standards**

**Language Arts**

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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****Writing Domain**

STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.NW.8.3 .	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.



CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.SE.8.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

### Lesson 21: Unit 7 Inventive Writing, p. 205-214

## New Jersey Student Learning Standards

### Language Arts

#### Grade 6 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
STRAND		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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****Language Domain**

STRAND	L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT  
STATEMENT

C.

Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

CONTENT  
STATEMENT

D.

Maintain consistency in style and tone.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.IW.6.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT  
STATEMENT

A.

Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

CONTENT  
STATEMENT

B.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT  
STATEMENT

C.

Use appropriate transitions to clarify the relationships among ideas and concepts.

CONTENT  
STATEMENT

F.

Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.NW.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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CONTENT  
STATEMENT

B.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CONTENT  
STATEMENT

C.

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.SE.6.6.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Domain</b>
STRAND	SL.PE.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Domain</b>
STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

## New Jersey Student Learning Standards

### Language Arts

Grade 7 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
STRAND		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
<b>STRAND</b>	<b>W.IW.7.2.</b>	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
<b>STRAND</b>	<b>W.NW.7.3 .</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>

STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## New Jersey Student Learning Standards

### Language Arts

#### Grade 8 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
STRAND		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>	
STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.IW.8.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.8.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

## New Jersey Student Learning Standards

## Language Arts

Grade 6 - Adopted: 2023

CONTENT  
AREA /  
STANDARD

## Writing Domain Anchor Statements

## STRAND

Writing: Text types, responding to reading, and research

CONTENT  
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, 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

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT  
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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

## Speaking and Listening Anchor Statements

## STRAND

Speaking and Listening: Flexible communication and collaboration

CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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

## Language Domain

## STRAND

L.KL.6.2.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT  
STATEMENT

C.

Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

CONTENT  
STATEMENT

D.

Maintain consistency in style and tone.

CONTENT  
AREA /  
STANDARD

## Language Domain

## STRAND

L.VL.6.3.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

CONTENT  
STATEMENT

D.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.IW.6.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.NW.6.3 .	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.SE.6.6 .	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**



STRAND	SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD	Speaking and Listening Domain	

STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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## New Jersey Student Learning Standards

### Language Arts

#### Grade 7 - Adopted: 2023

#### Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.

#### Language Domain

STRAND	L.VL.7.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	D.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CONTENT AREA / STANDARD	Writing Domain	

STRAND	W.IW.7.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	

STRAND	W.NW.7.3 .	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	

STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7 .	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	

STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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# New Jersey Student Learning Standards

## Language Arts

Grade 8 - Adopted: 2023

### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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

#### Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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

#### Language Domain

STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	D.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

### CONTENT AREA / STANDARD

#### Writing Domain

STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.8.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 23: Unit 7 Inventive Writing, p. 223-230

## New Jersey Student Learning Standards

### Language Arts

Grade 6 - Adopted: 2023

**CONTENT AREA / STANDARD**

**Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>

STRAND	L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.

<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.IW.6.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.NW.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.SE.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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**New Jersey Student Learning Standards****Language Arts**

Grade 7 - Adopted: 2023

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>

STRAND	W.IW.7.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>

STRAND	W.NW.7.3 .	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## New Jersey Student Learning Standards

### Language Arts

Grade 8 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
STRAND		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>	
STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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****Writing Domain**

STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.NW.8.3 .	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.SE.8.6 .	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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Lesson 24: Unit 7 Inventive Writing, p. 231-240

**New Jersey Student Learning Standards**

**Language Arts**  
**Grade 6 - Adopted: 2023**

**CONTENT AREA / STANDARD**      **Writing Domain Anchor Statements**

**STRAND**      **Writing: Text types, responding to reading, and research**

CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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 STATEMENT		(NW) Narrative Writing: By the end of grade 12, 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 STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
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CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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**      **Speaking and Listening Anchor Statements**

**STRAND**      **Speaking and Listening: Flexible communication and collaboration**

CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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**      **Language Domain**

**STRAND**      **L.KL.6.2.**      **Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
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CONTENT STATEMENT	D.	Maintain consistency in style and tone.
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**CONTENT AREA / STANDARD**      **Writing Domain**

STRAND	W.IW.6.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.6.3 .	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.SE.6.6 .	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.6.1 .	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD	Speaking and Listening Domain	

STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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New Jersey Student Learning Standards		
Language Arts		
Grade 7 - Adopted: 2023		

  

CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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	Speaking and Listening Anchor Statements	
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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	Writing Domain	
STRAND	W.IW.7.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT AREA / STANDARD**

**Writing Domain**

STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT AREA / STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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## New Jersey Student Learning Standards

### Language Arts

#### Grade 8 - Adopted: 2023

**CONTENT AREA / STANDARD**

**Writing Domain Anchor Statements**

STRAND		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>	
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.SS.8.1.</b>	<b>Demonstrate command of the system and structure of the English language when writing or speaking.</b>
CONTENT STATEMENT	A.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.IW.8.2.</b>	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.8.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.SE.8.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**Lesson 25: Unit 8 Formal Essay Models, p. 241-250****New Jersey Student Learning Standards****Language Arts****Grade 6 - Adopted: 2023****CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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**

**Language Domain**

STRAND	L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT  
STATEMENT

C.

Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

CONTENT  
STATEMENT

D.

Maintain consistency in style and tone.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.IW.6.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT  
STATEMENT

A.

Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

CONTENT  
STATEMENT

B.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT  
STATEMENT

C.

Use appropriate transitions to clarify the relationships among ideas and concepts.

CONTENT  
STATEMENT

F.

Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.NW.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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CONTENT  
STATEMENT

B.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CONTENT  
STATEMENT

C.

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CONTENT  
STATEMENT

D.

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.



**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.WR.6.5.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND	W.SE.6.6.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PE.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT  
AREA /  
STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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**New Jersey Student Learning Standards**

**Language Arts**

**Grade 7 - Adopted: 2023**

**CONTENT  
AREA /  
STANDARD**

**Writing Domain Anchor Statements**

STRAND		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
<b>STRAND</b>	<b>W.IW.7.2.</b>	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
<b>STRAND</b>	<b>W.NW.7.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.WR.7.5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## New Jersey Student Learning Standards

### Language Arts

Grade 8 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
STRAND		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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		<b>Speaking and Listening Anchor Statements</b>
STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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		<b>Language Domain</b>
STRAND	L.SS.8.1.	<b>Demonstrate command of the system and structure of the English language when writing or speaking.</b>
CONTENT STATEMENT	A.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
CONTENT AREA / STANDARD		<b>Writing Domain</b>
STRAND	W.IW.8.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
CONTENT AREA / STANDARD		<b>Writing Domain</b>
STRAND	W.NW.8.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD	<b>Writing Domain</b>	
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.WR.8.5.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STRAND	W.SE.8.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 26: Unit 8 Formal Essay Models, p. 251-262

**New Jersey Student Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2023**

CONTENT AREA / STANDARD	<b>Language Domain Anchor Statements</b>	
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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	<b>Reading Domain Anchor Statements</b>	
STRAND		<b>Reading: Text complexity and the growth of comprehension</b>

CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STATEMENT		(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.6.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.

**CONTENT AREA / STANDARD**

**Language Domain**

STRAND	L.VL.6.3.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
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CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	B.	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
CONTENT STATEMENT	E.	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**

**Reading Domain**

STRAND	RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
STRAND	RI.CI.6.2.	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.6.3.	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
STRAND	RI.TS.6.4.	Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

**CONTENT AREA / STANDARD**

**Writing Domain**

STRAND	W.IW.6.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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CONTENT STATEMENT	A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

**CONTENT AREA / STANDARD**

**Writing Domain**

STRAND	W.NW.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CONTENT AREA / STANDARD**

**Writing Domain**

STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.WR.6.5.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND	W.SE.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT AREA / STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD		<b>Speaking and Listening Domain</b>
STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

## New Jersey Student Learning Standards

### Language Arts

Grade 7 - Adopted: 2023

#### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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

#### Reading Domain Anchor Statements

STRAND		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STATEMENT		(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

STRAND		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT		(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.7.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.VL.7.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

STRAND	RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
STRAND	RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
STRAND	RI.CT.7.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.NW.7.3	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.WR.7.5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**New Jersey Student Learning Standards****Language Arts****Grade 8 - Adopted: 2023****CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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****Reading Domain Anchor Statements**

STRAND		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT STATEMENT		(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.SS.8.1.</b>	<b>Demonstrate command of the system and structure of the English language when writing or speaking.</b>
CONTENT STATEMENT	A.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.8.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.VL.8.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.IW.8.2.</b>	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.8.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.WR.8.5.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STRAND	W.SE.8.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 27: Unit 8 Formal Essay Models, p. 263-268

**CONTENT  
AREA /  
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT  
STATEMENT

(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT  
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, 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

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT  
STATEMENT

(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

CONTENT  
STATEMENT

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

CONTENT  
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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  
STATEMENT

(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**CONTENT  
AREA /  
STANDARD****Language Domain**

STRAND	L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT  
STATEMENT

C.

Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.



CONTENT STATEMENT	D.	Maintain consistency in style and tone.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.IW.6.2.</b>	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.6.3 .</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.WR.6.5.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND	W.SE.6.6 .	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Domain</b>
STRAND	SL.PE.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Domain</b>
STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

## New Jersey Student Learning Standards

### Language Arts

Grade 7 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain Anchor Statements</b>
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
<b>STRAND</b>	<b>W.IW.7.2.</b>	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
<b>STRAND</b>	<b>W.NW.7.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.WR.7.5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## New Jersey Student Learning Standards

### Language Arts

Grade 8 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
STRAND		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT		(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
STRAND		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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**

**Speaking and Listening Anchor Statements**

STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**CONTENT AREA / STANDARD**

**Language Domain**

STRAND	L.SS.8.1.	<b>Demonstrate command of the system and structure of the English language when writing or speaking.</b>
CONTENT STATEMENT	A.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

**CONTENT AREA / STANDARD**

**Writing Domain**

STRAND	W.IW.8.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.

CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.8.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.WR.8.5.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STRAND	W.SE.8.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 269-278

**New Jersey Student Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2023

**CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT  
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT  
STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT  
STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT  
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT  
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, 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

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT  
STATEMENT

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

CONTENT  
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.6.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.VL.6.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RL.CR.6. 1.	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.6.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.6.3.	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
STRAND	RL.TS.6. 4.	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>



STRAND	W.IW.6.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.6.3 .	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.WR.6.5.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND	W.SE.6.6 .	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.6.1 .	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

# New Jersey Student Learning Standards

## Language Arts

Grade 7 - Adopted: 2023

### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

#### STRAND

Language: System and structure, effective use, and vocabulary

CONTENT  
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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

#### Reading Domain Anchor Statements

#### STRAND

Reading: Text complexity and the growth of comprehension

CONTENT  
STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT  
STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT  
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

#### STRAND

Writing: Text types, responding to reading, and research

CONTENT  
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, 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

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT  
STATEMENT

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

CONTENT  
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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

#### Speaking and Listening Anchor Statements

#### STRAND

Speaking and Listening: Flexible communication and collaboration

CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.KL.7.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.VL.7.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.7.3.	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
STRAND	RI.MF.7.6.	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	

STRAND	W.IW.7.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.7.3 .	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.WR.7.5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7 .	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
New Jersey Student Learning Standards		
Language Arts		
Grade 8 - Adopted: 2023		
CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND		Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain Anchor Statements</b>
<b>STRAND</b>		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>

STRAND	L.SS.8.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	A.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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	Reading Domain	
STRAND	RL.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.8.2.	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RL.PP.8.5.	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
STRAND	RL.CT.8.8.	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT  
STATEMENT

B.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.NW.8.3 .	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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CONTENT  
STATEMENT

B.

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

CONTENT  
STATEMENT

D.

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
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STRAND	W.WR.8.5.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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STRAND	W.SE.8.6 .	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 279-284

**CONTENT  
AREA /  
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT  
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT  
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, 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

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT  
STATEMENT

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

CONTENT  
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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  
STATEMENT

(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT  
AREA /  
STANDARD****Language Domain**

STRAND	L.KL.6.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT  
STATEMENT

C.

Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

CONTENT  
STATEMENT

D.

Maintain consistency in style and tone.



**CONTENT  
AREA /  
STANDARD****Reading Domain**

STRAND	RL.CI.6.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.6.3.	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
STRAND	RL.TS.6.4.	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.IW.6.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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**CONTENT  
STATEMENT**

B.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.NW.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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**CONTENT  
STATEMENT**

B.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CONTENT  
STATEMENT**

D.

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.WR.6.5.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND	W.SE.6.6.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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CONTENT  
STATEMENT

D.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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**New Jersey Student Learning Standards****Language Arts****Grade 7 - Adopted: 2023****CONTENT  
AREA /  
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT  
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT  
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, 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

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT  
STATEMENT

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

CONTENT  
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.7.3.	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
STRAND	RI.MF.7.6 .	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.IW.7.2.	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.NW.7.3 .	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.WP.7.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.WR.7.5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	

STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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## New Jersey Student Learning Standards

### Language Arts

#### Grade 8 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
STRAND		<b>Reading: Text complexity and the growth of comprehension</b>

CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
STRAND		<b>Writing: Text types, responding to reading, and research</b>

CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, 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 STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
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CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
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CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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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<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>	
STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>

CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.SS.8.1.</b>	<b>Demonstrate command of the system and structure of the English language when writing or speaking.</b>
CONTENT STATEMENT	A.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RL.CI.8.2.	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RL.PP.8.5.	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
STRAND	RL.CT.8.8.	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
<b>STRAND</b>	<b>W.IW.8.2.</b>	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
<b>STRAND</b>	<b>W.NW.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD	<b>Writing Domain</b>	
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.WR.8.5.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STRAND	W.SE.8.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

### Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 285-295

## New Jersey Student Learning Standards

### Language Arts

#### Grade 6 - Adopted: 2023

#### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

#### STRAND

#### Language: System and structure, effective use, and vocabulary

#### CONTENT STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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

#### Reading Domain Anchor Statements

#### STRAND

#### Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.6.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STATEMENT	C.	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
CONTENT STATEMENT	D.	Maintain consistency in style and tone.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
<b>STRAND</b>	<b>L.VL.6.3.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b>
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.6.1.	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.6.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.6.3.	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
STRAND	RL.TS.6.4.	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.IW.6.2.</b>	<b>Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.



CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.6.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
STRAND	W.WR.6.5.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STRAND	W.SE.6.6.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND	W.RW.6.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT AREA / STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PE.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CONTENT STATEMENT	D.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT AREA / STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PI.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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## New Jersey Student Learning Standards

### Language Arts

#### Grade 7 - Adopted: 2023

**CONTENT AREA / STANDARD**

**Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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**

**Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
STRAND	L.KL.7.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
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CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain</b>	
STRAND	L.VL.7.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.7.3.	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
STRAND	RI.MF.7.6.	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.IW.7.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.NW.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.7. 4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
STRAND	W.WR.7. 5.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STRAND	W.SE.7.6.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.7.7 .	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## New Jersey Student Learning Standards

### Language Arts

Grade 8 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
STRAND		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, 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		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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 STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.SS.8.1.</b>	<b>Demonstrate command of the system and structure of the English language when writing or speaking.</b>
CONTENT STATEMENT	A.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain</b>
<b>STRAND</b>	<b>L.KL.8.2.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STATEMENT	E.	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	Reading Domain	
STRAND	RL.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.8.2.	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RL.PP.8.5.	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
STRAND	RL.CT.8.8.	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.WP.8. 4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.WR.8. 5.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STRAND	W.SE.8.6 .	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND	W.RW.8. 7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PI.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.