



Grades 9-10: New Jersey Student Learning Standards for English Language Arts Prerequisite Standards and Learning Objectives

Unit 1

Description

Included here are the prerequisite concepts and skills necessary for students to learn grade level content based on the New Jersey Student Learning Standards in English language arts (ELA). This tool is intended to support educators in the identification of any conceptual or skill gaps that might exist in a student's understanding of ELA standards. The organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three columns. The first column lists the Focus Standards and Student Learning Objectives, which contain the target grade level standards and the corresponding concepts and skills in that standard. The standards of focus for the 2020-2021 school year generally align to the recommendations of Student Achievement Partners [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#). The second column contains the Previous Grade Standards and Learning Objectives, which are concepts and skills necessary for students to learn the grade level standard as listed on the left. The third column lists other grade level standards that could be integrated into instruction to support the instruction of focus standards. Given the recursive nature of concepts in English language arts, some of the standards contain the same concepts from grade to grade. Therefore, the bold text with asterisks distinguishes the new concepts and skills reflected in a grade level standard and the corresponding student learning objective for that new concept. For example, in Unit 1, ***Cite textual evidence*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

Rationale for Unit Focus

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

Grades 9-10: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Unit 1, Module A

Focus Standards and Student Learning Objectives	Previous Grade Standard and Student Learning Objectives	Supporting Standards
<p>RL.9-10.1. Cite *strong and thorough* textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, *including determining where the text leaves matters uncertain.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *there can be uncertainty in texts* ▪ *cited evidence must be strong, thorough and relevant* ▪ cite strong and thorough textual evidence ▪ make relevant connections to support analysis 	<p>RL. 8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *pieces of textual evidence vary in strength and relevance* ▪ *cite textual evidence that most strongly supports analysis of what the text says explicitly* ▪ *cite textual evidence that most strongly supports analysis of inferences drawn from the text* ▪ *make relevant connections that most strongly support analysis of what the text says explicitly* ▪ make relevant connections that most strongly support analysis of inferences drawn from the text ▪ citing is a specific way of quoting textual evidence (citations mention the source of quoted text) ▪ there are different types of connections ▪ there are explicit and implicit meanings that can be drawn from a text ▪ relevant connections and text evidence are used to make inferences ▪ analysis is based on inferences made 	<p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p>

Grades 9-10: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standard and Student Learning Objectives	Supporting Standards
	<p style="text-align: center;">from text evidence and relevant connections</p> <ul style="list-style-type: none"> ▪ draw inferences from the text 	
<p>RL.9-10.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ texts differ in complexity ▪ read and comprehend literature including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed 	<p>RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ read and comprehend literature, stories, drama, and poems, at grade level text-complexity or above ▪ texts differ in complexity 	<p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>
<p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the *cumulative impact* of specific word choices on meaning and tone *(e.g., how the language of a court opinion differs from that of a newspaper)*.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ words and phrases can have figurative, connotative, and technical meanings 	<p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *word choices affect meaning and tone* ▪ *words have figurative, connotative, and technical meanings* ▪ *analyze the impact of specific word choices on meaning/tone, including analogies or allusions to other texts* ▪ analogies and allusions to other texts affect 	<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p style="padding-left: 40px;">A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p>

Grades 9-10: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standard and Student Learning Objectives	Supporting Standards
	<p>meaning and tone</p> <ul style="list-style-type: none"> ▪ determine the meaning of words/phrases as they are used in a text, including figurative, connotative, and technical meanings 	
<p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) *documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ certain historical and literary documents are significant for their themes, purposes, and rhetorical features 	<p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ two or more texts can provide conflicting information on the same topic ▪ texts can disagree on matters of fact or interpretation ▪ analyze two or more texts that provide conflicting information on the same topic ▪ reflect on two or more texts that provide conflicting information on the same topic ▪ identify where the texts disagree on matters of fact ▪ identify where the texts disagree on matters of interpretation 	<p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>

Grades 9-10: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standard and Student Learning Objectives	Supporting Standards
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10* topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ initiate and participate effectively in a range of collaborative discussions with peers ▪ build on others’ ideas and express our ideas clearly and persuasively 	<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ building on others’ ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions ▪ engage effectively in a range of discussions, such as one-on-one, in-groups, and teacher-led ▪ engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues 	<p>RL.9-10.1. Cite strong and thorough textual evidences and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>
<p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, *sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence* in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *accurate use of words and phrases, sufficient for reading, writing, speaking, 	<p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *gather vocabulary knowledge when considering a word or phrase important to comprehension or expression* 	<p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p>

Grades 9-10: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standard and Student Learning Objectives	Supporting Standards
<p>and listening at the college and career readiness level is important to comprehension or expression*</p>	<ul style="list-style-type: none"> ▪ accurate use of words and phrases is important to comprehension or expression ▪ acquire and use accurately grade-appropriate general academic and domain-specific words and phrases 	<p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>

Grades 9-10: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Unit 1, Module B

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RL.9-10.1. Cite *strong and thorough* textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, *including determining where the text leaves matters uncertain.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ relevant connections must be made between text support and inferences ▪ text support and inferences need to be thoroughly explained to strengthen the inference ▪ *determine where the text leaves matters uncertain* 	<p>RL. 8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *analysis is based on inferences made from text evidence and relevant connections* ▪ *draw inferences from the text* ▪ *make relevant connections that most strongly support analysis of inferences drawn from the text* ▪ cite textual evidence that most strongly supports analysis of what the text says explicitly ▪ cite textual evidence that most strongly supports analysis of inferences drawn from the text ▪ make relevant connections that most strongly support analysis of what the text says explicitly ▪ citing is a specific way of quoting textual evidence (citations mention the source of quoted text) ▪ there are different types of connections ▪ there are explicit and implicit meanings that can be drawn from a text ▪ relevant connections and text evidence 	<p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>B. Apply <i>grades 9–10 Reading standards</i> to nonfiction informational texts e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is</p>

Grades 9-10: 2016 NJSLs-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
	<p>are used to make inferences</p> <ul style="list-style-type: none"> ▪ pieces of textual evidence vary in strength and relevance 	<p>valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
<p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; *analyze the cumulative impact of specific word choices on meaning and tone* (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *analyze the cumulative impact of specific word choices on meaning and tone* ▪ the figurative and connotative meanings of words and phrases are determined by how they are used in the text ▪ determine the figurative and connotative meaning of words and phrases as they are used in the text 	<p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *analyze the impact of word choice on meaning and tone* ▪ determine the meaning of words and phrases as used in a text ▪ determine the meaning of figurative language and connotative language as used in a text ▪ words have figurative and connotative meanings ▪ specific word choices in a text has an impact on meaning and tone ▪ analogies and allusions to other texts affect meaning and tone 	<p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p>

Grades 9-10: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; *analyze the cumulative impact of specific word choices on meaning and tone* (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *analyze the cumulative impact of specific word choices on meaning and tone* ▪ determine figurative, connotative, and technical meaning of words in a text 	<p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *analyze the impact of specific word choices on meaning/tone, including analogies or allusions to other texts*words have figurative, connotative, and technical meanings ▪ word choices affect meaning and tone ▪ analogies and allusions to other texts affect meaning and tone ▪ determine the meaning of words/phrases as they are used in a text, including figurative, connotative, and technical meanings 	<p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) *documents of historical and literary significance,* (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of</p>	<p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *two or more texts can provide conflicting information on the same 	<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>B. Apply <i>grades 9–10 Reading standards</i> to nonfiction informational texts e.g., “Delineate and evaluate the argument and specific claims</p>

Grades 9-10: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>Human Rights, etc.), *including how they relate in terms of themes and significant concepts.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *analyze documents of historical and literary significance, including how they relate in terms of themes and significant concepts* 	<p>topic*</p> <ul style="list-style-type: none"> ▪ *texts can disagree on matters of fact or interpretation* ▪ *analyze two or more texts that provide conflicting information on the same topic* ▪ reflect on two or more texts that provide conflicting information on the same topic ▪ identify where the texts disagree on matters of fact ▪ identify where the texts disagree on matters of interpretation 	<p>in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and *other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*</p> <p>We are learning to/that...</p>	<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ being prepared by researching the material helps us engage in effective collaborative discussions ▪ build on others’ ideas 	<p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>B. Apply <i>grades 9–10 Reading standards</i> to nonfiction informational texts e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>

Grades 9-10: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ explicitly draw on evidence from texts and other researched material to stimulate a thoughtful, well-reasoned exchange of ideas 	<ul style="list-style-type: none"> ▪ express our own [ideas] clearly ▪ come to discussions prepared by reading or researching materials ▪ explicitly draw on our reading/research preparation by referring to evidence on the topic, text, or issue ▪ probe and reflect on ideas under discussion 	
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>B. *Collaborate with peers to set rules for discussions* (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *collaborate with peers to set rules for discussions* ▪ develop clear goals and assessment criteria 	<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *having rules for decision-making, helps us engage in collaborative discussions* ▪ *follow rules for decision-making* ▪ track progress toward specific goals and deadlines 	

Grades 9-10: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>C. *Propel conversations* by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *propel conversations* by posing and responding to questions that relate to broad themes or larger ideas ▪ actively incorporate others into the discussion ▪ clarify, verify, or challenge ideas and conclusions 	<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *posing questions that connect other speakers’ ideas help engage in collaborative discussions* ▪ *pose questions that connect the ideas of several speakers* ▪ respond to others’ questions and comments with relevant evidence 	

Grades 9-10: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and *analyze their role in the text.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings ▪ interpret figures of speech in context and *analyze their role in the text* 	<p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ words carry different meanings depending on how they are used ▪ interpret figures of speech (e.g. verbal irony, puns) in context 	<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Grades 9-10: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, *sufficient for reading, writing, speaking, and listening at the college and career readiness level;* demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level ▪ independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression 	<p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ accurate use of words and phrases is important to comprehension or expression ▪ acquire and use accurately grade-appropriate general academic and domain-specific words and phrases ▪ gather vocabulary knowledge when considering a word or phrase important to comprehension or expression 	

Grades 9-10: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Unit 2

Description

Included here are the prerequisite concepts and skills necessary for students to learn grade level content based on the New Jersey Student Learning Standards in English language arts (ELA). This tool is intended to support educators in the identification of any conceptual or skill gaps that might exist in a student’s understanding of ELA standards. The organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three columns. The first column lists the Focus Standards and Student Learning Objectives, which contain the target grade level standards and the corresponding concepts and skills in that standard. The standards of focus for the 2020-2021 school year generally align to the recommendations of Student Achievement Partners [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#). The second column contains the Previous Grade Standards and Learning Objectives, which are concepts and skills necessary for students to learn the grade level standard as listed on the left. The third column lists other grade level standards that could be integrated into instruction to support the instruction of focus standards. Given the recursive nature of concepts in English language arts, some of the standards contain the same concepts from grade to grade. Therefore, the bold text with asterisks distinguishes the new concepts and skills reflected in a grade level standard and the corresponding student learning objective for that new concept. For example, in Unit 2, ***Accurately cite strong and thorough textual evidence*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

Rationale for Unit Focus

Unit 2 has a strong focus on argumentative writing and accurately citing evidence as student learn to use textual support to craft arguments. In addition, students deepen their analyses of and connections to various informational and literary texts in order to develop and support well-reasoned and informed arguments.

Grades 9-10: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Unit 2, Module A

Focus Standards and Student Learning Objectives	Previous Grade Standard and Student Learning Objectives	Supporting Standards
<p>RI.9-10.1. *Accurately cite strong and thorough textual evidence*, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, *including determining where the text leaves matters uncertain.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *cite strong and thorough textual evidence* ▪ *determine where the text leaves the matter being studied uncertain* ▪ pieces of textual evidence vary in strength and relevance ▪ interpret and cite a text and make relevant connections for explicit and inferential meaning ▪ support analysis of what the text says explicitly as well as inferentially 	<p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *pieces of textual evidence vary in strength and relevance* ▪ *cite text evidence that most strongly supports an analysis of what the text says explicitly* ▪ *cite text evidence that most strongly supports an analysis of inferences drawn from the text* ▪ make relevant connections that most strongly supports analysis of what the text says explicitly. ▪ make relevant connections that most strongly supports analysis of inferences drawn from the text. 	<p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric,</p>

Grades 9-10: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standard and Student Learning Objectives	Supporting Standards
		<p>identifying any false reasoning or distorted evidence.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>W.9-10.8. Gather relevant information from multiple *authoritative* print and digital sources, using *advanced searches* effectively; assess the *usefulness* of each source in answering the research question; *integrate information into the text selectively to maintain the flow of ideas,* avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *gathering relevant information from multiple sources requires effective search techniques and selectivity* ▪ gather relevant information from multiple authoritative print and digital sources ▪ avoid plagiarism 	<p>W.8.8. 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.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *assess the credibility and accuracy of each source* ▪ print and digital sources are ways to gather relevant information. ▪ gather relevant information from multiple print and digital sources. ▪ use search terms correctly. ▪ quote and paraphrase the data and conclusion of others ▪ avoid plagiarism and follow a standard format for citation. 	<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, *including determining where the text leaves matters uncertain.</p> <p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p>

Grades 9-10: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standard and Student Learning Objectives	Supporting Standards
		<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>

Grades 9-10: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Unit 2, Module B

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p style="padding-left: 20px;">A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ use context as a clue to the meaning of a word or phrase 	<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p style="padding-left: 20px;">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.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ use context to determine or clarify the meaning of unknown and multiple-meaning words or phrases 	<p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p>
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p style="padding-left: 20px;">D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ verify the preliminary determination of the meaning of a word or phrase, such as by checking the inferred meaning in context or in a dictionary 	<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p style="padding-left: 20px;">D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) 	<p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p>

Grades 9-10: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Unit 2, Module C

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>W.9-10.8. Gather relevant information from multiple *authoritative* print and digital sources, using *advanced searches* effectively; assess the *usefulness* of each source in answering the research question; *integrate information into the text selectively to maintain the flow of ideas*,* avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *use advanced searches effectively* ▪ *assess the usefulness of each source in answering the research question* ▪ *integrate information into the text selectively to maintain the flow of ideas* ▪ *follow a standard format for citation (MLA or APA Style Manuals)* 	<p>W.8.8. 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.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *use search terms correctly* ▪ *assess the credibility and accuracy of each source* ▪ *quote and paraphrase the data and conclusion of others* ▪ print and digital sources are ways to gather relevant information ▪ gather relevant information from multiple print and digital sources ▪ avoid plagiarism and follow a standard format for citation 	<p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words *and* phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>B. *Identify and correctly use patterns of word changes that indicate different meanings</p>	<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p>	<p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as</p>

Grades 9-10: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).*</p> <p>C. Consult *general and specialized* reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, *or its etymology.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies ▪ *consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology * ▪ *identify and correctly use patterns of word changes that indicate different meanings or parts of speech* 	<p>C. 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.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *determine or clarify the meaning of unknown and multiple-meaning words and phrases* ▪ *consult print and digital reference materials to determine or clarify the pronunciation, meaning, and part of speech of unknown and multiple-meaning words or phrases* ▪ *the meaning of unknown or multiple-meaning words can be determined through consulting reference materials ▪ use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word 	<p>well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p>

Grades 9-10: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Unit 3

Description

Included here are the prerequisite concepts and skills necessary for students to learn grade-level content based on the New Jersey Student Learning Standards in English language arts (ELA). This tool is intended to support educators in the identification of any conceptual or skill gaps that might exist in a student’s understanding of ELA standards. The organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three columns. The first column lists the Focus Standards and Student Learning Objectives, which contain the target grade-level standards and the corresponding concepts and skills in that standard. The standards of focus for the 2020-2021 school year align to the recommendations of Student Achievement Partners [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#). The second column contains the Previous Grade Standards and Learning Objectives, which are concepts and skills necessary for students to learn the grade-level standard as listed on the left. The third column lists other grade-level standards that could be integrated into instruction to support the instruction of focus standards. Given the recursive nature of concepts in English language arts, some of the standards contain the same concepts from grade to grade. Therefore, the bold text with asterisks distinguishes the new concepts and skills reflected in a grade-level standard and the corresponding student learning objective for that new concept. For example, in Unit 3, ***Analyze various perspectives as presented in different mediums*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

Rationale for Unit Focus

The ELA focus standards as outlined by Student Achievement Partners have been mostly included in Units 1 and 2 of the Prerequisite Concepts and Skills. Though this unit may repeat some of the focus standards to enhance students’ access to grade-level material, it is recommended that school districts employ formative practices to ascertain the areas of focus that best address the learning needs of students.

Unit 3 has a strong focus on analyzing multiple perspectives while synthesizing material. Through research, students will review the credibility and accuracy of print and multimedia sources.

Throughout the year, the following overarching standards should be incorporated in every unit:

- RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
- RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

Grades 9-10: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

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

Unit 3, Module A

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the *cumulative* impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *words can have a cumulative impact on meaning and tone* ▪ *analyze the cumulative impact of specific word choice on meaning and tone* ▪ words and phrases can have different figurative, connotative, and technical meanings. ▪ determine figurative, connotative, and technical meaning of words in a text. 	<p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *analyze the impact of specific word choice on meaning/tone, including analogies or allusions to other texts* ▪ words and phrases have figurative, connotative, and technical meanings ▪ word choices affect meaning and tone ▪ analogies and allusions to other texts ▪ affect meaning and tone ▪ determine figurative, connotative, and technical meaning of words in a text 	<p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>
<p>RI.9-10.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) *documents of historical and literary significance*, (e.g., Washington’s Farewell Address and Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter</p>	<p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. We have learned</p>	<p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>

Grades 9-10: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>from Birmingham Jail,” Declaration of the Rights of Man and Citizen, U.N Universal Declaration of Human Rights, etc.), *including how they relate in terms of themes and significant concepts.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *certain historical and literary documents are significant for their themes, purposes, and rhetorical features* ▪ *analyze documents of historical and literary significance, including how they relate in terms of themes and significant concepts* ▪ *reflect on documents of historical and literary significance, including how they relate in terms of themes and significant concepts* 	<p>to/that...</p> <ul style="list-style-type: none"> ▪ two or more texts can provide conflicting information on the same topic. ▪ *texts can disagree on matters of fact or interpretation* ▪ analyze two or more texts that provide conflicting information on the same topic. ▪ reflect on two or more texts that provide conflicting information on the same topic. ▪ *identify where the texts disagree on matters of fact* ▪ *identify where the texts disagree on matters of interpretation* 	<p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
<p>W.9-10.8. Gather relevant information from multiple *authoritative* print and digital sources, *using advanced searches* effectively; *assess the usefulness* of each source in answering the research question; *integrate information into the text selectively to maintain the flow of ideas,* avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *determine what sources are 	<p>W.8.8. 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.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *gather information that is relevant from multiple sources* 	<p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>W 9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,</p>

Grades 9-10: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>authoritative on a topic*</p> <ul style="list-style-type: none"> ▪ *use advanced searches effectively* ▪ *assess how useful a source is in answering a research question* ▪ *integrate information into the text to maintain the flow of ideas* 	<ul style="list-style-type: none"> ▪ *assess the credibility and accuracy of source* ▪ *paraphrase data and the conclusions of others* 	<p>demonstrating understanding of the subject under investigation.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, *sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence* in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *acquire and use specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level* ▪ *independently gather vocabulary knowledge that is important to reading, writing or speaking* 	<p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *acquire and use grade-appropriate words and phrases* ▪ *gather vocabulary knowledge that is important to reading, writing, or speaking* 	<p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.9-10. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>W 9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p>

Grades 9-10: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Grades 9-10: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Unit 4

Description

Included here are the prerequisite concepts and skills necessary for students to learn grade level content based on the New Jersey Student Learning Standards in English language arts (ELA). This tool is intended to support educators in the identification of any conceptual or skill gaps that might exist in a student’s understanding of ELA standards. The organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three columns. The first column lists the Focus Standards and Student Learning Objectives, which contain the target grade level standards and the corresponding concepts and skills in that standard. The standards of focus for the 2020-2021 school year generally align to the recommendations of Student Achievement Partners [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#). The second column contains the Previous Grade Standards and Learning Objectives, which are concepts and skills necessary for students to learn the grade level standard as listed on the left. The third column lists other grade level standards that could be integrated into instruction to support the instruction of focus standards. Given the recursive nature of concepts in English language arts, some of the standards contain the same concepts from grade to grade. Therefore, the bold text with asterisks distinguishes the new concepts and skills reflected in a grade level standard and the corresponding student learning objective for that new concept. For example, in Unit 4, ***Analyze nuances in the meaning of words with similar denotations*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

Rationale for Unit Focus

Unit 4 ends the year of instruction with a continued integrated approach to strengthening the students’ ability to comprehend, analyze, and draw evidence from increasingly complex texts. In addition, the unit highlights the analysis and use of nuance in language.

Throughout the year, the following overarching standards should be incorporated in every unit:

- RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
- RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grades 9-10: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Unit 4, Module A

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RL.9-10.10. *By the end of grade 9,* read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>*By the end of grade 10,* read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ texts differ in complexity ▪ read and comprehend literature including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed 	<p>RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ texts differ in complexity ▪ read and comprehend literature, stories, drama, and poems, at grade level text-complexity or above 	<p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p>RL.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>
<p>RI.9-10.10. *By the end of grade 9,* read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.</p> <p>*By the end of grade 10,* read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>We are learning to/that...</p>	<p>RI.8.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed 	<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>

Grades 9-10: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed 		
<p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>B. Apply <i>grades 9–10 Reading standards</i> to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ evidence from literary and nonfiction informational texts can be used to support analysis, reflection, and research. ▪ draw evidence from literature to support analysis, reflection, and research. ▪ draw evidence from nonfiction informational text to support analysis, reflection, and research. 	<p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>B. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ evidence from literary or informational texts support analysis, reflection and research ▪ draw evidence from literary text to support analysis, reflection, and research by applying literary reading standards to writing ▪ draw evidence from informational texts to 	<p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>

Grades 9-10: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
	<p>support analysis, reflection, and research by applying non-fiction reading standards to writing</p>	
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>B. *Analyze nuances in the meaning of words with similar denotations.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ demonstrate understanding of figurative language ▪ demonstrate understanding of word relationships ▪ demonstrate understanding of nuances in word meaning ▪ *analyze nuances in the meanings of words with similar denotations* 	<p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>C. *Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).*</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ demonstrate understanding of figurative language ▪ demonstrate understanding of word relationships ▪ demonstrate understanding of nuances in word meaning ▪ *distinguish between connotation and denotation of words* 	<p>RL.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>

Grades 9-10: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit