

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

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## *Grade 11-12 – Unit 1: Narrative Writing*

### **Rationale**

Unit 1 provides a framework for narrative writing that can be altered to suit the varying purposes and student populations of districts statewide. For example, this unit would most easily work as a college essay unit, but can also be used to create cover letters, letters to/from characters from literature, scholarship essays, and written pieces that ask the writer to adopt multiple points of view. To inform the writing, students will read and analyze models in the genre in which they are writing, read informational texts, and discuss their questions/findings to inform their writing.

## *Grade 11-12 – Unit 1, Module A*

Standard	Student Learning Objectives <b>We are learning to... / We are learning that...</b>
<b>RL.11-12.1.</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"><li>▪ make relevant connections to support analysis of what the text says explicitly</li><li>▪ make relevant connections to support analysis of inferences drawn from the text</li></ul>
<b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	<ul style="list-style-type: none"><li>▪ two or more themes interact and build upon one another in a text</li><li>▪ two or more themes interact and build on one another to produce a complex text</li><li>▪ determine two or more themes or central ideas of a text</li><li>▪ analyze two or more themes or central ideas as they develop over the course of the text</li><li>▪ provide an objective summary of the text</li></ul>

## 2016 NJSLS-ELA Instructional Units

<b>Standard</b>	<b>Student Learning Objectives</b>  <b>We are learning to... / We are learning that...</b>
<b>RL.11-12.3.</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	<ul style="list-style-type: none"> <li>▪ authors make specific choices to impact the development of a story or drama</li> <li>▪ evaluate the impact of the author’s choices</li> <li>▪ analyze the interaction of the elements of a story or drama</li> </ul>
<b>RL.11-12.4.</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	<ul style="list-style-type: none"> <li>▪ the figurative and connotative meanings of words and phrases are determined by how they are used in the text</li> <li>▪ specific words and phrases used in the text impact meaning and tone</li> <li>▪ determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings</li> <li>▪ analyze the impact of specific word choices on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful</li> </ul>
<b>RL.11-12.5.</b> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	<ul style="list-style-type: none"> <li>▪ analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure</li> <li>▪ author’s choices contribute to its overall structure and meaning of a text</li> <li>▪ analyze how an author’s structural choices contribute to its overall meaning</li> <li>▪ analyze how an author’s structural choices contribute to its aesthetic impact</li> </ul>
<b>RL.11-12.6.</b> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	<ul style="list-style-type: none"> <li>▪ authors use multiple literary elements to establish their point of view</li> <li>▪ analyze point of view</li> <li>▪ distinguish what is directly stated in a text from what is really meant</li> </ul>

## 2016 NJSLS-ELA Instructional Units

<b>Standard</b>	<b>Student Learning Objectives</b>  <b>We are learning to... / We are learning that...</b>
<p><b>SL.11-12.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<ul style="list-style-type: none"> <li>▪ initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues</li> <li>▪ build on others' ideas and express our ideas clearly and persuasively</li> <li>▪ in order to participate effectively in discussions, we must build on others' ideas and express our own ideas clearly and persuasively.</li> <li>▪ read and research material to prepare for discussions</li> <li>▪ 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</li> </ul>
<p><b>SL.11-12.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p>	<ul style="list-style-type: none"> <li>▪ collaborate with peers to promote civil, democratic discussions and decision-making</li> <li>▪ set clear goals and assessments (e.g. student-developed rubrics)</li> <li>▪ establish individual roles as needed</li> </ul>

## 2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives <b>We are learning to... / We are learning that...</b>
<p><b>SL.11-12.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 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 probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<ul style="list-style-type: none"><li>▪ propel conversations by posing and responding to questions that probe reasoning and evidence</li><li>▪ ensure a hearing for a full range of positions on a topic or issue</li><li>▪ clarify, verify, or challenge ideas and conclusions</li><li>▪ promote divergent and creative perspectives</li></ul>

## 2016 NJSLS-ELA Instructional Units

<b>Standard</b>	<b>Student Learning Objectives</b>  <b>We are learning to... / We are learning that...</b>
<p><b>SL.11-12.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none"> <li>▪ respond thoughtfully to diverse perspectives</li> <li>▪ synthesize comments, claims, and evidence made on all sides of an issue</li> <li>▪ resolve contradictions when possible</li> <li>▪ determine what additional information or research is required to deepen the investigation or complete the task</li> </ul>
<p><b>SL.11-12.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> <li>▪ speech must be adapted to a variety of contexts and tasks, reflecting formal English when indicated or appropriate</li> <li>▪ adapt speech to a variety of contexts and tasks</li> <li>▪ formal English is appropriate in certain contexts and tasks</li> </ul>
<p><b>L.11-12.3.</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p>	<ul style="list-style-type: none"> <li>▪ apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style</li> <li>▪ comprehend more fully when reading or listening</li> </ul>

## 2016 NJSLS-ELA Instructional Units

### *Grade 11-12 – Unit 1, Module B*

<b>Standard</b>	<b>Student Learning Objectives We are learning to... / We are learning that...</b>
<p><b>W.11-12.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<ul style="list-style-type: none"> <li>▪ written narratives, either real or imagined, should use effective techniques and well-chosen details, and well-structured event sequencing</li> <li>▪ engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view</li> <li>▪ engage and orient the reader by introducing a narrator and/or characters</li> <li>▪ engage and orient the reader by developing experiences, events, and/or characters</li> </ul>
<p><b>W.11-12.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<ul style="list-style-type: none"> <li>▪ use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters</li> </ul>
<p><b>W.11-12.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>	<ul style="list-style-type: none"> <li>▪ use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</li> </ul>

## 2016 NJSLS-ELA Instructional Units

<b>Standard</b>	<b>Student Learning Objectives We are learning to... / We are learning that...</b>
<p><b>W.11-12.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<ul style="list-style-type: none"> <li>▪ use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</li> </ul>
<p><b>W.11-12.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ul style="list-style-type: none"> <li>▪ provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</li> </ul>
<p><b>W.11-12.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>▪ clear and coherent writing is appropriate to task, purpose, and audience</li> <li>▪ produce clear and coherent writing in which the development is appropriate to task, purpose, and audience</li> <li>▪ produce clear and coherent writing in which the organization is appropriate to task, purpose, and audience</li> <li>▪ produce clear and coherent writing in which the style is appropriate to task, purpose, and audience</li> </ul>
<p><b>W.11-12.5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> <li>▪ planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing</li> <li>▪ addressing what is most significant for a specific purpose and audience strengthens writing</li> <li>▪ develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> <li>▪ consult a style manual (such as MLA or APA Style)</li> <li>▪ focus on addressing what is most significant for a specific audience and purpose</li> </ul>

## 2016 NJSLS-ELA Instructional Units

<b>Standard</b>	<b>Student Learning Objectives We are learning to... / We are learning that...</b>
<b>W.11-12.6.</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<ul style="list-style-type: none"> <li>▪ use technology, including the Internet, to produce, share, and update individual or shared writing products</li> <li>▪ use technology, including the Internet, to link to other information</li> </ul>
<b>W.11-12.10.</b> 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.	<ul style="list-style-type: none"> <li>▪ writing occurs over various time frames for a variety of tasks, purposes, and audiences</li> <li>▪ write routinely over extended and shorter time frames</li> <li>▪ write routinely for a range of tasks, purposes, and audiences</li> </ul>
<b>SL.11-12.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>▪ speech must be adapted to a variety of contexts and tasks, reflecting formal English when indicated or appropriate</li> <li>▪ adapt speech to a variety of contexts and tasks</li> <li>▪ formal English is appropriate in certain contexts and tasks</li> </ul>
<b>L.11-12.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<ul style="list-style-type: none"> <li>▪ demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> <li>▪ usage is a matter of convention and can change over time and be contested</li> </ul>
<b>L.11-12.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Spell correctly.	<ul style="list-style-type: none"> <li>▪ demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</li> <li>▪ spell correctly</li> </ul>

## 2016 NJSLS-ELA Instructional Units

<b>Standard</b>	<b>Student Learning Objectives We are learning to... / We are learning that...</b>
<b>L.11-12.4.</b> Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> <li>▪ determine or clarify the meanings of unknown or multiple-meaning words and phrases</li> <li>▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies</li> <li>▪ use context clues to determine or clarify meaning</li> <li>▪ identify and use patterns of word changes to determine different meanings or the part of speech of words or phrases</li> <li>▪ consult reference materials to find the pronunciation, to determine meaning, and to understand its part of speech, where the word came from, and how it is used</li> <li>▪ verify our preliminary determination of the meaning of a word or phrase, such as by checking the inferred meaning in context or in a dictionary</li> </ul>
<b>L.11-12.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	<ul style="list-style-type: none"> <li>▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> <li>▪ interpret figures of speech within a text (e.g., hyperbole, paradox)</li> </ul>
<b>L.11-12.6.</b> 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.	<ul style="list-style-type: none"> <li>▪ accurate use of words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level is important to comprehension or expression</li> </ul>

## 2016 NJSLS-ELA Instructional Units

### Grade 11-12 – Unit 2: Informational / Explanatory Writing

#### Rationale

This unit was designed to serve as a standards-based framework for teaching students to produce short, research-based texts that can be modified to suit the varying purposes and student populations of districts statewide. For example, this unit might produce the following products: iMovie, book trailer, FlipGrid book reviews, multimedia slideshows, posters/Smores, infographic, interactive articles, websites or traditional essays. To inform the product, students will read/analyze models in the genre in which they are writing, read informational texts, and discuss their questions/findings to inform their writing.

#### Grade 11-12 – Unit 2, Module A

Standard	Student Learning Objectives <b>We are learning to... / We are learning that...</b>
<b>RL.11-12.1.</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"><li>▪ there can be uncertainty in texts</li><li>▪ determine where the text leaves matters uncertain</li></ul>
<b>RI.11-12.1.</b> Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matter uncertain.	<ul style="list-style-type: none"><li>▪ accurately interpret and cite strong and thorough textual evidence in support of what the text says (means) explicitly and inferentially</li><li>▪ identify and cite areas where the text leaves matters uncertain</li><li>▪ support analysis of what the text says explicitly as well as inferentially</li><li>▪ analyze a text, particularly in areas where matters are left uncertain</li></ul>
<b>RI.11-12.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	<ul style="list-style-type: none"><li>▪ an author uses and refines the meaning of key term(s) over the course of text</li><li>▪ determine figurative, connotative, and technical meaning of words in a text</li></ul>

## 2016 NJSLS-ELA Instructional Units

<b>Standard</b>	<b>Student Learning Objectives</b>  <b>We are learning to... / We are learning that...</b>
<p><b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<ul style="list-style-type: none"> <li>▪ informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content</li> <li>▪ introduce a topic; organize ideas, concepts, and information to build to create a unified whole</li> <li>▪ effectively include formatting, graphics and multimedia to aid comprehension</li> <li>▪ develop topic with the most significant and relevant facts</li> </ul>
<p><b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<ul style="list-style-type: none"> <li>▪ extended definitions, concrete details, quotations, or other information</li> <li>▪ develop the topic with examples that are appropriate to the audience's knowledge of the topic</li> </ul>

## 2016 NJSLS-ELA Instructional Units

<b>Standard</b>	<b>Student Learning Objectives</b>  <b>We are learning to... / We are learning that...</b>
<p><b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<ul style="list-style-type: none"> <li>▪ use appropriate and varied transitions and syntax to link major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts</li> </ul>
<p><b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<ul style="list-style-type: none"> <li>▪ use precise language and domain-specific vocabulary to manage the complexity of the topic</li> <li>▪ use techniques such as metaphor, simile, and analogy to manage the complexity of the topic</li> </ul>
<p><b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>	<ul style="list-style-type: none"> <li>▪ establish and maintain a style and tone appropriate to the audience and purpose</li> <li>▪ attend to the norms and conventions of the discipline in which they are writing</li> </ul>

## 2016 NJSLS-ELA Instructional Units

<b>Standard</b>	<b>Student Learning Objectives</b>  <b>We are learning to... / We are learning that...</b>
<p><b>W.11-12.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p>	<ul style="list-style-type: none"> <li>▪ draw evidence from literary texts to support analysis and reflection</li> </ul>
<p><b>W.11-12.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<ul style="list-style-type: none"> <li>▪ draw evidence from informational texts to support analysis and research</li> </ul>
<p><b>SL.11-12.4.</b> Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>▪ content, organization, development, and style are appropriate to task, purpose, and audience</li> <li>▪ present information, findings, and supporting evidence clearly, concisely, and logically</li> </ul>

## 2016 NJSLS-ELA Instructional Units

### *Grade 11-12 – Unit 2, Module B*

<b>Standard</b>	<b>Student Learning Objectives We are learning to... / We are learning that...</b>
<p><b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<ul style="list-style-type: none"> <li>▪ informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content</li> <li>▪ introduce a topic; organize ideas, concepts, and information to build to create a unified whole</li> <li>▪ effectively include formatting, graphics and multimedia to aid comprehension</li> <li>▪ develop topic with the most significant and relevant facts</li> </ul>
<p><b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<ul style="list-style-type: none"> <li>▪ extended definitions, concrete details, quotations, or other information</li> <li>▪ develop the topic with examples that are appropriate to the audience's knowledge of the topic</li> </ul>
<p><b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<ul style="list-style-type: none"> <li>▪ use appropriate and varied transitions and syntax to link major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts</li> </ul>

## 2016 NJSLS-ELA Instructional Units

<b>Standard</b>	<b>Student Learning Objectives We are learning to... / We are learning that...</b>
<p><b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<ul style="list-style-type: none"> <li>▪ use precise language and domain-specific vocabulary to manage the complexity of the topic</li> <li>▪ use techniques such as metaphor, simile, and analogy to manage the complexity of the topic</li> </ul>
<p><b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>	<ul style="list-style-type: none"> <li>▪ establish and maintain a style and tone appropriate to the audience and purpose</li> <li>▪ attend to the norms and conventions of the discipline in which they are writing</li> </ul>
<p><b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> <li>▪ provide a conclusion that supports the information or explanation presented</li> <li>▪ articulate implications or the significance of the topic</li> </ul>
<p><b>W.11-12.6.</b> Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> <li>▪ technology can be used to produce, share, and update individual or shared writing projects</li> <li>▪ information can be shared, linked and displayed flexibly and dynamically using technology</li> <li>▪ use technology, including the Internet, to display information flexibly and dynamically</li> </ul>

## 2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p><b>W.11-12.7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"><li>▪ conduct short and sustained research projects to answer a question or solve a problem</li><li>▪ the research process is used to answer a question or solve a problem</li><li>▪ research process applies to our own questions and/or problems</li><li>▪ short and sustained research projects to answer a question or solve a problem</li></ul>

## 2016 NJSLS-ELA Instructional Units

### *Grade 11-12 – Unit 3: Research*

#### **Rationale**

In this unit, students will extend their knowledge and research skills established in Unit 2 to produce a thorough, long-term research project. The unit emphasizes reading information and media literacy to build students understanding of identifying bias and evaluating sources. Topics and products can be determined by the needs and purposes of districts statewide (including many of the possible products listed in Unit 2). To inform the product, students will read/analyze models in the genre in which they are writing, read informational texts, and discuss their questions/findings to inform their writing.

### *Grade 11-12 – Unit 3, Module A*

Standard	Student Learning Objectives  We are learning to... / We are learning that...
<b>RI.11-12.3.</b> Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	<ul style="list-style-type: none"><li>▪ a complex set of ideas or sequence of events can be analyzed</li><li>▪ individuals, ideas, or events interact and develop over the course of the text</li><li>▪ explain how ideas, individuals or events interact and develop over the course of the text</li></ul>
<b>RI.11-12.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	<ul style="list-style-type: none"><li>▪ an author uses and refines the meaning of key term(s) over the course of text</li><li>▪ determine figurative, connotative, and technical meaning of words in a text</li><li>▪ analyze how an author uses and refines the meanings of key term(s) over the course of the text</li></ul>

## 2016 NJSLS-ELA Instructional Units

<b>Standard</b>	<b>Student Learning Objectives</b>  <b>We are learning to... / We are learning that...</b>
<b>RI.11-12.7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	<ul style="list-style-type: none"> <li>▪ multiple sources of information presented in different media or formats can be integrated to address a question or solve a problem</li> <li>▪ multiple sources of information presented in different media or formats can be evaluated to address a question or solve a problem</li> <li>▪ evaluate multiple sources of information presented in different mediums or formats (e.g. visually or quantitatively)</li> <li>▪ integrate information presented in different mediums or formats as a way to address a question or solve a problem</li> </ul>
<b>L.11-12.3.</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.	<ul style="list-style-type: none"> <li>▪ syntax can be varied for effect</li> <li>▪ an understanding of syntax can be applied when studying complex texts</li> <li>▪ texts vary syntax for effect and to apply an understanding of syntax to the study of complex texts</li> </ul>
<b>L.11-12.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  B. Analyze nuances in the meaning of words with similar denotations.	<ul style="list-style-type: none"> <li>▪ analyze the nuances in the meanings of words with similar denotations</li> </ul>

## 2016 NJSLS-ELA Instructional Units

### *Grade 11-12 – Unit 3, Module B*

Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>W.11-12.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<ul style="list-style-type: none"><li>▪ arguments must have valid reasoning and relevant and sufficient evidence to support claim(s)</li><li>▪ arguments include an analysis of substantive topics or texts</li></ul>

## 2016 NJSLS-ELA Instructional Units

<b>Standard</b>	<b>Student Learning Objectives We are learning to... / We are learning that...</b>
<p><b>W.11-12.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>	<ul style="list-style-type: none"> <li>▪ introduce precise and knowledgeable claims to establish the significance of the claim in argumentative writing</li> <li>▪ distinguish the claim(s) from alternate and opposing claims in argumentative writing</li> <li>▪ logically organize and sequence claim(s), counterclaim(s), reason(s), and evidence in argumentative writing</li> <li>▪ the logical organization of claims and counterclaims will impact the reader's understanding of the writer's purpose</li> </ul>
<p><b>W.11-12.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>	<ul style="list-style-type: none"> <li>▪ avoid common logical fallacies in argumentative writing</li> <li>▪ develop claim(s) and counterclaim(s) by using sound reasoning and thoroughly supplying the most relevant evidence for each in argumentative writing</li> <li>▪ identify the strengths and limitations of claim(s), counterclaim(s) and evidence in a manner that anticipates the audience's' knowledge level, concerns, values, and possible biases in argumentative writing</li> </ul>
<p><b>W.11-12.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<ul style="list-style-type: none"> <li>▪ use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</li> </ul>

## 2016 NJSLS-ELA Instructional Units

<b>Standard</b>	<b>Student Learning Objectives We are learning to... / We are learning that...</b>
<p><b>W.11-12.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>	<ul style="list-style-type: none"> <li>▪ establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)</li> <li>▪ attend to the norms and conventions of the discipline in which they are writing</li> </ul>
<p><b>W.11-12.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> <li>▪ provide a concluding paragraph or section that supports the argument presented</li> <li>▪ articulate implications or the significance of the topic</li> </ul>
<p><b>W.11-12.7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> <li>▪ synthesize multiple sources on the subject to demonstrate understanding of the subject</li> </ul>
<p><b>W.11-12.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> <li>▪ use advanced searches effectively</li> </ul>
<p><b>SL.11-12.5.</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> <li>▪ strategic use of digital media can enhance findings, reasoning, and evidence, and add interest in presentations</li> <li>▪ strategically use digital media to add interest to presentations</li> </ul>

## 2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>L.11-12.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions.	▪ observe hyphenation conventions
<b>L.11-12.6.</b> 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.	▪ 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

## 2016 NJSLS-ELA Instructional Units

### *Grades 11-12 – Unit 4: Informative / Explanatory Writing*

#### Rationale

This unit focuses on analysis through argument and informative/explanatory writing. Depending on the needs and purposes of districts statewide, students will analyze literature, informational texts or media to strengthen critical thinking and media literacy skills needed for college and career readiness. To inform the product, students will discuss their questions/findings. By the end of the year, students should be reading texts at grade-level.

#### *Grade 11-12 – Unit 4, Module A*

Standard	Student Learning Objectives <b>We are learning to... / We are learning that...</b>
<b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	<ul style="list-style-type: none"><li>▪ two or more themes interact and build upon one another in a text</li><li>▪ two or more themes interact and build on one another to produce a complex text</li><li>▪ determine two or more themes or central ideas of a text</li><li>▪ analyze two or more themes or central ideas as they develop over the course of the text</li><li>▪ provide an objective summary of the text</li></ul>
<b>RI.11-12.2.</b> Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	<ul style="list-style-type: none"><li>▪ there may be more than one central idea of a text</li><li>▪ identify more than one central idea of a text and analyze how these ideas interact throughout the text</li><li>▪ analyze the development of central ideas and how they interact</li><li>▪ provide an objective summary</li></ul>
<b>RI.11-12.3.</b> Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	<ul style="list-style-type: none"><li>▪ analyze complex ideas of a text</li><li>▪ analyze a sequence of events in a text</li></ul>

## 2016 NJSLS-ELA Instructional Units

<b>Standard</b>	<b>Student Learning Objectives</b>  <b>We are learning to... / We are learning that...</b>
<b>RI.11-12.5.</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	<ul style="list-style-type: none"> <li>▪ we can evaluate the effectiveness of author's structure in exposition or argument</li> <li>▪ evaluate effectiveness of author's structure.</li> <li>▪ determine whether structure clarifies, convinces, or engages the audience</li> </ul>
<b>RI.11-12.6.</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	<ul style="list-style-type: none"> <li>▪ an author's style, content and use of effective rhetoric can contribute to the power, persuasiveness, and beauty of the text</li> <li>▪ determine the author's point-of-view and purpose in particularly effective text</li> <li>▪ analyze how the author's style and content contribute to the power, persuasiveness or beauty of the text</li> </ul>
<b>RI.11-12.8.</b> Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	<ul style="list-style-type: none"> <li>▪ we can describe the reasoning within the premises, purposes, and arguments in works of public advocacy</li> <li>▪ certain U.S. and global texts are seminal</li> <li>▪ we can evaluate the reasoning within the premises, purposes and arguments in seminal U.S. and global texts</li> <li>▪ describe the reasoning in seminal U.S. texts and global texts including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy</li> <li>▪ evaluate the path of reasoning in seminal U.S. texts and global texts include the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy</li> </ul>

## 2016 NJSLS-ELA Instructional Units

<b>Standard</b>	<b>Student Learning Objectives</b>  <b>We are learning to... / We are learning that...</b>
<b>RI.11-12.9.</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.	<ul style="list-style-type: none"> <li>▪ certain historical and literary documents are significant for their themes, purposes, and rhetorical features</li> <li>▪ analyze documents of historical and literary significance for their themes, purposes and rhetorical features including primary source documents relevant to U.S. and/or global history</li> <li>▪ reflect on documents of historical and literary significance for their themes, purposes and rhetorical features including primary source documents relevant to U.S. and/or global history</li> </ul>
<b>SL.11-12.3.</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<ul style="list-style-type: none"> <li>▪ evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric</li> <li>▪ assess the speakers, stance, premises, links among ideas, word choice, points of emphasis, and tone</li> </ul>
<b>L.11-12.6.</b> 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.	<ul style="list-style-type: none"> <li>▪ independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul>

## 2016 NJSLS-ELA Instructional Units

### *Grade 11-12 – Unit 4, Module B*

<b>Standard</b>	<b>Student Learning Objectives We are learning to... / We are learning that...</b>
<b>W.11-12.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<ul style="list-style-type: none"> <li>▪ arguments must have valid reasoning and relevant and sufficient evidence to support claim(s)</li> <li>▪ arguments include an analysis of substantive topics or texts</li> <li>▪ identify the strengths and limitations of claim(s), counterclaim(s) and evidence in a manner that anticipates the audience's' knowledge level, concerns, values, and possible biases in argumentative writing</li> </ul>
<b>W.11-12.2.</b> 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.	<ul style="list-style-type: none"> <li>▪ informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content</li> </ul>
<b>W.11-12.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).	<ul style="list-style-type: none"> <li>▪ gather relevant information from multiple sources requires effective search techniques and selectivity</li> <li>▪ gather relevant information from multiple authoritative print and digital sources</li> <li>▪ assess the validity of each source relative to the task, purpose and audience</li> </ul>
<b>SL.11-12.5.</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> <li>▪ strategically use digital media in presentations to enhance understanding of findings, reasoning, and evidence</li> </ul>