



Grades 11-12: New Jersey Student Learning Standards for English Language Arts – Prerequisite Concepts and Skills

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 standards are organized by strand: Reading Literature Text, Reading Informational Text, Writing, Speaking and Listening, and Language. The tables are each divided into two 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 follow 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 Supporting Standards, which are the remaining 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, the corresponding student learning objective for that new concept, and the prerequisite concepts or skills necessary from the previous grade. For example ***Distinguish long from short vowel sounds in spoken single-syllable words*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

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Reading Literature

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RL.11-12.1. 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.</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 of what the text says explicitly. ▪ make relevant connections to support analysis of inferences drawn from the text. ▪ determine where the text leaves matters uncertain 	<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 have learned 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 of what the text says explicitly ▪ make relevant connections to support analysis of inferences drawn from the text. ▪ relevant connections must be made between text support and inferences ▪ determine where the text leaves matters uncertain 	<p>RL.11-12.2. 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.</p> <p>RL.11-12.6. 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).</p> <p>W.11-12.2. 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>W.11-12.7. 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.11-12.1. 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</i></p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
		<i>topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
<p>RL.11-12.4. 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)*.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *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* ▪ *specific words and phrases used in the text impact meaning and tone* ▪ the figurative and connotative meanings of words and phrases are determined by how they are used in the text ▪ determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings 	<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 have learned 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>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>

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<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>n/a</p>

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Reading Informational Text

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RI.11-12.1. 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.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ accurately interpret and cite strong and thorough textual evidence in support of what the text says (means) explicitly and inferentially. ▪ identify and cite areas where the text leaves matters uncertain. ▪ support analysis of what the text says explicitly as well as inferentially. ▪ analyze a text, particularly in areas where matters are left uncertain. 	<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 have learned to/that...</p> <ul style="list-style-type: none"> ▪ accurately cite strong and thorough textual evidence ▪ 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 ▪ determine where the text leaves the matter being studied uncertain 	<p>W.11-12.2. 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>W.11-12.7. 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>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RI.11-12.4. 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).*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *analyze how an author uses and refines the meanings of key term(s) over the course of the text* ▪ an author uses and refines the meaning of key term(s) over the course of text ▪ determine figurative, connotative, and technical meaning of words in a text 	<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 have learned to/that...</p> <ul style="list-style-type: none"> ▪ *determine figurative, connotative, and technical meaning of words in a text* ▪ analyze the cumulative impact of specific word choices on meaning and tone ▪ words and phrases can have figurative, connotative, and technical meanings 	<p>W.11-12.2. 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>RI.11-12.9. 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.*</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 	<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>n/a</p>

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<p>features*</p> <ul style="list-style-type: none"> ▪ *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* ▪ *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* 	<p>We have learned 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* 	
<p>RI.11-12.10. *By the end of grade 11,* read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p> <p>*By the end of grade 12,* read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>We are learning 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.9-10.10. *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 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 	

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Writing

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>W.11-12.8. 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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *assess the strengths and limitations of each source relative to the task, purpose and audience* ▪ to gather relevant information from multiple sources requires effective search techniques and selectivity. ▪ gather relevant information from multiple authoritative print and digital sources. ▪ use advanced searches effectively. ▪ integrate information into the text selectively to maintain the flow of ideas. ▪ avoid plagiarism and overreliance on one source. ▪ follow either MLA or APA citation format properly. 	<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 have learned to/that...</p> <ul style="list-style-type: none"> ▪ *assess the usefulness of each source in answering the research question* ▪ gathering relevant information from multiple sources requires effective search techniques and selectivity ▪ gather relevant information from multiple authoritative print and digital sources ▪ use advanced searches effectively ▪ integrate information into the text selectively to maintain the flow of ideas ▪ avoid plagiarism ▪ follow a standard format for citation (MLA or APA Style Manuals) 	<p>n/a</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>*grades 11–12* Reading standards</i> 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> <p>B. Apply <i>*grades 11–12* Reading standards</i> 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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ draw evidence from literary texts to support analysis and reflection. ▪ draw evidence from informational texts to support analysis and research. 	<p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ▪ 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]”). ▪ 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>We have learned 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. 	<p>RL.11-12.1. 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.</p> <p>RI.11-12.1. 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.</p> <p>W.11-12.6. 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> <p>W.11-12.7. 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>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ apply grade level reading standards to literature ▪ apply grade-level reading standards to literary nonfiction 	<ul style="list-style-type: none"> ▪ draw evidence from literature to support analysis, reflection, and research. ▪ draw evidence from nonfiction informational text to support analysis, reflection, and research. ▪ apply grade level reading standards to literature ▪ apply grade-level reading standards to literary nonfiction 	<p>SL.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>

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Speaking and Listening

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>SL.11-12.1. 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> <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> <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>	<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>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>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>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>RL.11-12.1. 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.</p>

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<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.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ 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 ▪ build on others’ ideas and express our ideas clearly and persuasively ▪ in order to participate effectively in discussions, we must build on others’ ideas and express our own ideas clearly and persuasively. ▪ read and research material to prepare for discussions ▪ 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>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>We have learned 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 ▪ explicitly draw on evidence from texts and other researched material to stimulate a thoughtful, well-reasoned exchange of ideas ▪ *collaborate with peers to set rules for discussions* ▪ develop clear goals and assessment criteria ▪ *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 	

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ collaborate with peers to promote civil, democratic discussions and decision-making ▪ set clear goals and assessments (e.g. student-developed rubrics) ▪ establish individual roles as needed ▪ *ensure a hearing for a full range of positions on a topic or issue* ▪ *clarify, verify, or challenge ideas and conclusions* ▪ *promote divergent and creative perspectives* ▪ propel conversations by posing and responding to questions that probe reasoning and evidence ▪ *respond thoughtfully to diverse perspectives* ▪ *synthesize comments, claims, and evidence made on all sides of an issue* ▪ *resolve contradictions when possible* ▪ *determine what additional information or research is required to deepen the investigation or complete the task* 		

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Language

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>*grades 11–12* reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</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, its etymology, *or its standard usage.*</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase</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>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>B. Identify and correctly use patterns of word changes that indicate different meanings 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>D. Verify the preliminary determination of the meaning of a word or phrase</p>	<p>RL.11-12.4. 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).</p>

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<p>(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"> ▪ *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* ▪ determine or clarify the meanings of unknown or 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 ▪ use context clues to determine or clarify meaning ▪ identify and use patterns of word changes to determine different meanings or the part of speech of words or phrases ▪ 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 	<p>(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"> ▪ *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 * ▪ 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 ▪ identify and correctly use patterns of word changes that indicate different meanings or parts of speech ▪ use context as a clue to the meaning of a word or phrase ▪ 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 	

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<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</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, word relationships, and nuances in word meanings ▪ interpret figures of speech in context and analyze their role in the text ▪ analyze the nuances in the meanings of words with similar denotations 	<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>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>We have learned 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 ▪ analyze nuances in the meanings of words with similar denotations 	<p>RL.11-12.4. 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.)</p>
<p>L.11-12.6. 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>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>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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 	