



## STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

### Grades 11-12: 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 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**

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.

## Grades 11-12: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

### Unit 1, Module A

| <b>Focus Standards and Student Learning Objectives</b>  | <b>Previous Grade Standards and Student Learning Objectives</b>   | <b>Supporting Standards</b>  |
|---|---|--|
| <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"> <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> | <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"> <li>▪ there can be uncertainty in texts</li> <li>▪ cited evidence must be strong, thorough and relevant</li> <li>▪ cite strong and thorough textual evidence</li> <li>▪ make relevant connections to support analysis</li> </ul> | <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>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> |

## Grades 11-12: 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>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 <b>*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).</b>*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*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*</b></li> <li>▪ <b>*specific words and phrases used in the text impact meaning and tone*</b></li> <li>▪ the figurative and connotative meanings of words and phrases are determined by how they are used in the text</li> <li>▪ determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings</li> </ul> | <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"> <li>▪ <b>*analyze the cumulative impact of specific word choices on meaning and tone*</b></li> <li>▪ the figurative and connotative meanings of words and phrases are determined by how they are used in the text</li> <li>▪ determine the figurative and connotative meaning of words and phrases as they are used in the text</li> </ul> | <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> <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> |

## Grades 11-12: 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>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>We are learning to/that...</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> </ul> | <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 have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ explicitly draw on evidence from texts and other researched material to stimulate a thoughtful, well-reasoned exchange of ideas</li> </ul> | <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> |

## Grades 11-12: 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"> <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>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>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>We are learning to/that...</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> | <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 have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ collaborate with peers to set rules for discussions</li> <li>▪ develop clear goals and assessment criteria</li> </ul> |  |
| <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>,</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</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,</p> |

## Grades 11-12: 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>building on others' ideas and expressing their own clearly and persuasively.</p> <p>C. Propel conversations by posing and responding to questions that <b>*probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue;</b>* clarify, verify, or challenge ideas and conclusions; <b>and *promote divergent and creative perspectives.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*ensure a hearing for a full range of positions on a topic or issue*</b></li> <li>▪ <b>*clarify, verify, or challenge ideas and conclusions*</b></li> <li>▪ <b>*promote divergent and creative perspectives*</b></li> <li>▪ propel conversations by posing and responding to questions that probe reasoning and evidence</li> </ul> | <p>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 have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*propel conversations by posing and responding to questions that relate to broad themes or larger ideas*</b></li> <li>▪ <b>*actively incorporate others into the discussion*</b></li> <li>▪ assign individual roles</li> <li>▪ clarify, verify, or challenge ideas and conclusions</li> </ul> | <p>including determining where the text leaves matters uncertain.</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 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>D. Respond thoughtfully to <b>*diverse*</b> perspectives; <b>*synthesize comments,</b></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>D. Respond thoughtfully to various perspectives, summarize points of</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> |

## Grades 11-12: 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><b>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.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*respond thoughtfully to diverse perspectives*</b></li> <li>▪ <b>*synthesize comments, claims, and evidence made on all sides of an issue*</b></li> <li>▪ <b>*resolve contradictions when possible*</b></li> <li>▪ <b>*determine what additional information or research is required to deepen the investigation or complete the task*</b></li> </ul> | <p>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"> <li>▪ <b>*respond to various perspectives*</b></li> <li>▪ <b>*make new connections to the evidence and reasoning presented*</b></li> <li>▪ summarize points of agreement and disagreement</li> <li>▪ justify own views</li> </ul> |                      |

## Grades 11-12: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

### Unit 1, Module B

| Focus Standards and Student Learning Objective  | Previous Grade Standard 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"> <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> | <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"> <li>▪ there can be uncertainty in texts</li> <li>▪ cited evidence must be strong, thorough and relevant</li> <li>▪ cite strong and thorough textual evidence</li> <li>▪ make relevant connections to support analysis</li> </ul> | <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>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> |

## Grades 11-12: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

| Focus Standards and Student Learning Objective   | Previous Grade Standard 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 <i>(e.g., 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, <i>*or its standard usage.*</i></p> <p>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"> <li>▪ determine or clarify the meanings of unknown or multiple-meaning words and phrases</li> </ul> | <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 (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"> <li>▪ determine or clarify the meanings of unknown or multiple-meaning words and phrases</li> </ul> | <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> |

## Grades 11-12: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

| Focus Standards and Student Learning Objective  | Previous Grade Standard and Student Learning Objectives   | Supporting Standards  |
|---|---|---|
| <ul style="list-style-type: none"> <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>▪ <b>*identify and use patterns of word changes to determine different meanings or the part of speech of words or phrases*</b></li> <li>▪ <b>*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*</b></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> <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., <b>hyperbole, paradox</b>)* in context and analyze their role in the text.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ demonstrate understanding of figurative language, word relationships, and</li> </ul> | <ul style="list-style-type: none"> <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>▪ <b>*identify and use patterns of word changes to determine different meanings or the part of speech of words or phrases*</b></li> <li>▪ <b>*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*</b></li> </ul> |   |
|   | <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 have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*interpret figures of speech in context and analyze their role in the text*</b></li> </ul>  | <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> |

## Grades 11-12: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

| <b>Focus Standards and Student Learning Objective</b>   | <b>Previous Grade Standard and Student Learning Objectives</b>   | <b>Supporting Standards</b>   |
|---|--|---|
| <p>nuances in word meanings</p> <p>interpret figures of speech within a text *(e.g., <b>hyperbole, paradox</b>)*</p>  | demonstrate understanding of figurative language, word relationships, and nuances in word meanings   |   |
| <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>We are learning to/that...<br/>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</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 have learned to/that...<br/>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</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> |

## **Grades 11-12: 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 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, **\*analyze how an author uses and refines the meaning of a key term or terms over the course of a text\*** 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 citing textual evidence to support relevant connections in a text. Through inference, students can make sense of words or phrases that may or may not be implied. Students can draw evidence from literary or informational texts to support analysis, reflection, and research.

## Grades 11-12: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

### Unit 2, Module A

| <b>Focus Standards and Student Learning Objectives</b>   | <b>Previous Grade Standards and Student Learning Objectives</b>   | <b>Supporting Standards</b>  |
|--|---|--|
| <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"> <li>▪ there can be uncertainty in texts</li> <li>▪ determine where the text leaves matters uncertain</li> </ul> | <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 matter uncertain.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ there can be uncertainty in texts</li> <li>▪ determine where the text leaves matters uncertain</li> </ul> | <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>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> <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,</p> |

## Grades 11-12: 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>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"> <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> | <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"> <li>▪ pieces of textual evidence vary in strength and relevance</li> <li>▪ interpret and cite a text and make relevant connections for explicit and inferential meaning</li> <li>▪ cite strong and thorough textual evidence.</li> <li>▪ support analysis of what the text says explicitly as well as inferentially</li> <li>▪ determine where the text leaves the matter being studied uncertain</li> </ul> | <p>development, and style are appropriate to task, purpose, and audience.</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>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> |

## Grades 11-12: 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>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; <b>*analyze how an author uses and refines the meaning of a key term or terms over the course of a text*</b> (e.g., how Madison defines faction in Federalist No. 10).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*an author uses and refines the meaning of key term(s) over the course of text*</b></li> <li>▪ determine figurative, connotative, and technical meaning of words in a text</li> </ul> | <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"> <li>▪ <b>*analyze the impact of specific word choice on meaning and tone*</b></li> <li>▪ words and phrases can have different figurative, connotative, and technical meanings</li> <li>▪ words can have a cumulative impact on meaning and tone</li> <li>▪ determine figurative, connotative, and technical meaning of words in a text</li> </ul> | <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>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> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</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> |
| <p>W.11-12.9. 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,</p>  | <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme</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>   |

## Grades 11-12: 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>including how two or more texts from the same period treat similar themes or topics”).</p> <p>B. Apply grades 11–12 Reading standards to <b>*literary nonfiction*</b> (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., The Federalist, presidential addresses]”).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ draw evidence from literary texts to support analysis and reflection</li> <li>▪ draw evidence from informational texts to support analysis and research</li> </ul> | <p>or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>B. Apply grades 9–10 Reading standards 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 have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ evidence from literary and nonfiction informational texts can be used to support analysis, reflection, and research</li> <li>▪ draw evidence from literature to support analysis, reflection, and research</li> <li>▪ draw evidence from nonfiction informational text to support analysis, reflection, and research</li> </ul> | <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> <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> |

## **Grades 11-12: 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, **\*Cite textual evidence\*** 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.

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.

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

- RL.11-12.10. By the end of grade 11, 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 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

## Grades 11-12: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

- 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. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
- W.11-12.10. 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.

### *Unit 3, Module A*

| 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; <b>*analyze how an author uses and refines the meaning of a key term or terms over the course of a text*</b> (e.g., how Madison defines faction in Federalist No. 10).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*an author uses and refines the meaning of key term(s) over the course of text*</b></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> | <p>RI.9-10.4. <b>*Determine the meaning of words and phrases as they are used in a text*</b>, 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"> <li>▪ words and phrases can have different figurative, connotative, and technical meanings</li> <li>▪ words can have a cumulative impact on meaning and tone</li> <li>▪ <b>*determine figurative, connotative, and technical meaning of words in a text*</b></li> <li>▪ analyze the impact of specific word choice on meaning and tone</li> </ul> | <p>RI.11-12.3. 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.</p> <p>RI.11-12.7. 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.</p> |

## Grades 11-12: 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.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>B. *Analyze nuances in the meaning of words with similar denotations.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*analyze the nuances in the meanings of words with similar denotations*</b></li> </ul> | <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 have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> <li>▪ <b>*analyze nuances in the meanings of words with similar denotations*</b></li> </ul> | <p>L.11-12.3. 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> |

### *Unit 3, Module B*

| Focus Standards and Student Learning Objective   | Previous Grade Standard 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; <b>*assess the strengths and limitations of each source in terms of the task, purpose, and audience*</b>; integrate information into the text selectively to maintain the flow of ideas, <b>*avoiding plagiarism and overreliance on any one source*</b> and following a standard format for citation. (MLA or APA Style Manuals).</p> <p>We are learning to/that...</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 have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*assess the usefulness of each source</b></li> </ul> | <p>RI.11-12.7. 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.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question</p> |

## Grades 11-12: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

| Focus Standards and Student Learning Objective  | Previous Grade Standard and Student Learning Objectives  | Supporting Standards  |
|---|--|---|
| <ul style="list-style-type: none"> <li>▪ *assess the strengths and limitations of each source in terms of task, purpose, and audience*</li> <li>▪ *avoid plagiarism and overreliance on any one source*</li> </ul>  | <p><b>in answering the research question*</b></p> <ul style="list-style-type: none"> <li>▪ *avoid plagiarism*</li> <li>▪ to 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>▪ follow a standard format for citation (MLA or APA Style Manuals)</li> </ul>   | <p>(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>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>We are learning to/that...</p> <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> <li>▪ acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and</li> </ul> | <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 have learned to/that...</p> <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> <li>▪ acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and</li> </ul> | <p>RI.11-12.7. 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.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.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> |

## **Grades 11-12: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit**

| <b>Focus Standards and Student Learning Objective</b>  | <b>Previous Grade Standard and Student Learning Objectives</b>   | <b>Supporting Standards</b>   |
|--|--|---|
| <p>college and career readiness level</p> <ul style="list-style-type: none"><li>▪ independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</li></ul> | <p>career readiness level</p> <ul style="list-style-type: none"><li>▪ independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</li></ul> | <p>L.11-12.3. 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> |

## **Grades 11-12: 2016 NJSLS-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 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, **\*avoiding plagiarism and overreliance on any one source\*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

#### **Rationale for Unit Focus**

Unit 4 has a strong focus on analysis of themes and central ideas. By evaluating several sources, students can analyze word choice and author's point of view to develop academic vocabulary to construct a narrative or argumentative essay.

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

- RL.11-12.10. By the end of grade 11, 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 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
- 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. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
- W.11-12.10. 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.

## Grades 11-12: 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>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance <b>*for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*certain historical and literary documents are significant for their themes, purposes, and rhetorical features*</b></li> <li>▪ <b>*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*</b></li> <li>▪ <b>*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*</b></li> </ul> | <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 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 have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*certain historical and literary documents are significant for their themes, purposes, and rhetorical features*</b></li> <li>▪ <b>*analyze documents of historical and literary significance, including how they relate in terms of themes and significant concepts*</b></li> <li>▪ <b>*reflect on documents of historical and literary significance, including how they relate in terms of themes and significant concepts*</b></li> </ul> | <p>RI.11-12.2. 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.</p> <p>RI.11-12.6. 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.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>SL.11-12.3. 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.</p> |

## Grades 11-12: 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.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>We are learning to/that...</p> <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> <li>▪ 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.</li> <li>▪ independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul> | <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 have learned to/that...</p> <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> <li>▪ 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</li> <li>▪ independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul> | <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>RI.11-12.6. 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.</p> |

## Grades 11-12: 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>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; <b>*assess the strengths and limitations of each source in terms of the task, purpose, and audience;</b>* integrate information into the text selectively to maintain the flow of ideas, <b>*avoiding plagiarism and overreliance on any one source*</b> 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"> <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>▪ <b>*assess the strengths of each source relative to the task, purpose and audience*</b></li> <li>▪ integrate information to maintain the flow of ideas</li> <li>▪ <b>*avoid plagiarism and overreliance on one source*</b></li> <li>▪ follow either MLA or APA citation format properly</li> </ul> | <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"> <li>▪ to 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>▪ use advanced searches effectively</li> <li>▪ <b>*assess the usefulness of each source in answering the research question*</b></li> <li>▪ integrate information into the text selectively to maintain the flow of ideas</li> <li>▪ avoid plagiarism</li> <li>▪ follow a standard format for citation (MLA or APA Style Manuals)</li> </ul> | <p>SL.11-12.5. 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> |

## Grades 11-12: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

### *Reading Literature*

| <b>Focus Standards and Student Learning Objectives</b>  | <b>Previous Grade Standards and Student Learning Objectives</b>  | <b>Supporting Standards</b>  |
|---|--|--|
| <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"> <li>▪ there can be uncertainty in texts.</li> <li>▪ cited evidence must be strong, thorough and relevant</li> <li>▪ cite strong and thorough textual evidence</li> <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> <li>▪ determine where the text leaves matters uncertain</li> </ul> | <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"> <li>▪ there can be uncertainty in texts</li> <li>▪ cited evidence must be strong, thorough and relevant</li> <li>▪ cite strong and thorough textual evidence</li> <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> <li>▪ relevant connections must be made between text support and inferences</li> <li>▪ determine where the text leaves matters uncertain</li> </ul> | <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> |

## Grades 11-12: 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>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 <b>*impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful</b> (e.g., Shakespeare as well as other authors).*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*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*</b></li> <li>▪ <b>*specific words and phrases used in the text impact meaning and tone*</b></li> <li>▪ the figurative and connotative meanings of words and phrases are determined by how they are used in the text</li> <li>▪ determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings</li> </ul> | <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"> <li>▪ <b>*analyze the cumulative impact of specific word choices on meaning and tone*</b></li> <li>▪ the figurative and connotative meanings of words and phrases are determined by how they are used in the text</li> <li>▪ determine the figurative and connotative meaning of words and phrases as they are used in the text</li> </ul> | <p><i>topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <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> |

## Grades 11-12: 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>RL.9-10.10. <b>*By the end of grade 9,*</b> read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p><b>*By the end of grade 10,*</b> 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"> <li>▪ texts differ in complexity</li> <li>▪ read and comprehend literature including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed</li> </ul> | <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"> <li>▪ texts differ in complexity</li> <li>▪ read and comprehend literature, stories, drama, and poems, at grade level text-complexity or above</li> </ul> | n/a                  |

## Grades 11-12: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

### *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"> <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> | <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"> <li>▪ accurately cite strong and thorough textual evidence</li> <li>▪ interpret and cite a text and make relevant connections for explicit and inferential meaning</li> <li>▪ support analysis of what the text says explicitly as well as inferentially</li> <li>▪ determine where the text leaves the matter being studied uncertain</li> </ul> | <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> |

## Grades 11-12: 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>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; <b>*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).*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*analyze how an author uses and refines the meaning of key term(s) over the course of the text*</b></li> <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> | <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"> <li>▪ <b>*determine figurative, connotative, and technical meaning of words in a text*</b></li> <li>▪ analyze the cumulative impact of specific word choices on meaning and tone</li> <li>▪ words and phrases can have figurative, connotative, and technical meanings</li> </ul> | <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 <b>*for their themes, purposes, and rhetorical features, including primary source documents relevant to U.S. and/or global history.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*certain historical and literary documents are significant for their themes, purposes, and rhetorical</b></li> </ul>  | <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>  |

## Grades 11-12: 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><b>features*</b></p> <ul style="list-style-type: none"> <li>▪ <b>*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*</b></li> <li>▪ <b>*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*</b></li> </ul> | <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*certain historical and literary documents are significant for their themes, purposes, and rhetorical features*</b></li> <li>▪ <b>*analyze documents of historical and literary significance, including how they relate in terms of themes and significant concepts*</b></li> </ul>   |                      |
| <p>RI.11-12.10. <b>*By the end of grade 11,*</b> read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p> <p><b>*By the end of grade 12,*</b> 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"> <li>▪ read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed.</li> </ul>       | <p>RI.9-10.10. <b>*By the end of grade 9,*</b> read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.</p> <p><b>*By the end of grade 10,*</b> 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"> <li>▪ read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed</li> </ul> |                      |

## Grades 11-12: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

### *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; <b>*assess the strengths and limitations of each source in terms of the task, purpose, and audience;</b>* 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"> <li>▪ <b>*assess the strengths and limitations of each source relative to the task, purpose and audience*</b></li> <li>▪ to 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>▪ use advanced searches effectively.</li> <li>▪ integrate information into the text selectively to maintain the flow of ideas.</li> <li>▪ avoid plagiarism and overreliance on one source.</li> <li>▪ follow either MLA or APA citation format properly.</li> </ul> | <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"> <li>▪ <b>*assess the usefulness of each source in answering the research question*</b></li> <li>▪ gathering 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>▪ use advanced searches effectively</li> <li>▪ integrate information into the text selectively to maintain the flow of ideas</li> <li>▪ avoid plagiarism</li> <li>▪ follow a standard format for citation (MLA or APA Style Manuals)</li> </ul> | n/a                  |

## Grades 11-12: 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>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 <i>*literary nonfiction*</i> (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"> <li>▪ draw evidence from literary texts to support analysis and reflection.</li> <li>▪ draw evidence from informational texts to support analysis and research.</li> </ul> | <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"> <li>▪ 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]”).</li> <li>▪ 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”).</li> </ul> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ evidence from literary and nonfiction informational texts can be used to support analysis, reflection, and research.</li> </ul> | <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> |

## **Grades 11-12: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit**

| <b>Focus Standards and Student Learning Objectives</b>   | <b>Previous Grade Standards and Student Learning Objectives</b>   | <b>Supporting Standards</b>  |
|--|---|--|
| <ul style="list-style-type: none"><li>▪ apply grade level reading standards to literature</li><li>▪ apply grade-level reading standards to literary nonfiction</li></ul> | <ul style="list-style-type: none"><li>▪ draw evidence from literature to support analysis, reflection, and research.</li><li>▪ draw evidence from nonfiction informational text to support analysis, reflection, and research.</li><li>▪ apply grade level reading standards to literature</li><li>▪ apply grade-level reading standards to literary nonfiction</li></ul> | 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. |

## Grades 11-12: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

### *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> <ul style="list-style-type: none"> <li>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.</li> <li>B. Collaborate with peers to <b>*promote civil, democratic discussions and decision-making,*</b> set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</li> <li>C. Propel conversations by posing and responding to questions that <b>*probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue;*</b> clarify, verify, or challenge ideas and conclusions; <b>and *promote divergent and creative perspectives.*</b></li> </ul> | <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> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul> | <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> |

## Grades 11-12: 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>D. Respond thoughtfully to <b>*diverse*</b> perspectives; <b>*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.*</b></p> <p>We are learning to/that...</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>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"> <li>▪ initiate and participate effectively in a range of collaborative discussions with peers</li> <li>▪ build on others' ideas and express our ideas clearly and persuasively</li> <li>▪ explicitly draw on evidence from texts and other researched material to stimulate a thoughtful, well-reasoned exchange of ideas</li> <li>▪ <b>*collaborate with peers to set rules for discussions*</b></li> <li>▪ develop clear goals and assessment criteria</li> <li>▪ <b>*propel conversations*</b> by posing and responding to questions that relate to broad themes or larger ideas</li> <li>▪ actively incorporate others into the discussion</li> <li>▪ clarify, verify, or challenge ideas and conclusions</li> </ul> |                      |

## Grades 11-12: 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"> <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> <li>▪ <b>*ensure a hearing for a full range of positions on a topic or issue*</b></li> <li>▪ <b>*clarify, verify, or challenge ideas and conclusions*</b></li> <li>▪ <b>*promote divergent and creative perspectives*</b></li> <li>▪ propel conversations by posing and responding to questions that probe reasoning and evidence</li> <li>▪ <b>*respond thoughtfully to diverse perspectives*</b></li> <li>▪ <b>*synthesize comments, claims, and evidence made on all sides of an issue*</b></li> <li>▪ <b>*resolve contradictions when possible*</b></li> <li>▪ <b>*determine what additional information or research is required to deepen the investigation or complete the task*</b></li> </ul> |  |                      |

## Grades 11-12: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

### *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>E. 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>F. 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>G. 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, <b>*or its standard usage.*</b></p> <p>H. 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> |

## Grades 11-12: 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>(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"> <li>▪ <b>*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*</b></li> <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>▪ 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> | <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"> <li>▪ <b>*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 *</b></li> <li>▪ determine or clarify the meaning of unknown and 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>▪ identify and correctly use patterns of word changes that indicate different meanings or parts of speech</li> <li>▪ use context as a clue to the meaning of a word or phrase</li> <li>▪ 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</li> </ul> |                      |

## Grades 11-12: 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.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>B. Analyze nuances in the meaning of words with similar denotations.</li> </ul> <p>We are learning to/that...</p> <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 in context and analyze their role in the text</li> <li>▪ analyze the nuances in the meanings of words with similar denotations</li> </ul> | <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>B. Analyze nuances in the meaning of words with similar denotations.</li> </ul> <p>We have learned to/that...</p> <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 in context and analyze their role in the text</li> <li>▪ analyze nuances in the meanings of words with similar denotations</li> </ul> | <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>   |

## Grades 11-12: 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>We are learning to/that...</p> <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> <li>▪ 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</li> <li>▪ independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul> | <p>We have learned to/that...</p> <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> <li>▪ 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</li> <li>▪ independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul> |                      |