

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

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Grades 9-10 – Unit 1: Multiple Perspectives and Informational Text

Rationale

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

Grades 9-10 – Unit 1, Module A

| Standard | Student Learning Objectives We are learning to... / We are learning that... |
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| 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. | <ul style="list-style-type: none">▪ there can be uncertainty in texts▪ cited evidence must be strong, thorough and relevant▪ cite strong and thorough textual evidence▪ make relevant connections to support analysis |
| RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. | <ul style="list-style-type: none">▪ every text has a central idea and related theme▪ to determine a theme or central idea of a text▪ to provide an objective summary of the text |
| RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. | <ul style="list-style-type: none">▪ texts differ in complexity▪ read and comprehend literature including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed |
| RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. | <ul style="list-style-type: none">▪ determine a central idea of a text▪ provide an objective summary of the text |
| RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | <ul style="list-style-type: none">▪ authors make decisions regarding the organization, presentation, and connections of ideas and events |

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| 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). | <ul style="list-style-type: none"> ▪ words and phrases can have figurative, connotative, and technical meanings |
| 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. | <ul style="list-style-type: none"> ▪ certain historical and literary documents are significant for their themes, purposes, and rhetorical features |
| W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | <ul style="list-style-type: none"> ▪ informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content |
| W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | <ul style="list-style-type: none"> ▪ clear and coherent writing is appropriate to task, purpose, and audience ▪ producing clear and coherent writing in which the organization is appropriate to task, purpose, and audience |
| W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. | <ul style="list-style-type: none"> ▪ planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing ▪ addressing what is most significant for a specific purpose and audience strengthens writing |
| W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | <ul style="list-style-type: none"> ▪ writing occurs over various time frames for a variety of tasks, purposes and audiences ▪ write routinely over extended and shorter time frames ▪ write routinely for a range of tasks, purposes, and audiences |

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| 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. | <ul style="list-style-type: none"> initiate and participate effectively in a range of collaborative discussions with peers build on others’ ideas and express our ideas clearly and persuasively |
| SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. | <ul style="list-style-type: none"> adapt speech to a variety of contexts and tasks demonstrate command of formal English |
| L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure. | <ul style="list-style-type: none"> demonstrate command of the conventions of standard English grammar and usage when writing or speaking |
| 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. | <ul style="list-style-type: none"> accurate use of words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level is important to comprehension or expression |

Grades 9-10 – Unit 1, Module B

| Standard | Student Learning Objectives We are learning to... / We are learning that... |
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| 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. | <ul style="list-style-type: none"> relevant connections must be made between text support and inferences text support and inferences need to be thoroughly explained to strengthen the inference determine where the text leaves matters uncertain |
| RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. | <ul style="list-style-type: none"> analyze how theme develops using specific details from the text |

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| RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | <ul style="list-style-type: none"> ▪ analyze how complex characters develop over the text ▪ analyze how complex characters interact with other characters ▪ analyze how complex characters advance the plot or develop the theme |
| 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). | <ul style="list-style-type: none"> ▪ the figurative and connotative meanings of words and phrases are determined by how they are used in the text ▪ determine the figurative and connotative meaning of words and phrases as they are used in the text |
| RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise) | <ul style="list-style-type: none"> ▪ authors make specific choices when structuring and ordering a text, as well as manipulating time ▪ those specific author choices create effects, such as mystery, tension, or surprise |
| RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | <ul style="list-style-type: none"> ▪ analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States |
| RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare). | <ul style="list-style-type: none"> ▪ authors may draw on and transform source materials in their works ▪ source materials can be transformed in terms of historical/cultural contexts |
| RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. | <ul style="list-style-type: none"> ▪ analyze how a central idea is developed and refined by specific details |
| RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | <ul style="list-style-type: none"> ▪ analyze the order in which the points are made ▪ analyze how the points are introduced and developed ▪ analyze the connections that are drawn between events or ideas |

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| 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). | <ul style="list-style-type: none"> determine figurative, connotative, and technical meaning of words in a text |
| 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. | <ul style="list-style-type: none"> analyze documents of historical and literary significance, including how they relate in terms of themes and significant concepts |
| RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above. | <ul style="list-style-type: none"> read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed |
| W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> introduce a topic; organize ideas, concepts, and information to make important connections and distinctions effectively include formatting, graphics and multimedia to aid comprehension |

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| <p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> | <ul style="list-style-type: none"> ▪ develop topic with well-chosen, relevant, and sufficient facts, definitions, concrete details, quotations, or other information ▪ develop the topic with examples that are appropriate to the audience’s knowledge of the topic |
| <p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> | <ul style="list-style-type: none"> ▪ use appropriate and varied transitions to link major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts |
| <p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> | <ul style="list-style-type: none"> ▪ use precise language and domain-specific vocabulary to manage the complexity of the topic |
| <p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> | <ul style="list-style-type: none"> ▪ attend to the norms and conventions of writing to appropriate to the audience and purpose ▪ provide a conclusion that supports the information or explanation presented ▪ articulate implications or the significance of the topic |

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| <p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> | <ul style="list-style-type: none"> ▪ articulate implications or the significance of the topic |
| <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <ul style="list-style-type: none"> ▪ produce clear and coherent writing in which the development is appropriate to task, purpose, and audience ▪ produce clear and coherent writing in which the style is appropriate to task, purpose, and audience |
| <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>B. Apply <i>grades 9–10 Reading standards</i> to nonfiction informational texts e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> | <ul style="list-style-type: none"> ▪ draw evidence from nonfiction informational text to support analysis, reflection, and research |
| <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> | <ul style="list-style-type: none"> ▪ explicitly draw on evidence from texts and other researched material to stimulate a thoughtful, well-reasoned exchange of ideas |

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| <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> | <ul style="list-style-type: none"> ▪ collaborate with peers to set rules for discussions ▪ develop clear goals and assessment criteria |
| <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> | <ul style="list-style-type: none"> ▪ assign individual roles ▪ propel conversations by posing and responding to questions that relate to broad themes or larger ideas ▪ actively incorporate others into the discussion ▪ clarify, verify, or challenge ideas and conclusions |
| <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> | <ul style="list-style-type: none"> ▪ diverse media formats must be evaluated for credibility, accuracy, and discrepancies across multiple sources ▪ evaluate the credibility and accuracy of each source |
| <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> | <ul style="list-style-type: none"> ▪ evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric ▪ identify any false reasoning or distorted evidence |
| <p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> | <ul style="list-style-type: none"> ▪ word choice and sentence structure can be varied to demonstrate an understanding of the influence of language ▪ apply knowledge of language to make effective choices for meaning or style |

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| L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. | <ul style="list-style-type: none"> ▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings ▪ interpret figures of speech in context and analyze their role in the text |
| 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. | <ul style="list-style-type: none"> ▪ acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level ▪ independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression |

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

Grades 9-10 – Unit 1, Module C

| Standard | Student Learning Objectives We are learning to... / We are learning that... |
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| 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. | <ul style="list-style-type: none"> ▪ support analysis of what the text says explicitly as well as inferentially |
| 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). | <ul style="list-style-type: none"> ▪ words and phrases used throughout a whole text have a cumulative impact on the text's meaning and tone ▪ analyze the cumulative impact of specific word choices on meaning and tone |
| RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise). | <ul style="list-style-type: none"> ▪ analyze the author's choices concerning how to structure text to order events ▪ analyze author's choice how to manipulate time ▪ analyze the author's choice to create specific effects |
| RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare). | <ul style="list-style-type: none"> ▪ analyze and reflect on how author draws on and transforms source material from other pieces of literature |
| RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | <ul style="list-style-type: none"> ▪ analyze how the author unfolds an analysis or series of ideas or events |
| 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). | <ul style="list-style-type: none"> ▪ words can have a cumulative impact on meaning and tone ▪ analyze the impact of specific word choice on meaning and tone |

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| 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. | <ul style="list-style-type: none"> ▪ reflect on documents of historical and literary significance, including how they relate in terms of themes and significant concepts |
| W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. | <ul style="list-style-type: none"> ▪ effectively include formatting, graphics and multimedia to aid comprehension |
| W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 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. | <ul style="list-style-type: none"> ▪ establish and maintain a consistent style and tone |
| W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. | <ul style="list-style-type: none"> ▪ consult a style manual (such as MLA or APA Style) |

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| W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. | <ul style="list-style-type: none"> ▪ technology can be used to produce, share, and update individual or shared writing projects ▪ use technology to produce, share, and update individual or shared writing products. use technology to link to other information |
| 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. 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. | <ul style="list-style-type: none"> ▪ respond to various perspectives ▪ summarize points of agreement and disagreement ▪ justify own views ▪ make new connections to the evidence and reasoning presented |
| SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. | <ul style="list-style-type: none"> ▪ identify any false reasoning or distorted evidence |
| L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. | <ul style="list-style-type: none"> ▪ demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing ▪ use a semicolon to link two or more closely related independent clauses ▪ use a semicolon with a conjunctive adverb (e.g., however, meanwhile, nonetheless) and a comma to link two or more closely related independent clauses |
| L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Spell correctly. | <ul style="list-style-type: none"> ▪ spell correctly |
| L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. | <ul style="list-style-type: none"> ▪ apply knowledge of language to comprehend more fully when reading, writing, speaking or listening ▪ vary word choice and sentence structure to demonstrate an understanding of the influence of language |

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| L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Analyze nuances in the meaning of words with similar denotations. | <ul style="list-style-type: none">▪ analyze nuances in the meanings of words with similar denotations |