

New Jersey, Grades 9–10

| New Jersey Strand/Standard | Focus of New Jersey Standard | For More Information |
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| Reading Literature | | |
| RL.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly and implicitly | R1 pp. 6–11 |
| RL.2 | Determine a theme or central idea of a text and analyze its development and how it is shaped by specific details; summarize the text | R2 pp. 12–17 |
| RL.3 | Analyze how characters develop, interact, and advance the plot or develop the theme | R3 pp. 18–23 |
| RL.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of word choice on meaning and tone | R4 pp. 24–29 |
| RL.5 | Analyze how an author’s choices regarding structure, the order of events, and manipulating time create such effects as mystery, tension, or surprise | R5 pp. 30–35 |
| RL.6 | Analyze a point of view, perspective, or cultural experience reflected in a piece of literature | R6 pp. 36–41 |
| RL.7 | Analyze the representation of a subject or scene in two different artistic mediums, including what is emphasized or absent in each treatment | R7 pp. 42–47 |
| RL.8 | NA | |
| RL.9 | Analyze and reflect on how an author draws on and transforms source material | R9 pp. 54–59 |
| RL.10 | Read literature of appropriate complexity independently with proficiency | R10 pp. 60–65 |
| Reading Informational Text | | |
| RI.1 | Accurately cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly and implicitly | R1 pp. 6–11 |
| RI.2 | Determine the central idea of a text and analyze its development; summarize main ideas or events | R2 pp. 12–17 |
| RI.3 | Analyze how the author structures an analysis or series of ideas or events, including the order, how they are developed, and the connections between them | R3 pp. 18–23 |
| RI.4 | Determine the meaning of words and phrases in a text; analyze the cumulative impact of specific word choices | R4 pp. 24–29 |
| RI.5 | Analyze in detail how ideas or claims are developed by particular sentences, paragraphs, or larger portions of text | R5 pp. 30–35 |
| RI.6 | Analyze how an author uses rhetoric to advance a point of view, perspective, or purpose | R6 pp. 36–41 |
| RI.7 | Analyze various perspectives presented in different mediums | R7 pp. 42–47 |
| RI.8 | Describe and evaluate the argument in a text; assess reasoning and evidence; identify false statements and fallacious reasoning | R8 pp. 48–53 |
| RI.9 | Analyze and reflect on U.S. documents of historical and literary significance, noting how they address related themes and concepts | R9 pp. 54–59 |
| RI.10 | Read and comprehend appropriately complex informational texts independently and proficiently | R10 pp. 60–65 |
| Writing | | |
| W.1 | Write arguments to support claims, using valid reasoning and relevant and sufficient evidence | W1 pp. 70–77 |
| W.2 | Write informative/explanatory texts to effectively examine and convey complex ideas, concepts, and information | W2 pp. 78–85 |
| W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences | W3 pp. 86–91 |
| W.4 | Produce writing in which the development, organization, style, and features are appropriate to the task, genre, purpose, and audience | W4 pp. 92–97 |

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| Writing | | |
| W.5 | Develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach | W5 pp. 98–103 |
| W.6 | Use technology to produce, publish, and update individual or shared writing projects | W6 pp. 104–109 |
| W.7 | Conduct research projects to answer a question or solve a problem; synthesize multiple sources; demonstrate understanding of the subject | W7 pp. 110–115 |
| W.8 | Gather information from multiple sources, using advanced searches effectively; assess usefulness of sources; integrate information, avoiding plagiarism | W8 pp. 116–121 |
| W.9 | Draw evidence from texts to support analysis, reflection, research, and/or synthesis | W9 pp. 122–127 |
| W.10 | Write routinely over short and extended time frames for a range of audiences, tasks, and purposes | W10 pp. 128–133 |
| Speaking and Listening | | |
| SL.1 | Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively | SL1 pp. 138–143 |
| SL.2 | Integrate multiple sources of information presented in diverse media or formats; evaluate credibility and accuracy of sources and noting discrepancies | SL2 pp. 144–149 |
| SL.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify fallacious reasoning or exaggerated or distorted evidence | SL3 pp. 150–155 |
| SL.4 | Present information clearly, concisely, and logically; ensure organization, development, substance, and style are appropriate to purpose, audience, and task | SL4 pp. 156–161 |
| SL.5 | Make strategic use of digital media in presentations to enhance understanding and to add interest | SL5 pp. 162–167 |
| SL.6 | Adapt speech to a variety of contexts and tasks; demonstrate a command of formal English when appropriate | SL6 pp. 168–173 |
| Language | | |
| L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking | L1 pp. 178–183 |
| L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing | L2 pp. 184–189 |
| L.3 | Apply knowledge of language to make effective choices for meaning or style, and to comprehend more fully when reading or listening | L3 pp. 190–195 |
| L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies | L4 pp. 196–201 |
| L.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings | L5 pp. 202–207 |
| L.6 | Acquire and use accurately general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge | L6 pp. 208–213 |
| Reading History/Social Studies | | |
| RH.1 | Accurately cite specific textual evidence to support analysis of primary and secondary sources | R1 pp. 6–11 |
| RH.2 | Determine theme, central ideas, or information of a primary or secondary source; summarize how they develop | R2 pp. 12–17 |
| RH.3 | Analyze in detail a series of events; determine whether earlier events caused later ones | R3 pp. 18–23 |
| RH.4 | Determine the meaning of words and phrases, including vocabulary describing political, social, or economic aspects of history/social studies | R4 pp. 24–29 |
| RH.5 | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis | R5 pp. 30–35 |

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| Reading History/Social Studies | | |
| RH.6 | Compare the point of view of two or more authors for how they treat the same or similar topics | R6 pp. 36–41 |
| RH.7 | Integrate quantitative or technical analysis with qualitative analysis | R7 pp. 42–47 |
| RH.8 | Assess the extent to which reasoning and evidence support the author's claim | R8 pp. 48–53 |
| RH.9 | Compare and contrast treatment of the same topic or of various perspectives in several primary and secondary sources | R9 pp. 54–59 |
| RH.10 | Read and comprehend history/social studies texts of appropriate complexity | R10 pp. 60–65 |
| Reading Science/Technical Subjects | | |
| RST.1 | Accurately cite specific textual evidence to support analysis of science and technical texts | R1 pp. 6–11 |
| RST.2 | Determine central ideas, themes, or conclusions; trace the explanation of a complex process; provide an accurate summary | R2 pp. 12–17 |
| RST.3 | Follow precisely a complex multistep procedure, attending to special cases or exceptions defined in the text | R3 pp. 18–23 |
| RST.4 | Determine the meaning of domain-specific words and phrases as they are used in a special scientific or technical context | R4 pp. 24–29 |
| RST.5 | Analyze the structure of relationships among concepts in a text | R5 pp. 30–35 |
| RST.6 | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment | R6 pp. 36–41 |
| RST.7 | Translate quantitative or technical information expressed in words into visual form, and translate information expressed visually into words | R7 pp. 42–47 |
| RST.8 | Assess the extent to which reasoning and evidence support the author's claim or recommendation for solving a problem | R8 pp. 48–53 |
| RST.9 | Compare and contrast findings presented in a text to those from other sources, noting where they support or contradict previous explanations | R9 pp. 54–59 |
| RST.10 | Read and comprehend science/technical texts of appropriate complexity | R10 pp. 60–65 |
| Writing History/Social Studies, Science and Technical Subjects | | |
| WHST.1 | Write arguments focused on discipline-specific content | W1 pp. 70–77 |
| WHST.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures, or technical processes | W2 pp. 78–85 |
| WHST.3 | NA | |
| WHST.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience | W4 pp. 92–97 |
| WHST.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach | W5 pp. 98–103 |
| WHST.6 | Use technology to produce, publish, and update individual or shared writing projects | W6 pp. 104–109 |
| WHST.7 | Conduct research projects to answer a question or solve a problem; synthesize multiple sources, demonstrating understanding of the subject | W7 pp. 110–115 |
| WHST.8 | Gather relevant information from multiple print and digital sources; assess the usefulness of each source; integrate information, avoiding plagiarism | W8 pp. 116–121 |
| WHST.9 | Draw evidence from informational texts to support analysis, reflection, and research | W9 pp. 122–127 |
| WHST.10 | Write routinely for a range of discipline-specific tasks, purposes, and audiences | W10 pp. 128–133 |

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