

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 11	UNIT #: 2	UNIT NAME: Reading Information/Writing Informative/Explanatory
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly.	RI.11.1
2.	Cite strong and thorough textual evidence to support inferences drawn from the text, <b>including determining where the text leaves matters uncertain.</b>	RI.11.1
3.	Determine <b>two or more</b> central <b>ideas</b> of a text and analyze <b>their</b> development over the course of the text.	RI.11.2
4.	Analyze <b>a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</b>	RI.11.3
5.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.11.4
6.	Analyze <b>and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging</b>	RI.11.5
7.	Determine an author's point of view or purpose in a text <b>in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</b>	RI.11.6
8.	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.	W.11.2
9.	Write informative/explanatory texts to introduce a topic; organize complex ideas,	W.11.2a.

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	concepts, and information <b>so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables)</b> , and multimedia when useful to aiding comprehension.	
<b>10.</b>	Write informative/explanatory texts to develop the topic <b>thoroughly by selecting the most significant and relevant facts</b> , extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	<b>W.11.2b.</b>
<b>11.</b>	Write informative/explanatory texts to use appropriate and varied transitions <b>and syntax</b> to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<b>W.11.2c.</b>
<b>12.</b>	Write informative/explanatory texts to using precise language, domain-specific vocabulary, <b>and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</b>	<b>W.11.2d.</b>
<b>13.</b>	Write informative/explanatory texts to establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<b>W.11.2e.</b>
<b>14.</b>	Write informative/explanatory texts and provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<b>W.11.2f.</b>
<b>15.</b>	Produce clear and coherent writing in which the development, organization, and style	<b>W.11.4</b>

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	are appropriate to task, purpose, and audience.	
16.	Analyze <b>and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</b>	W.11.5
17.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products <b>in response to ongoing feedback, including new arguments or information.</b>	W.11.6
18.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; <b>assess the strengths and limitations of authoritative sources in terms of the task, purpose, and audience.</b>	W.11.8
19.	Draw evidence from informational texts to support analysis, reflection, and research; apply <b>grades 11 Reading standards</b> to literary nonfiction (e.g., <b>“Delineate and evaluate the reasoning in seminal U.S. 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]”</b> ).	W.11.9b.
20.	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.	W.11.10
21.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grades 11 topics, texts, and</b>	SL.11.1

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	<i>issues</i> , building on others' ideas and expressing their own clearly and persuasively.	
22.	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.	SL.11.1a.
23.	<b>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines</b> , and establish individual roles as needed.	SL.11.1b.
24.	Propel conversations by posing and responding to questions <b>that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives</b> during discussions.	SL.11.1c.
25.	Respond thoughtfully to diverse 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>	SL.11.1d.
26.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) <b>in order to make informed decisions and solve problems</b> , evaluating the credibility and accuracy of each source <b>and noting any discrepancies among the data.</b>	SL.11.2
27.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, <b>assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</b>	SL.11.3

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<b>28.</b>	Present information, findings, and supporting evidence, <b>conveying a clear and distinct perspective</b> , such that listeners can follow the line of reasoning, <b>alternative or opposing perspectives are addressed</b> , and the organization, development, substance, and style are appropriate to purpose, audience, <b>and a range of formal and informal tasks</b> .	<b>SL.11.4</b>
<b>29.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>L.11.1</b>
<b>30.</b>	<b>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</b>	<b>L.11.1a.</b>
<b>31.</b>	<b>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</b>	<b>L.11.1b.</b>
<b>32.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>L.11.2</b>
<b>33.</b>	<b>Observe hyphenation conventions.</b>	<b>L.11.2a.</b>
<b>34.</b>	Spell correctly.	<b>L.11.2b.</b>
<b>35.</b>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<b>L.11.3</b>

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<b>36.</b>	Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed.	<b>L.11.3a.</b>
<b>37.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>grades 11 reading and content</b> , choosing flexibly from a range of strategies.	<b>L.11.4</b>
<b>38.</b>	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.	<b>L.11.4a.</b>
<b>39.</b>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <b>conceive, conception, conceivable</b> ).	<b>L.11.4b.</b>
<b>40.</b>	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine, verify, or clarify its precise meaning, its part of speech, its etymology, <b>or its standard usage</b> .	<b>L.11.4c.d.</b>
<b>41.</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>L.11.5</b>
<b>42.</b>	Analyze nuances in the meaning of words with similar denotations.	<b>L.11.5b.</b>
<b>43.</b>	Interpret figures of speech (e.g., <b>hyperbole, paradox</b> ) in context and analyze their role in the text.	<b>L.11.5a.</b>
<b>44.</b>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. Demonstrate independence in gathering vocabulary knowledge when	<b>L.11.6</b>

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	considering a word or phrase important to comprehension or expression.	
45.	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11.6

Code #	Common Core State Standards
RI.11.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, <b>including determining where the text leaves matters uncertain.</b>
RI.11.2	Determine <b>two or more</b> central <b>ideas</b> of a text and analyze <b>their</b> development over the course of the text, including how <b>they interact and build on one another to provide a complex analysis</b> ; an objective summary of the text.
RI.11.3	Analyze a <b>complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</b>
RI.11.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze <b>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 <i>faction</i> in <i>Federalist</i> No. 10).</b>
RI.11.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11.6	Determine an author's point of view or purpose in a text <b>in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</b>
W.11.2	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.

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	<p>a. Introduce a topic; organize complex ideas, concepts, and information <b>so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables)</b>, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic <b>thoroughly by selecting the most significant and relevant facts</b>, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions <b>and syntax</b> 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, <b>and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</b></p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>		
<b>W.11.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
<b>W.11.5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		
<b>W.11.6</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products <b>in response to ongoing feedback, including new arguments or information.</b>		

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<b>W.11.8</b>	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.		
<b>W.11.9b.</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.  b. Apply <b>grades 11–12 Reading standards</b> to literary nonfiction (e.g., “ <b>Delineate and evaluate the reasoning in seminal U.S. 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]</b> ”).		
<b>W.11.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
<b>SL11.1</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grades 11–12 topics, texts, and issues</b> , building on others’ ideas and expressing their own clearly and persuasively.  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.  b. <b>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines</b> , and establish individual roles as needed.  c. Propel conversations by posing and responding to questions <b>that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and</b>		

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	<p><b>conclusions; and promote divergent and creative perspectives.</b></p> <p>d. Respond thoughtfully to diverse 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>
<b>SL11.2</b>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) <b>in order to make informed decisions and solve problems</b> , evaluating the credibility and accuracy of each source <b>and noting any discrepancies among the data.</b>
<b>SL11.3</b>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, <b>assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</b>
<b>SL11.4</b>	Present information, findings, and supporting evidence, <b>conveying a clear and distinct perspective</b> , such that listeners can follow the line of reasoning, <b>alternative or opposing perspectives are addressed</b> , and the organization, development, substance, and style are appropriate to purpose, audience, <b>and a range of formal and informal tasks.</b>
<b>L.11.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. <b>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</b></p> <p>b. <b>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</b></p>
<b>L.11.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when

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	<p>writing.</p> <p>a. <b>Observe hyphenation conventions.</b></p> <p>b. Spell correctly.</p>
<b>L.11.3</b>	<p>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. <b>Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</b></p>
<b>L.11.4</b>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>grades 11–12 reading and content</b>, 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 (<b>e.g., <i>conceive, conception, conceivable</i></b>).</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, <b>or its standard usage</b>.</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>

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<b>L.11.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech ( <b>e.g., hyperbole, paradox</b> ) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.			
<b>L.11.6</b>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			