

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 12	UNIT #: 3	UNIT NAME: Reading Information/Writing Arguments
-------------------	-----------	-----------	--

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly.	RI.12.1
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.12.1
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.12.2
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.12.3
5.	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 No. 10</i>).</b>	RI.12.4
6.	Analyze and evaluate the effectiveness of the structure an author uses in his or her argument, including whether the structure makes points clear, <b>convincing, and engaging</b>	RI.12.5
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.12.6

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 12	UNIT #: 3	UNIT NAME: Reading Information/Writing Arguments
-------------------	-----------	-----------	--

<b>8.</b>	Delineate and evaluate the <b>reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court 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>RI.12.8</b>
<b>9.</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<b>W.12.1</b>
<b>10.</b>	When writing arguments, introduce precise, <b>knowledgeable</b> claim(s) and <b>establish the significance of the claim(s).</b>	<b>W.12.1a.</b>
<b>11.</b>	When writing arguments, introduce precise, <b>knowledgeable</b> claim(s), <b>and</b> distinguish the claim(s) from alternate or opposing claims.	<b>W.12.1a</b>
<b>12.</b>	When writing arguments, introduce precise, <b>knowledgeable</b> claim(s), <b>and</b> create an organization <b>that logically sequences</b> claim(s), counterclaims, reasons, and evidence.	<b>W.12.1a.</b>
<b>13.</b>	When writing arguments, develop claim(s) and counterclaims fairly and <b>thoroughly</b> , supplying the <b>most relevant</b> evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, <b>values, and possible biases.</b>	<b>W.12.1b.</b>
<b>14.</b>	When writing arguments, use words, phrases, and clauses as well as varied syntax to link the major sections of the text, <b>create cohesion</b> , and clarify the	<b>W.12.1c.</b>

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: ELA</b>	<b>GRADE: 12</b>	<b>UNIT #: 3</b>	<b>UNIT NAME: Reading Information/Writing Arguments</b>
--------------------------	------------------	------------------	---

	relationships between claim(s) and reasons.	
<b>15.</b>	When writing arguments, use words, phrases, and clauses as well as varied syntax to link the major sections of the text, <b>create cohesion</b> , and clarify the relationships between reasons and evidence.	<b>W.12.1c.</b>
<b>16.</b>	When writing arguments, use words, phrases, and clauses as well as varied syntax to link the major sections of the text, <b>create cohesion</b> , and clarify the relationships between claim(s) and counterclaims.	<b>W.12.1c.</b>
<b>17.</b>	When writing arguments, establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing <b>and determine what additional information or research is required to deepen the investigation or complete the task.</b>	<b>W.12.1d.</b>
<b>18.</b>	When writing arguments, provide a concluding statement or section that follows from and supports the argument presented.	<b>W.12.1e.</b>
<b>19.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>W.12.4</b>
<b>20.</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.12.5</b>
<b>21.</b>	Use technology, including the Internet, to produce, publish, and update individual	<b>W.12.6</b>

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 12	UNIT #: 3	UNIT NAME: Reading Information/Writing Arguments
-------------------	-----------	-----------	--

	or shared writing products <b>in response to ongoing feedback, including new arguments.</b>	
<b>22.</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>	<b>W.12.8</b>
<b>23.</b>	Draw evidence from informational texts to support analysis, reflection, and research; apply <b>grade 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.12.9b.</b>
<b>24.</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>W.12.10</b>
<b>25.</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grade 12 topics, texts, and issues</b> , building on others’ ideas and expressing their own clearly and persuasively.	<b>SL.12.1</b>
<b>26.</b>	Come to discussions prepared, having read and researched material under study.	<b>SL.12.1a.</b>

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 12	UNIT #: 3	UNIT NAME: Reading Information/Writing Arguments
-------------------	-----------	-----------	--

27.	Explicitly refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.	SL.12.1a.
28.	<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.12.1b.
29.	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>	SL.12.1c.
30.	Respond thoughtfully to diverse perspectives; <b>synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible.</b>	SL.12.1d.
31.	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.12.2
32.	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.12.3
33.	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</b>	SL.12.4

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 12	UNIT #: 3	UNIT NAME: Reading Information/Writing Arguments
-------------------	-----------	-----------	--

	<b>range of formal and informal tasks.</b>	
<b>34.</b>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<b>SL.12.6</b>
<b>35.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>L.12.1</b>
<b>36.</b>	<b>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</b>	<b>L.12.1a.</b>
<b>37.</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.12.1b.</b>
<b>38.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>L.12.2</b>
<b>39.</b>	<b>Observe hyphenation conventions.</b>	<b>L.12.2a.</b>
<b>40.</b>	Spell correctly.	<b>L.12.2b.</b>
<b>41.</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.12.3</b>

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 12	UNIT #: 3	UNIT NAME: Reading Information/Writing Arguments
-------------------	-----------	-----------	--

42.	Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed.	L.12.3a.
43.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>grades 12 reading and content</b> , choosing flexibly from a range of strategies.	L.12.4
44.	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.	L.11.4a.
45.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <b>conceive, conception, conceivable</b> ).	L.11.4b.
46.	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> .	L.11.4c.
47.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.12.5
48.	Interpret figures of speech (e.g., <b>hyperbole, paradox</b> ) in context and analyze their role in the text.	12.5a.
49.	Analyze nuances in the meaning of words with similar denotations.	L.12.5b.

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: ELA</b>	<b>GRADE: 12</b>	<b>UNIT #: 3</b>	<b>UNIT NAME: Reading Information/Writing Arguments</b>
--------------------------	------------------	------------------	---

<b>50.</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.	<b>L.12.6</b>
------------	---	---------------

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 12	UNIT #: 3	UNIT NAME: Reading Information/Writing Arguments
-------------------	-----------	-----------	--

Code #	Common Core State Standards
RI.12.1	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.12.2	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.12.3	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.12.4	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.12.5	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.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.
RI.12.8	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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
W.12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 12	UNIT #: 3	UNIT NAME: Reading Information/Writing Arguments
-------------------	-----------	-----------	--

	<p>relevant and sufficient evidence.</p> <p>a. Introduce precise, <b>knowledgeable</b> claim(s), <b>establish the significance of the claim(s)</b>, distinguish the claim(s) from alternate or opposing claims, and create an organization <b>that logically sequences</b> claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and <b>thoroughly</b>, supplying the <b>most relevant</b> evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, <b>values, and possible biases</b>.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, <b>create cohesion</b>, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. 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>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<b>W.12.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>W.12.5</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.12.6</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 12	UNIT #: 3	UNIT NAME: Reading Information/Writing Arguments
-------------------	-----------	-----------	--

	products in response to ongoing feedback, including new arguments or information.
<b>W.12.8</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.12.9b.</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.  b. Apply <i>grades 11–12 Reading standards</i> 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.12.10</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>SL.12.1</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , 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.

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 12	UNIT #: 3	UNIT NAME: Reading Information/Writing Arguments
-------------------	-----------	-----------	--

	<p>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.</p> <p>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 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>
SL.12.2	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.12.3	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.12.4	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>
SL.12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 12	UNIT #: 3	UNIT NAME: Reading Information/Writing Arguments
-------------------	-----------	-----------	--

<b>L.12.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</b>  <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.12.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>a. Observe hyphenation conventions.</b>  b. Spell correctly.
<b>L.12.3</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>a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</b>
<b>L.12.4</b>	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b><i>grades 11–12 reading and content</i></b> , choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: ELA</b>	<b>GRADE: 12</b>	<b>UNIT #: 3</b>	<b>UNIT NAME: Reading Information/Writing Arguments</b>
--------------------------	------------------	------------------	---

	<p>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., conceive, conception, conceivable</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>
<b>L.12.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (<b>e.g., hyperbole, paradox</b>) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<b>L.12.6</b>	<p>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>