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

Grades 9-10 – Unit 2: Writing Argument

Rationale

Unit 2 builds upon previously learned writing skills to craft a written argument. This unit should be used as a way to teach students to use textual support to craft arguments. In addition, students deepen their analyses of and connections to various informational and literary texts in order to develop and support well-reasoned and informed arguments.

Grades 9-10 – Unit 2, Module A

Standard	Student Learning Objectives We are learning to… / We are learning that…
RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	▪ a subject or a key scene can be represented differently across artistic mediums
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.	▪ pieces of textual evidence vary in strength and relevance ▪ interpret and cite a text and make relevant connections for explicit and inferential meaning ▪ cite strong and thorough textual evidence ▪ support analysis of what the text says explicitly as well as inferentially ▪ determine where the text leaves the matter being studied uncertain
RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	▪ Authors-develop particular sentences, paragraphs and larger portions of the text to refine their ideas or claims ▪ analyze how an author's ideas or claims are developed or refined in particular sentences, paragraphs or larger portions of text
RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.	▪ an author's use of rhetorical devices can advance their point of view or purpose ▪ determine an author's point of view or purpose in a text ▪ analyze how an author uses rhetorical devices to advance that point of view or purpose
RI.9-10.8. Describe 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 reasoning.	▪ arguments and specific claims in texts can use reasoning that is valid, relevant and sufficient ▪ arguments and specific claims in texts can use false statements and reasoning

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Standard	Student Learning Objectives We are learning to… / We are learning that…
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	▪ arguments must have valid reasoning and relevant and sufficient evidence to support claim(s) ▪ arguments include an analysis of substantive topics or texts
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. D. 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.	▪ attend to the norms and conventions of the discipline in which they are writing
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.	▪ addressing what is most significant for a specific purpose and audience strengthens writing ▪ focus on addressing what is most significant for a specific audience and purpose
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).	▪ gathering relevant information from multiple sources requires effective search techniques and selectivity

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Standard	Student Learning Objectives We are learning to… / We are learning that…
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.	▪ evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	▪ content, organization, development, and style must be appropriate to task, purpose, and audience ▪ present information, findings, and supporting evidence clearly, concisely, and logically
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	▪ demonstrate command of the conventions of standard English grammar and usage when writing or speaking ▪ use various types of phrases and clauses to convey specific meanings. ▪ use various types of phrases and clauses to add variety and interest to writing or presentations
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Use a colon to introduce a list or quotation.	▪ demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing ▪ use a colon to introduce a list or quotations

Grades 9-10 – Unit 2, Module B

Standard	Student Learning Objectives We are learning to… / We are learning that…
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.	▪ analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States

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Standard	Student Learning Objectives We are learning to… / We are learning that…
RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	▪ a work can emphasize or leave out certain representations of a subject or key scene ▪ analyze the representation of a subject or a key scene in two different artistic mediums ▪ identify what is emphasized or absent in each work
RI.9-10.8. Describe 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 reasoning.	▪ describe and evaluate the argument and specific claims in a text ▪ assess whether reasoning is valid ▪ assess whether evidence is relevant and sufficient
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	▪ introduce precise claims and to distinguish them from alternate and opposing claims in argumentative writing ▪ create an organization that establishes clear relationships among claim(s), counterclaim(s), reason(s), and evidence in argumentative writing ▪ synthesizing information from alternate viewpoints and incorporating that evidence into our writing to support the claim and the counterclaim better informs the reader of the complexity of the argument
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	▪ develop claim(s) and counterclaim(s) by using sound reasoning and evidence in argumentative writing ▪ identify the strengths and limitations of claim(s), counterclaim(s) and evidence in argumentative writing ▪ the goal of argument writing is to convince your readers to accept your point of view and that if you utilize techniques such as logical fallacy or propaganda to persuade your readers you may lose your argument and its credibility

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Standard	Student Learning Objectives We are learning to… / We are learning that…
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	▪ use cohesive transitions (e.g. words, phrases, clauses) to link major sections of a text and to clarify the relationships among claim(s), reasons, and counterclaim(s)
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. E. Provide a concluding paragraph or section that supports the argument presented.	▪ provide a concluding paragraph or section that supports the argument presented
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).	▪ gather relevant information from multiple authoritative print and digital sources ▪ avoid plagiarism
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.	▪ identify any false reasoning or distorted evidence
L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, 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 a sentence) as a clue to the meaning of a word or phrase.	▪ use context as a clue to the meaning of a word or phrase

Standard	Student Learning Objectives We are learning to… / We are learning that…
L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. 　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).	▪ 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

Grades 9-10 – Unit 2, Module C

Standard	Student Learning Objectives We are learning to… / We are learning that…
RI.9-10.8. Describe 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 reasoning.	▪ identify false statements and claims
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 　B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	▪ through the incorporation of specific language you may craft your argument to appeal to appropriate audiences and purposes ▪ avoid common logical fallacies and propaganda devices in argumentative writing ▪ anticipate the audience's knowledge level and concerns in argumentative writing
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 　E. Provide a concluding paragraph or section that supports the argument presented.	▪ establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)

Standard	Student Learning Objectives We are learning to… / We are learning that…
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.	▪ information can be shared, linked and displayed flexibly and dynamically using technology ▪ information can be shared, linked and displayed flexibly and dynamically using technology ▪ use technology to produce, share, and update individual or shared writing products ▪ use technology to display information flexibly and dynamically
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).	▪ use 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 ▪ follow a standard format for citation (MLA or APA Style Manuals)
L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.	▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies
L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).	▪ identify and correctly use patterns of word changes that indicate different meanings or parts of speech

Standard	Student Learning Objectives We are learning to… / We are learning that…
L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. 　　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.	▪ 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