English 1

Instructional Focus: Learning and applying literary terms and devices, beginning to recognize and apply MLA format, identifying writers' choices and purpose in fiction and nonfiction texts, writing a narrative with focus on elements of plot and fiction, writing an informational/expository essay with focus on developing and supporting a claim, learning and applying standards of research.

Reading—Literature

Standard	Objective	Examples
Key Ideas and Details		
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.	1. Cite textual evidence of what the text says explicitly 2. Cite evidence of what the text implies.	o Evaluate character traits, citing explicit and implicit elements of characterization. o "Pancakes" Joan Bauer

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; restate and summarize main ideas or events, in correct sequence, after reading a text.	1. Determine the central idea/theme and development in a text.
	 2. Student will identify details that contribute to the central theme/idea.
	 3. Student will restate and summarize main ideas or events after reading a text.
		o Central idea
		     o Students create a plot line, including how the theme develops throughout the text
		     o NMSI: Three Levels of Reading (Module 3)
		 o Students paraphrase and restate the theme including details in correct sequence.

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.	1. Analyze how complex characters develop throughout the text via plot, other characters, and the theme.	o Students create a visual of the character from the beginning of the text to the end of the text including interactions with other characters and plot development. o Round/Flat, Static/Dynamic characters o NMSI: Post-Mortem of a Character o
Craft and Structure		
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).	1. Explain the meaning of figurative language, words and phrases as used in the text 2. Explain the connotations of words and phrases and how they impact tone throughout the text	o Class creates a T-chart with figurative language on one side and the impact and meaning on the other side of the chart. o Students choose five favorite figurative phrases and describe the impact on the reader and tone in the text. o Have students use a thesaurus to identify words with the same denotation but different connotations. Put words on a chart according to their connotations.
RL.9-10.5 Analyze how	1. Understand and determine how the	o Have students highlight phrases, words and

an author's choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	author deliberately structures a text to create mystery, tension or surprise. 2. Understand and determine how an author uses structure and time to create mystery, tension or surprise. 3. Understand and determine how an author incorporates literary devices to create effects such as mystery, tension, or surprise.	sentences that show how the text is structured, time passes and effect on tone. o Using a plot diagram, identify and label elements of foreshadowing and suspense. o "The Most Dangerous Game" Richard Connell o "A Sound of Thunder" Ray Bradbury o "The Cask of Amontillado" Edgar Allan Poe o "The Bells" Edgar Allan Poe
RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture), drawing on a wide reading of world literature.	1. Read multiple world literature texts. 2. Examine how the author or character's attitude toward the subject is shaped by his or her culture. 3. Research an author's background and then determine why the author decided to tell the story from that point of view.	o Create a chart for each point of view (1st person, 3rd person limited, 3rd person omniscient), define, and record advantages/disadvantages o Read personal narrative or editorial and determine POV (Point-of View), highlighting words that identify which POV o Create Venn Diagram to compare and contrast two POVs within a text o Read a biography of the author

Integration of Knowledge and Ideas

RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	1. Identify the subjects being addressed by the written and visual texts. 2. Discuss and show how the written and visual texts differ.	o Locate multiple accounts of an event in different mediums; identify event details from both informational texts o Establish a framework for analyzing visual texts (rubric, checklist, etc.) o Artistic media/visual texts = photography, artwork, pictures, sculptures, advertisements, film clips, etc. o "St. George and the Dragon" paired with "Not My Best Side," by U. A. Fanthorpe
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text (e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments), assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	1. Identify claims of the text 2. Evaluate rationale and credibility of evidence 3. Identify persuasive techniques and logical fallacies	o Identify argument; highlight claims and evidence in different colors and note how each supports claim o Persuasive techniques include: emotional appeals, appeals by association, and word choice.
RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare).	1. Analyze how an author in a specific work draws on source material.	o Use colors to highlight two themes or topics as they develop in a text (ex. Washington's Farewell Address, Gettysburg Address, King's I Have a Dream) o Compare an adaptation to an original sample

Range of Reading and Level of Complexity		
RL.9-10.10 By the end of grade 9, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 10 (from upper grade 9 to grade 11), with scaffolding as needed at the high end of the range.	1. Read fiction, poetry, and drama of increasing complexity from a variety of cultures and time periods.	o Assign an array of literary and informational texts o Literature circles o Independent novel studies

Reading—Informational Text

Key Ideas and Details		
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite specific examples of what an author says explicitly 2. Support analysis through citation of strong textual evidence 3. Determine what the author is saying outright and what meaning(s) may be implied indirectly.	o OWL at Purdue for MLA formatting o National Geographic articles

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.	1. Determine the central idea and development in a text.
	2. Student will identify details that contribute to the central idea.
	3. Student will restate and summarize main ideas or events after reading a text
		o MLK Jr. "I Have a Dream" speech
		o Article:
		   o "How Private is Your Private Life" Andrea Rock
		   o "The Privacy Debate: One Size Doesn't Fit All" Arthur Ahalt

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.	1. Examine the choices made by the author regarding emphasis and organization. 2. Examine connections made between ideas.	o Op Ed or Letters to the Editor o Leonard Pitts articles
Craft and Structure		
RI.9-10.4 Determine the meaning of words and phrases as they are used in various genres, including figurative,	1. Explain the meaning of figurative and technical language, words and phrases as used in the text 2. Explain the connotations of words and phrases and how they impact	o Leonard Pitts o Letters to the Editor

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).	tone throughout the text	
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).	1. Analyze in detail the development of the author's ideas or claims in a. Sentences b. Paragraphs c. and larger portions of text.	o Refined (continued development) o Create a chart for each point of view (1st person, 3rd person limited, 3rd person omniscient), define, and record advantages/disadvantages o Read personal narrative or editorial and determine POV, highlighting words that identify which POV o Create Venn Diagram to compare and contrast two POVs within a text
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	1. Determine the author's claim or purpose in a text. 2. Analyze how an author uses rhetoric to advance that claim or purpose.	o Point of view = claim/purpose o Rhetoric = persuasive language, etc. o Political speeches o Advertisements o Billy Mays infomercials
Integration of Knowledge and Ideas		
RI.9-10.7 Analyze various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	1. Analyze multiple accounts of a subject in both print and multimedia; discuss and show how they differ.	o Locate multiple accounts of an event in different mediums; identify event details from both informational texts o *Night* and Oprah's interview with Elie Wiesel
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text (e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments), assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	1. Identify and evaluate a speaker's point of view or reasoning. 2. Identify and evaluate a speaker's use of evidence and rhetoric. 3. Identify logical fallacies and/or exaggerated or distorted evidence. 4. Examine claims of the text for rationale and credibility of evidence.	o Identify argument; highlight claims and evidence in different colors and note how each supports claim
RI.9-10.9 Analyze seminal U.S. and world 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"), including how they	1. Analyze significant historical and literary texts for common themes and ideas. 2. Identify author's purpose and audience.	o Use colors to highlight two themes or topics as they develop in a text (ex. Washington's Farewell Address, Gettysburg Address, King's I Have a Dream)

address related themes and concepts.		

RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction, within a complexity band appropriate to grade 9 (from upper grade 8 to grade 10), with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction, within a complexity band appropriate to grade 10 (from upper grade 9 to grade 11), with scaffolding as needed at the high end of the range.	1. Read and comprehend appropriate literary nonfiction for grade 9.	o Assign an array of literary and informational texts o Literature circles o Independent novel studies

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; 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; b. Develop claim(s) and counterclaims fairly, 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; c. Use words, phrases, and 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; d. Establish and maintain a	1. Generate and develop a well-constructed claim (controlling idea, thesis) that states, refutes, or modifies a position.
	2. Logically sequence claims, counterclaims, reasons, and evidence.
	3. Choose, apply, and maintain an organizational structure appropriate to the writing purpose.
	4. Attend to audience, interest, appeal.
	5. Utilize correct conventions of formal language i.e. academic and domain-specific language, diction, phrases, and clauses to address audience specific purpose.
	6. Implement quotations, summaries, paraphrases, citations into written text.
	7. Apply editing phase of writing
	8. Provide a concluding statement or section that restates, summarizes, and accentuates main points.
		o Using the text: (Unit 6 –McLit), or a variety of persuasive speeches, have students identify various components and write and deliver a persuasive speech.
		o Editing to include:
		    o Spelling, capitalization, punctuation
		    o Subject-Verb agreement, pronoun-antecedent agreement
		    o Complete sentences
		    o Appropriate pronoun usage
		    o Shifts in verb tense

formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; e. Provide a concluding statement or section that follows from and supports the argument presented.		
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; 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; 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; d. Use precise language and domain-specific vocabulary to manage the complexity of the topic; 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; f. Provide a concluding statement or section that follows from and supports the information or explanation presented	1. Write an explanatory/informative text that: a. Includes an introduction utilizing hook, background, thesis. b. Uses a standard format, which includes: introduction, body, and conclusion c. Uses appropriate and effective formatting with heading, graphics, multi-media, quotations, citation, etc. d. Utilizes various transitions, words, phrases and clauses to link major sections of text. e. Demonstrates an understanding of word relationships, meaning, and function in different contexts. f. Provides a concluding statement or section that restates, summarizes, and accentuates main points.	o Write multiple possible hooks (quote, statistic, anecdote, definition, etc.) o OWL at Purdue for MLA formatting as well as organizational strategies o IVF (Identify, Verb, Finish) (Step Up to Writing)

(e.g., articulating implications or the significance of the topic).		

W.9-10.3 Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences; a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events; b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole; d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	1. Write a narrative to develop real or imagined experiences that:
	    a. Includes an introduction to orient the reader with the problem, situation, point of view, and narrator/characters.
	    b. Is appropriately paced
	    c. Integrates and develops plot and characterization to move the story.
	    d. Uses a variety of techniques and events that build upon one another to maintain the whole of the story.
	    e. Uses description, imagery, and language to create precise and realistic images, plots, settings and characters.
	    f. Includes a conclusion that resolves the sequence of events.
	    g. Uses the editing process
		o Using personal narratives, have students outline a plot-line to identify the various components of the narrative. i.e. sequence, rising action, conflict, setting, and character development.
		o Techniques to include:
		    o Sequence and build events to meet the needs of the audience
		    o Appropriate style, voice, mood, tone, etc.

W.9-10.4 Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	1. Write a formatted essay including introduction, thesis, examples, explanations/details, transitions, conclusion.	o T-Chart (Step Up to Writing) o OWL at Purdue for organizational strategies and MLA formatting
Production and Distribution of Writing		
W.9-10.5 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	1. Follow the writing process i.e. brainstorm, outline, RD, revise, edit, final product.	o T-Chart (Step Up to Writing) o OWL at Purdue for organizational strategies and MLA formatting

purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)		

W.9-10.6 Use technology, including the Internet, to produce, publish, 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.	1. Use computer, keyboard, media to produce, publish, and share various works.	o Publication tools:
		  o Google docs
		  o Moodle
		  o PowerPoint
		  o EdModo
		  o Prezi
		  o ActivInspire
		o Production/Revision Tools
		  o Noodle Tools
		  o Son of Citation

Research to Build and Present Knowledge		

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	1. Conduct research to answer teacher-generated and student-generated questions and/or solve problems.
	  a. Narrow or broaden the inquiry when appropriate
	  b. Synthesize multiple sources on the subject.
	  c. Demonstrate an understanding of the subject.
		o Read newspaper for current events articles and interviews
		o SLED/Academic Search Premier
		o Google Scholar
		o If using *Night:* United States Holocaust Memorial Museum website for online resources.

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.	1. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.
	2. Assess the usefulness of each source in answering a research question.
	3. Include information into the text selectively to maintain the flow of ideas.
	4. Cite information appropriately, following a standard format for citation.
		o Advanced search includes
		  o Google scholar
		  o SLED

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research; a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a	1. Draw evidence from literary or informational texts to support analysis, reflection, and research.	o Look at advertisements and persuasive brochures o Political speeches or texts

theme or topic from Ovid or how a later author draws on a play by Shakespeare]."); b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.").		
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.	1. Write for a range of tasks, purposes, and audiences over an extended period of time.	o Journaling and blogging o Quickwrites o Timed writes o Timed Essays o Exit Slips

Speaking and Listening

Comprehension and Collaboration

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, 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. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues,	1. Initiate and participate in a range of collaborative discussions about classroom topics, texts, and issues. 2. Use textual materials to contribute to class discussions in a way that encourages further discussion. 3. Work with peers to set rules for discussion and decision-making. 4. Ask clarifying questions 5. Give verbal and nonverbal feedback to the speaker. 6. Respond thoughtfully to other perspectives and ideas. 7. Summarize his or her or others' points-of-view and offer new connections or analysis based on different perspectives.	o Collaborative discussions to include partner work, small group, and teacher-led discussions. o Use of Social Contract (Capturing Kids' Hearts) as basis for setting rules for discussion and decision making.

presentation of alternate views), clear goals and deadlines, and individual roles as needed; 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; d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source and noting any discrepancies among data or information.	1. Evaluate the credibility and accuracy of a variety of sources of information. 2. Note discrepancies among different sources of data or information. 3. Make a claim based on the integration of multiple sources of information presented in diverse media or formats.	o Watch and analyze TED Talks o Venn Diagram comparing the same topic from different sources/differing viewpoints
SL.9-10.3 Identify and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	1. Identify and evaluate a speaker's point of view or reasoning. 2. Identify and evaluate a speaker's use of evidence and rhetoric. 3. Identify logical fallacies and/or exaggerated or distorted evidence.	o Create a persuasive speech to sell a product using logical fallacies o Watch an advertisement and identify speaker's use of rhetorical devices, etc.
Presentation of Knowledge and Ideas		
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	1. Present information, findings and supporting evidence clearly, concisely and logically. 2. Design a presentation so that listeners can follow the line of reasoning, organization and development of ideas.	o Write a research paper o Write a persuasive essay o Research a topic and write a poem to deliver in a poetry slam, using persuasive evidence within the poem.
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in	1. Use digital media in presentations to enhance understanding of findings, reasoning and evidence and to add interest.	o Prezi o PowerPoint o ActivInspire o YouTube.com clips o Make a movie like *The Lorax* that creatively

presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		moves an agenda.
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	1. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	o Informal and formal classroom presentations o Expository speeches

Language

Conventions of Standard English

L.9-10.1Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; a. Use parallel structure*; 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.	1. Identify parallel structure and revise and edit for parallel structure in their own work. 2. Identify absolute phrases and clauses and demonstrate understanding.	o *Romeo and Juliet*: use various speeches or poetry and have students focus on rhythm of structure. Then have them recreate a different line and manipulate the structure to be parallel. o *Romeo and Juliet*: have students identify various phrases and clauses.
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; b. Use a colon to introduce a list or quotation; c. Spell correctly.	1. Analyze relationships between independent and dependent clauses and appropriately use semi-colon, comma, period, capitalization, and transitions (conjunctive adverbs).	o Using either fiction or non-fiction, have students identify and emulate the formula of various sentence structures.

Vocabulary Acquisition and Use

L.9-10.3 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	1. Evaluate and use print and digital style manuals (e.g. MLA Handbook) for various writing applications.	o After evaluating the vocabulary of documentation manuals, students will use correct documentation to present PowerPoints, Speech, Papers, Footnotes, Reports, Art, etc.

when reading or listening; a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.		

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. Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase; b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy); 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; 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	1. Generate meaning by identifying various contextual clues using:
	   a. Roots and affixes:
	   b. Cultural derivations
	   c. General context
	   d. Dialectical context
	   e. Idiomatic expressions
	2. Identify the part of speech and meaning based on the word's ending.
	3. Identify precise meaning and part of speech of a word.
		o Using a variety of vocabulary strategies, have students uncover meaning through context:
		   o Poetry, *Maya Angelou*
		   o *Night*
		o Vocabulary Maps
		o Step Up to Writing strategies

dictionary).		

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; b. Analyze nuances in the meaning of words with similar denotation (definition) or determine the meaning of analogies.	1. Identify and interpret figures of speech in context.
	2. Analyze nuances in word meanings.
		o Using a variety of vocabulary strategies, have students find various figures of speech:
		  o Alliteration
		  o Analogy
		  o Hyperbole
		  o Denotation/connotation
		  o Euphemism
		  o Irony
		  o Metaphor and simile
		  o Oxymoron
		  o Paradox
		  o Parallelism
		  o Personification
		  o Psittacism
		  o Diction, etc.

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.	1. Students will be able to choose and employ vocabulary and diction appropriately for different purposes.	o Using a variety of non-fiction have students define vocabulary within various genres. o Demonstrate usage through various content areas i.e. social studies, science, engineering, art, math, vocational, etc.