# 9th-10th Grade English Language Arts
## Pacing Guide and Unpacked Standards



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# Groveport Madison ELA Pacing Guide ➤ Indicates Blueprint Focus Standards

| **9th** | **Reading Literature** | **Reading Informational** | **Writing** | **Speaking and Listening** | **Language** |
|---|---|---|---|---|---|
| **1st 9 Weeks** | ➤**RL.9-10.1** Cite textual evidence<br>➤**RL.9-10.2** Determine central ideas/themes/analyze<br>➤**RL.9-10.3** Character development /interaction /plot and theme development<br>➤**RL.9-10.4** Determine meaning of words and phrases<br>➤**RL.9-10.5** Analyze author's choices in how to structure the text<br>➤**RL.9-10.6** Analyze point of view or cultural experience<br>**RL.9-10.10** Read and comprehend complex literary text | ➤**RI.9-10.1** Cite textual evidence<br>➤**RI.9-10.2** Determine central ideas /development/summarize<br>➤**RI.9-10.3** Analyze how an author unfolds ideas or events and makes connections between them<br>➤**RI.9-10.4** Determine meaning of words and phrases<br>➤**RI.9-10.5** Analyze an author's structure of ideas or claims<br>➤**RI.9-10.6** –Determine point of view/analyze rhetoric<br>**RI.9-10.10** Read and comprehend complex informational text | ➤**W.9-10.1 (a,b,c,d,e)** Write arguments to support claims<br>**W.9-10.3 (a,b,c,d,e)** Write narratives<br>➤**W.9-10.4** Produce clear and coherent writing<br>➤**W.9-10.5** Develop and strengthen writing through processes<br>➤**W.9-10.6** Use technology to produce and publish writing<br>**W.9-10.9** Draw evidence to support analysis, reflection, research<br>**W.9-10.10** Write over a range of various frames | **SL.9-10.1 (a,b,c,d)** Prepare and participate in a range of conversations and collaborations.<br>**SL.9-10.2** Integrate and evaluate diverse media formats | ➤**L.9-10.1 (a,b)** Demonstrate command of conventions and usage<br>➤**L.9-10.3(a)** Apply knowledge to determine language functions in contexts<br>➤**L.9-10.4(a,b,c,d)** Determine meaning of unknown words |
| **2nd 9 Weeks** | ➤**RL.9-10.1** Cite textual evidence<br>➤**RL.9-10.2** Determine central ideas/themes/analyze<br>➤**RL.9-10.3** Character development/ interaction/plot and theme development<br>➤**RL.9-10.4** Determine meaning of words and phrases<br>➤**RL.9-10.7** Analyze two different mediums<br>**RL.9-10.10** Read and comprehend complex literary text | ➤**RI.9-10.1** Cite textual evidence<br>➤**RI.9-10.2** Determine central idea/development /summarize<br>➤**RI.9-10.3** Analyze how an author unfolds ideas or events and makes connections between them<br>➤**RI.9-10.4** Determine meaning of words and phrases<br>➤**RI.9-10.7** Analyze two different mediums<br>➤**RI.9-10.9** Analyze historical documents<br>**RI.9-10.10** Read and comprehend complex informational text | ➤**W.9-10.1 (a,b,c,d,e)** Write arguments<br>➤**W9-10.2 (a,b,c,d,e,f)** Write informative/ explanatory texts<br>➤**W.9-10.4** Produce clear and coherent writing<br>➤**W.9-10.6** Use technology to produce and publish writing<br>➤**W.9-10.9** Draw evidence to support<br>**W.9-10.5** Develop and strengthen writing<br>**W.9-10.10** Write over a range of various frames | **SL.9-10.1 (a,b,c,d)** Prepare and participate in a range of conversations and collaborations. | ➤**L.9-10.1 (a,b)** Demonstrate command of conventions and usage<br>➤**L.9-10.2 (a,b,c)** Demonstrate command of grammatical conventions<br>➤**L.9-10.3(a)** Apply knowledge to determine language functions in contexts<br>➤**L.9-10.5(a,b)** Demonstrate understanding of figurative language, word relationships, and nuances<br>➤**L.9-10.(a,b,c,d)** Determine meaning of unknown words and phrases |

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|---|---|---|---|---|
| **3rd 9 Weeks** | ➤**RL.9-10.1** Cite textual evidence<br>➤**RL.9-10.4** Determine meaning of words and phrases<br>➤**RL.9-10.6** Analyze point of view or cultural experience<br>➤**RL.9-10.9** Analyze source material<br>**RL.9-10.10** Read and comprehend complex literary text | ➤**RI.9-10.1** Cite textual evidence<br>➤**RI.9-10.4** Determine meaning of words and phrases<br>➤**RI.9-10.6** Determine point of view/analyze rhetoric<br>➤**RI.9-9-10.8** Delineate/evaluate argument and claims<br>**RI.9-10.10** Read and comprehend complex informational text | ➤**W.9-10.1 (a,b,c,d,e)** Write arguments to support claims<br>➤**W.9-10.4** Produce clear and coherent writing<br>**W.9-10.5** Develop and strengthen writing<br>➤**W.9-10.6** Use technology to produce and publish writing<br>**W.9-10.7** Conduct research projects<br>**W.9-10.8** Gather sources/analyze source material<br>**W.9-10.9** Draw evidence to support analysis, reflection, research<br>**W.9-10.10**- Write over a range various frames | **SL.9-10. (a,b,c,d)1** Prepare and participate in a range of conversations and collaborations.<br>**SL.9-10.3** Evaluate a speaker's point of view | ➤**L.9-10.1 (a,b)** Demonstrate command of conventions and usage<br>➤**L.9-10.2(a,b,c)** Demonstrate command of grammatical conventions<br>➤**L.9-10.3(a)** Apply knowledge to determine language functions in contexts<br>➤**L.9-10.4(a,b,c,d)** Determine meaning of unknown words and phrases<br>➤**L.9-10.6** Acquire and use academic and domain-specific vocabulary |
| **4th 9 Weeks** | ➤**RL.9-10.1** Cite textual evidence<br>➤**RL.9-10.2** Determine central ideas/themes/analyze<br>➤**RL.9-10.3** Character development/interaction /plot and theme development<br>➤**RL.9-10.4** Determine meaning of words and phrases<br>➤**RL.9-10.7** Analyze two different mediums<br>**RL.9-10.10** Read and comprehend complex literary text | ➤**RI.9-10.1** Cite textual evidence<br>➤**RI.9-10.2** Determine central ideas/themes/summarize<br>➤**RI.9-10.4** Determine meaning of words and phrases<br>➤**RI.9-10.3** Analyze how an author unfolds ideas or events and makes connections between them<br>**RI.9-10.7** Analyze two different mediums<br>**RI.9-10.10** Read and comprehend complex informational text | ➤**W.9-10.1 (a,b,c,d,e** Write arguments<br>➤**W.9-10.4** Produce clear and coherent writing<br>➤**W.9-10.6** Use technology to produce and publish writing<br>➤**W.9-10.9** Draw evidence to support analysis, reflection, research<br>**W.9-10.5** Develop and strengthen writing<br>**W.9-10.10** Write over a range various frames | **SL.9-10.1 (a,b,d,e)** Prepare and participate in a range of conversations and collaborations.<br>**SL.9-10.2** Integrate and evaluate diverse media formats<br>**SL.9-10.4** Present information<br>**SL.9-10.5** Use digital media in presentations<br>**SL.9-10.6** Adapt speech | ➤**L.9-10.1 (a,b)** Demonstrate command of conventions and usage<br>➤**L.9-10.2(a,b,c)** Demonstrate command of grammatical conventions<br>➤ **L.9-10.4(a,b,c,d)** Determine meaning of unknown words |

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| 10th | Reading Literature | Reading Information | Writing | Speaking and Listening | Language |
|------|--------------------|---------------------|---------|------------------------|----------|
| **1st 9 Weeks** | ➤**RL.9-10.2** Determine central ideas/themes/analyze<br>➤**RL.9-10.3** Analyze character development/interaction/plot and theme development<br>➤**RL.9-10.4** Determine the meaning of words and phrases<br>➤**RL.9-10.5** Analyze author's choices in how to structure the text<br>➤**RL.9-10.6** Analyze point of view or cultural experience<br>**RL.9-10.10** Read and comprehend complex literary texts | ➤**RI.9-10.2** Determine central ideas/development/summarize<br>➤**RI. 9-10.3** Analyze how an author unfolds ideas or events and makes connections between them<br>➤**RI.9-10.4** Determine meaning of words and phrases<br>➤**RI.9-10.5** Analyze an author's structure of ideas or claims<br>➤**RI.9-10.6** Determine point of view/analyze rhetoric<br>**RI.9-10.10** Read and comprehend complex literary texts | **W.9-10.3 (a,b,c,d,e)** Write narratives<br>➤**W.9-10.4** Produce clear and coherent writing<br>➤**W.9-10.5** Develop and strengthen writing through processes<br>➤**W.9-10.6** Use technology to produce and publish writing<br>➤**W.9-10.9** Draw evidence from texts to support analysis, reflection, research<br>**W.9-10.10** Write over a range of time various frames | **SL.9-10.1(a,b,c,d)** Prepare and participate in a range of conversations and collaborations. | ➤**L.9-10.1** Demonstrate command of conventions and usage.<br>➤**L.9-10.2 (a,b,c)**- Demonstrate command of grammatical conventions<br>➤**L.9-10.3** Apply knowledge to determine language functions in contexts<br>➤**L.9-10.4 (a,b,c,d)** Determine meaning of unknown words and phrases<br>➤**L.9-10.5 (a,b)** Demonstrate understanding of figurative language, word relationships, and nuances |
| **2nd 9 Weeks** | ➤**RL. 9-10.1** Cite textual evidence<br>➤**RL.9-10.2** Determine central ideas/themes/analyze<br>➤**RL.9-10.4** Determine the meaning of words and phrases<br>➤**RL.9-10.7** Analyze two different mediums<br>**RL.9-10.10**-Read and comprehend complex literary texts | ➤**RI.9-10.1** Cite textual evidence<br>➤**RI.9-10.2** Determine central ideas/themes/summarize<br>➤**RI. 9-10.3** Analyze how an author unfolds ideas or events and makes connections between them<br>➤**RI.9-10.4** Determine the meaning of words and phrases<br>➤**RI.9-10.7** Analyze in two different mediums<br>**RI.9-10.10** Read and comprehend complex literary texts | ➤**W.9-10.1 (a,b,c,d,e)**Write arguments to support claims<br>**W9-10.2 (a,b,c,d,e,f)** Write informative/ explanatory texts<br>➤**W.9-10.4** Produce clear and coherent writing<br>➤**W.9-10.5** Develop and strengthen writing through processes<br>➤**W.9-10.6** Use technology to produce and publish writing<br>➤**W.9-10.9** Draw evidence from to support analysis, reflection, research<br>**W.9-10.10** Write over a range of time various frames | **SL.9-10.1 (a,b,c,d)** Prepare and participate in a range of conversations and collaborations.<br>**SL.9-10.6** Adapt speech to a variety of contexts and tasks. | ➤**L.9-10.1** Demonstrate command of conventions and usage<br>➤**L.9-10.2 (a,b,c,d)**Demonstrate command of grammatical conventions<br>➤**L.9-10.3** Apply knowledge to determine language functions in context<br>➤**L.9-10.4 (a,b,c,d)** Determine meaning of unknown words and phrases |

# Groveport Madison ELA Pacing Guide ➤ Indicates Blueprint Focus Standards

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|---|---|---|---|---|---|
| **3rd<br>9 weeks** | ➤**RL.9-10.1** Cite textual evidence<br>➤**RL.9-10.4** Determine the meaning of words and phrases<br>➤**RL.9-10.9** Analyze source material<br>**RL.9-10.10** Read and comprehend complex literary texts | ➤**RI.9-RI.9-10.8** Delineate /evaluate argument and claims<br>➤**RI. 9-10.3** Analyze how an author unfolds ideas or events and makes connections between them<br>➤**RI.9-10.4** Determine the meaning of words and phrases<br>**RI.9-10.10** Read and comprehend complex literary texts | ➤**W.9-10.1 (a,b,c,d,e)** Write arguments to support claims<br>➤**W.9-10.4** Produce clear and coherent writing<br>➤**W.9-10.5** Develop and strengthen writing through processes<br>➤**W.9-10.6** Use technology to produce and publish writing<br>➤**W.9-10.7** Conduct research projects<br>➤**W.9-10.8** Gather sources/analyze source material<br>➤**W.9-10.9** Draw evidence from text to support analysis, reflection, research<br>**W.9-10.10** Write over a range of time various frames | **SL.9-10.1 (a,b,c,d)** Prepare and participate in a range of conversations and collaborations.<br>**SL.9-10.2** Integrate and evaluate diverse media formats | ➤**L.9-10.1** Demonstrate command of conventions and usage.<br>➤**L.9-10.2 (a,b,c,d)** Demonstrate command of grammatical conventions<br>➤**L.9-10.3** Apply knowledge to determine language functions in context<br>➤**L.9-10.4 (a,b,c,d)** Determine meaning of unknown words and phrases<br>➤**L.9-10.6** Acquire and use academic and domain-specific vocabulary |
| **4th<br>9 weeks** | ➤**RL.9-10.1** Cite textual evidence<br>➤**RL.9-10.4** Determine the meaning of words and phrases<br>**RL.9-10.10** Read and comprehend complex literary texts | ➤**RI.9-10.4** Determine the meaning of words and phrases<br>➤**RI.9-10.9** Analyze historical documents<br>**RI.9-10.10** Read and comprehend complex informational texts | ➤**W.9-10.1 (a,b,c,d,e)** Write arguments to support claims<br>➤**W.9-10.4** Produce clear and coherent writing<br>➤**W.9-10.5** Develop and strengthen writing through processes<br>➤**W.9-10.6** Use technology to produce and publish writing<br>➤**W.9-10.9** Draw evidence from text to support analysis, reflection, research<br>**W.9-10.10** Write over a range of time various frames | **SL.9-10.3** Evaluate speaker's point of view<br>**SL.9-10.4** Present information<br>**SL.9-10.5** Make strategic use of digital media | ➤**L.9-10.1** Demonstrate command of conventions and usage.<br>➤**L.9-10.2 (a,b,c,d)** Demonstrate command of grammatical conventions<br>➤**L.9-10.4 (a,b,c,d)** Determine meaning of unknown words and phrases |

| **RL 9 – 10.1** | **Standard:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **Anchor:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
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| **Essential Question(s)** | **Vocabulary** | **Criteria for Success (Performance Level Descriptors)** |
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**Essential Question(s)**

❏ How can I provide the best proof from the text to support meaning of the text?

**Essential Skills**
❏ Identify strong and thorough textual evidence
❏ Discuss details the text uses to support textual analysis.
❏ Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas.
❏ Draw inferences from the text in order to understand how textual analysis is developed.
❏ Cite strong and thorough textual evidence to support the text (explicit and inferred).

**Vocabulary**

❏ analyze
❏ cite
❏ explicit
❏ textual evidence
❏ conclude
❏ inference

**Criteria for Success (Performance Level Descriptors)**

**Limited:** Reference basic textual evidence to support analysis of what the text says explicitly or support analysis of simple inferences drawn from the text.
**Basic:** Cite basic textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.
**Proficient:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
**Accelerated:** Cite strong and thorough textual evidence to support a deep analysis of what the text says as well as complex inferences drawn from the text
**Advanced:** Cite strong textual evidence as well as complex inferences from multiple parts of the text to support a deep analysis of the text.

**Key Strategies**

● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
● Making connections and responding to text
● Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

**Question Stems**

❏ What textual evidence did you identify to support your analysis of the text? Cite several examples.
❏ What inferences can you draw from your analysis of the text?
❏ Show me in the text what makes you think that.
❏  evidence (textual or informational) most strongly supports your analysis?

| **RL 8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | **RL 11 – 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, including determining where the text leaves matters uncertain. |
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| **RL 9 – 10.2** | **Standard:** Analyze literary text development.<br>a. Determine a theme 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.<br>b. Provide an objective summary of the text that includes the theme and relevant story elements. | **Anchor:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

**Essential Question(s)**

❏ How can I summarize the text by using the details related to the theme?

**Essential Skills**

❏ Identify the central idea or theme within a text.
❏ Identify specific details that support the development of a theme Interpret how the text supports key ideas or themes with specific details.
❏ Compose an objective summary of the text that includes how the central idea emerges, is shaped and is refined by specific details. or central idea as it emerges, is shaped and refined.
❏ Objectively summarize a text
❏ Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details.

**Vocabulary**

❏ determine
❏ theme
❏ central idea
❏ analyze
❏ objective
❏ summarize
❏ emerge
❏ refine

**Criteria for Success**
**(Performance Level Descriptors)**

**Limited:** Identify a simple theme or central idea; provide a retelling of the text.
**Basic:** Determine a theme or central idea and describe its development; provide a summary of the text.
**Proficient:** Determine a theme or central idea and analyze in detail its development, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
**Accelerated:** Determine and evaluate a theme or central idea and analyze in detail its development, including how it emerges and is shaped and refined by specific details; provide a comprehensive, objective summary of the text.
**Advanced:** Evaluate multiple themes or central ideas and analyze in detail how they are developed and shaped by specific details; provide an objective, comprehensive summary of the text

**Key Strategies**

● Making connections and responding to text
● Rereading to clarify information
● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

**Question Stems**

❏ What is the theme or central idea?
❏ Cite evidence from the text to support your determination of the theme/central idea.
❏ Which detail or event first presented an indication of the theme?
❏ Identify additional details that shaped the theme or central passage.
❏ How can you objectively summarize the text?

**RL 8.2:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**RL 11 – 12.2:** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

# Ohio Learning Standards – Clear Learning Targets – ELA Grades 9-10

| RL 9 – 10.3 | **Standard:** 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. | **Anchor:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
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**Essential Question(s)**

❏ How does the interaction between the characters move the plot or contribute to theme?

**Essential Skills**

❏ Identify complex characters in a text.
❏ Identify evidence in a text that makes a character complex.
❏ Identify conflicting motivations.
❏ Analyze how a change in one element shapes another.

**Vocabulary**

❏ dialogue
❏ incident
❏ propel
❏ aspect
❏ reveal
❏ provoke
❏ complex character
❏ multiple
❏ conflicting
❏ motivation
❏ interact
❏ advance
❏ theme

**Criteria for Success
(Performance Level Descriptors)**

**Limited:** Identify how characters develop, interact with other characters, and advance the plot or develop the theme.
**Basic:** Describe how characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.
**Proficient:** Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.
**Accelerated:** Analyze the effectiveness of the development of complex characters, including how they interact to advance the plot or shape the theme.
**Advanced:** Evaluate the effectiveness of the author's subtle development of complex characters over the course of the text, including how nuanced interactions serve to advance the plot or shape the theme.

**Question Stems**

❏ What statement(s) or action(s) lead to a shift in advancement in the events of the story?
❏ What is revealed about the character by events or dialogue?
❏ What decision is provoked by incident?
❏ Which character can be described as complex based on motivations?
❏ What are their motivations? Are they conflicting? Is so, how?
❏ How are the character motivations developed over the course of the text?
❏ Which interactions between characters contribute to the development of the theme?

**Key Strategies**

● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
● Making connections and responding to text
● Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

**RL 8.3:** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**RL 11 – 12.3:** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).

| **RL 9 – 10.4** | **Standard:** 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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone). | **Anchor:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
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**Essential Question(s)**

❏ How does the author's use of specific types of figurative language and connotation affect the meaning of the text?

**Essential Skills**

❏ Identify figurative and connotative words and phrases. Identify meaning and tone of a text.
❏ Identify specific words that impact meaning and tone.
❏ Determine meanings of words and phrases as they relate to meaning or tone.
❏ Determine the figurative and connotative meanings of words and phrases as they are used in the text.
❏ Analyze the cumulative impact of specific word choices on meaning or tone.

**Academic Vocabulary**

❏ figurative meaning
❏ connotative meaning
❏ impact
❏ tone
❏ word choice
❏ analogies
❏ allusions
❏ cumulative
❏ evoke
❏ formal
❏ informal

**Criteria for Success**

**(Performance Level Descriptors)**

**Limited:** Determine, using textual support, the literal meaning of words and phrases as they are used in the text.
**Basic:** Determine, using textual support, the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
**Proficien**t: 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.
**Accelerated:** Determine the meaning of complex words and phrases as they are used in the text, including figurative and connotative meanings; analyze and evaluate the rhetorical impact of specific word choices on meaning and tone.
**Advanced:** Determine the meaning of complex words and phrases as they are used in the text, including figurative, connotative, and nuanced meanings; analyze and evaluate the cumulative impact of specific word choices on meaning and tone, including analogies and allusion.

**Key Strategies**

● Seeking meaning of unknown vocabulary
● Rereading to clarify information
● Assimilating prior knowledge

**Question Stems**

❏ What does the word/phrase mean in this selection?
❏ How does the author's repetition of a word choice impact the tone of the text?
❏ Which words or phrases specifically impact the meaning or tone?
❏ Is the text formal or informal in tone? Why?

**RL 8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**RL 11 – 12.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **(See grade 11/12 Language standards 4- 6.)**

| RL 9 – 10.5 | **Standard:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | **Anchor:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole |
|---|---|---|

**Essential Question(s)**

❑ How does the text structure help me understand the text?
❑ Why does the structure of the text matter?
❑ How can the author's choice to structure the text create different effects in the text?

**Essential Skills**

❑ Recognize manipulation of time in text through pacing and flashbacks.
❑ Describe how aspects of text structure, order of events, and timing creates the effect of mystery, tension or surprise.
❑ Describe the effects of mystery, tension, and surprise.
❑ Analyze how an author's choice of plot structure, order of events or manipulation of time creates an effect of mystery, tension, or surprise.

**Questions Stems**

❑ How does the structure of the text contribute to its meaning?
❑ How does the author order the events? What is the effect?
❑ Identify the devices used to manipulate time.
❑ How does the (structural element) create the effect of?

**Vocabulary**

❑ analyze
❑ text structure
❑ contribute
❑ compare
❑ contrast
❑ differ
❑ effect
❑ manipulative
❑ tension
❑ parallel

**Criteria for Success**
**(Performance Level Descriptors)**

**Limited:** Identify an author's choices concerning how to structure a text, order events within it, and manipulate time.
**Basic:** Describe an author's choices concerning how to structure a text, order events within it, and manipulate time.
**Proficient:** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
**Accelerated:** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise, and examine their impact on the text as a whole.
**Advanced:** Analyze how an author structures a text, orders events, and manipulates time, evaluating the impact these choices have on the text as a whole.

**Key Strategies**

● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
● Making connections and responding to text
● Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

**RL 8.5:** Compare and contrast the structure of two or more texts and analyze how the differing structure of each texts contributes to its meaning and style.

**RL 11 – 12.5:** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

## RL 9 – 10.6

**Standard:** Analyze how a particular point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**Anchor:** Assess how point of view or purpose shapes the content and style of a text.

### Essential Question(s)

❏ How can the point of view from a multicultural perspective influence the story?

### Essential Skills

❏ Define cultural experience.
❏ Distinguish difference between culture and cultural experience.
❏ Identify point of view or cultural experience presented.
❏ Cite details or examples of the point of view or cultural experience.
❏ Examine the relationships of the point of view or cultural experience with those of other cultures as read in texts from outside the US.
❏ Analyze the point of view or cultural experience using contrasting and/or supporting views from a wide array of other world literature.

### Question Stems

❏ What is the origin of the piece of literature?  How would you describe the culture?
❏ What values and beliefs motivate the main character?
❏ How are the customs and expectations in the work different from that of the reader?
❏ What point of view is presented?
❏ How does cultural influence or shape the point of view?
❏ How might the text/point of view differ in an another culture?

### Academic Vocabulary

❏ point of view
❏ narrator
❏ cultural
❏ dramatic
❏ effect
❏ develop

### Criteria for Success
### (Performance Level Descriptors)

**Limited:** Describe an explicit point of view or cultural experience reflected in a work of literature from outside the United States.

**Basic:** Determine, using textual support, the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.

**Proficient:** Analyze a particular view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**Accelerated:** Analyze competing points of view or cultural experiences reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**Advanced:** Evaluate competing views or cultural experiences across works of literature from outside the United States, drawing on a wide reading of world literature.

### Key Strategies

● Assimilating prior knowledge
● Seeking meaning of unknown vocabulary
● Making connections and responding to text

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**RL 8.6:** Analyze how a differences in the points of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense of humor.

**RL 11 – 12.6:** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

| **RL 9 – 10.7** | **Standard:** Analyze the representation of a subject or a key scene in two different artistic mediums, 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*). | **Anchor** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| --- | --- | --- |

**Essential Questions**

❏ How can different artistic mediums of a key scene be represented differently?

**Essential Skills**

❏ Recognize the literary and artistic use of the terms subject and key scene.
❏ Analyze how and why a subject or scene is represented.
❏ Analyze what is stressed or absent from a subject or seen in a variety of artistic mediums.

**Questions Stems**

❏ What is the subject or key scene in each piece?
❏ How does the author depict the main character or scene?
❏ What are the contrasting views of the portrayal of the character or scene?
❏ What is emphasized? How? Why?
❏ What is absent in one portrayal?
❏ How do subjects or key scenes differ?
❏ Which do you prefer? Why?

**Vocabulary**

- representation
- artistic medium
- emphasize
- treatment

**Criteria for Success
(Performance Level Descriptors)**

**Limited:** Describe depictions of a subject or a key scene in two different artistic mediums.
**Basic:** Compare and contrast the differences of a subject or key scene in two different artistic mediums, including what is included in each treatment.
**Proficient:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
**Accelerated:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment, and evaluate its effect on the reader's or viewer's interpretation.
**Advanced:** Analyze a subject or a key scene in two different artistic mediums, including what is subtly emphasized or absent in each treatment, and evaluate how these differences affect the reader's or viewer's interpretation.

**Key Strategies**

- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- Making connections and responding to text
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

**RL 8.7:** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

**RL 11 – 12.7:** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

**RL 9 – 10.9**

**Standard:** Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

**Anchor:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Essential Question(s)**

❏ How does an author use original sources as a pattern for a particular text?

**Essential Skills**

❏ Distinguish between theme and topic.
❏ Identify difference between primary text and source material.
❏ Identify allusion, metaphor, parable, and parody.

**Vocabulary**

❏ source material
❏ transform
❏ theme
❏ topic

**Criteria for Success
(Performance Level Descriptors)**

**Limited:** Recognize that an author draws on source material.
**Basic:** Describe how an author draws on and transforms source material.
**Proficient:** Analyze how an author draws on and transforms source material.
**Accelerated:** Analyze the effectiveness of how an author draws on and transforms source material.
**Advanced:** Evaluate the effectiveness of how an author draws on and transforms source material in a specific work, including the effect of details not included in the transformation.

**Question Stems**

❏ What is the theme or topic?
❏ What source material did the author use?
❏ How does the work build upon the original?
❏ How did the author treat the theme or topic?

**Key Strategies**

● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
● Making connections and responding to text
● Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

**RL 8.9:** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

**RL 11 – 12.9:** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

| RL 9 – 10.10 | **Standard:** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. | **Anchor:** Read and comprehend complex literary and informational texts independently and proficiently. |
|---|---|---|

**Essential Question(s)**

❏ What strategies am I using to become an independent and proficient reader of literary texts?

**Essential Skills**

❏ Identify/understand key ideas and details.
❏ Identify/understand craft and structure.
❏ Identify/understand integration of knowledge and ideas
❏ Comprehend key ideas and details.
❏ Comprehend craft and structure.
❏ Comprehend integration of knowledge and ideas.

**Vocabulary**

❏ text complexity
❏ independent
❏ proficient
❏ comprehend
❏ genre
❏ fiction
❏ nonfiction

**Criteria for Success**
**(Performance Level Descriptors)**

*(No Source Data*)

**Key Strategies**

● Rereading to clarify information
● Seeking meaning of unknown vocabulary
● Making and revising predictions
● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
● Fiction-Nonfiction Pairs
● Use of multimedia
● Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

**Question Stems**

❏ What have you read independently lately?
❏ What genres have you recently read?
❏ What genre did you enjoy the most?
❏ Have you read multiple books by the same author?
❏ Who is your favorite author?
❏ Do you think you are ready to read a more complex text or different type of literature?
❏ What is the lexile level of this text?
❏ Briefly summarize the plot and theme of the text.

**RL 8.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

**RL 11 – 12.10:** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

| | | |
|---|---|---|
| **RI 9 – 10.1** | **Standard:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **Anchor**: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |

**Essential Question(s)**

❏ How can I prove what I have learned from the text?

**Essential Skills**

❏ Identify strong and thorough textual evidence.
❏ Discuss details the text uses to support textual analysis
❏ Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas.
❏ Draw inferences from the text to support textual analysis.
❏ Cite strong and thorough textual evidence to support the text.

**Vocabulary**

❏ cite
❏ thoroughly
❏ textual evidence
❏ analysis
❏ explicit
❏ inference

**Criteria for Success**

**(Performance Level Descriptors)**

**Limited:** Reference textual evidence to support analysis of what the text says explicitly or support analysis of simple inferences drawn from the text.
**Basic:** Cite basic textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.
**Proficient:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
**Accelerated:** Cite strong and thorough textual evidence to support a deep analysis of what the text says as well as complex inferences drawn from the text.
**Advanced:** Cite strong textual evidence as well as complex inferences from multiple parts of the text to support a deep analysis of the text.

**Key Strategies**

● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
● Making connections and responding to text
● Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

**Question Stems**

❏ What is stated explicitly in the text?
❏ What inferences can you draw from specific textual evidence?
❏ What evidence leads you to this conclusion?
❏ What evidence is most supportive of your analysis?

**RI 8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RI 11 -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, including determining where the text leaves matters uncertain.

| **RI 9 – 10.2** | **Standard:** Analyze informational text development.<br>  a.  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.<br>  b.  Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. | **Anchor**: **RI 11 -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, including determining where the text leaves matters uncertain. |

**Essential Question(s)**

❏ How can I use the relationship between the main idea and details to summarize the text?

**Essential Skills**

❏ Identify the central idea of a text.
❏ Identify specific details that support the development of the central idea as it emerges, is shaped, and refined.
❏ Analyze how the central idea of a text emerges, is shaped and refined by specific details. Interpret how the text supports key ideas with specific details.
❏ Provide an objective summary that includes how the central idea emerges, is shaped and refined by specific details.

**Vocabulary**

❏ central idea
❏ analyze
❏ development
❏ relationship
❏ supporting
❏ summary
❏ emerge
❏ refine

**Criteria for Success**

**(Performance Level Descriptors)**

**Limited:** Identify a simple central idea; provide a retelling of the text.
**Basic:** Determine a central idea and describe its development; provide a summary of the text.
**Proficient:** Determine a central idea and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the tex**t.**
**Advanced:** Determine and evaluate a central idea and analyze in detail its development, including how it emerges and is shaped and refined by specific details; provide a comprehensive, objective summary of the text.

**Key Strategies**

● Evaluate multiple central ideas and analyze in detail their development including how they emerge and are shaped and refined by specific details.
● Provide a comprehensive, objective summary of the text.

**Question Stems**

❏ What is the central idea?
❏ How is the central idea developed?
❏ What supporting ideas are included in the text?
❏ When does the central idea first emerge?
❏ How is the central idea refined throughout the course of the text?
❏ How can you objectively summarize the text?

| **RI 8.2:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | **RI 11 – 12.2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |

| RI 9 – 10.3 | **Standard:** 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. | **Anchor:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| --- | --- | --- |

## Essential Question(s)

❑ How can the sequence of events and connections to the main points used by the author help me understand the text?

## Essential Skills

❑ Identify organizational patterns.
❑ Identify paragraph development strategies.
❑ Examine how an author's strategies are used to introduce and develop points and connections drawn between them.
❑ Analyze the author's use of organizational patterns and techniques to connect ideas and communicate an overall message

## Vocabulary

❑ analyze
❑ analysis
❑ series
❑ introduce
❑ develop
❑ connections

## Criteria for Success
## (Performance Level Descriptors)

**Limited:** Identify how the author unfolds an analysis or series of ideas or events, including the order of points made and how they are introduced and developed.

**Basic:** Describe how characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.

**Proficient:** 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.

**Accelerated:** Analyze the effectiveness of the development of complex characters, including how they interact to advance the plot or shape the theme.

**Advanced:** Evaluate the rhetorical effect of 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 subtle connections between them.

## Key Strategies

● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
● Making connections and responding to text

## Question Stems

❑ What analysis or series of ideas or events does the author provide?
❑ How were the ideas or events developed?
❑ How did the author connect the ideas and events?
❑ In what order are the points made? What effect does the order of points have?
❑ What connections did the author provide in his analysis?

**RI 8.3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**RI 11 – 12.3:** Analyze 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.

| RI 9 – 10.4 | **Standard:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone . **(See grade 9-10 Language standards 4-6 for additional expectations.)** | **Anchor:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts |
|---|---|---|

### Essential Question(s)

- ❏ How can I learn the meaning of words and phrases in the text?
- ❏ How can the use of figurative, connotative and technical meanings help me understand the meaning of the text?
- ❏ How does word choice and specific language impact tone and mood in the text?

### Essential Skills

- ❏ Identify figurative, connotative, and technical words and phrases
- ❏ Identify tone of texts.
- ❏ Determine the meaning of figurative, connotative, and technical words and phrases.
- ❏ Analyze the cumulative effect of word choice on meaning and tone.

### Vocabulary

- ❏ phrase
- ❏ figurative meaning
- ❏ connotative meaning
- ❏ analyze
- ❏ specific
- ❏ impact
- ❏ meaning
- ❏ tone
- ❏ technical meaning

### Criteria for Success
### (Performance Level Descriptors)

**Limited:** Determine, using textual support, the literal meaning of words and phrases.
**Basic** Determine, using textual support, the meaning of words and phrases, including figurative, connotative, and technical meanings.
**Proficient** Determine the meaning of words and phrases, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
**Accelerated** Analyze the meaning of words and phrases, including figurative, connotative, and technical meanings; evaluate the cumulative rhetorical effect of specific word choices on meaning and tone.
**Advanced** Analyze the meaning of complex words and phrases, including figurative, connotative, technical, and nuanced meanings; evaluate the cumulative rhetorical effect of specific word choices on meaning and tone.

### Question Stems

- ❏ Can you identify the use of figurative language in the text? What is the meaning? What effect does is have?
- ❏ Can you identify the use of connotation in the text? What is the meaning? What effect does is have?
- ❏ What technical meanings are required and used in text?
- ❏ What is the meaning of the text?
- ❏ What is the tone?
- ❏ Which words phrases and/or synonyms are used repeatedly and impact the tone?
- ❏ What techniques did the author use to state ideas in a vivid and imaginative way?
- ❏ What technical terms did the author use and why were these important?

### Key Strategies

- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- Making connections and responding to text
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

| **RI 8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | **RI 11 – 12.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze 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 *faction* in *Federalist* No. 10). **(See grade 11/12 Language standards 4-6)** |
|---|---|

| | | |
|---|---|---|
| **RI 9 – 10.5** | **Standard:** 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).<br>   a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. | **Anchor:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole. |

| **Essential Question(s)** | **Vocabulary** | **Criteria for Success**<br>**(Performance Level Descriptors)** |
|---|---|---|
| ❏ How does author's ideas or claims contribute to the whole text?<br><br>**Essential Skills**<br><br>❏ Identify the author's ideas or claims.<br>❏ Determine the structure/text features of an informational passage.<br>❏ Analyze how an author uses a portion of the text to develop or re" ne an idea or claim. | ❏ analyze<br>❏ claim<br>❏ develop<br>❏ refine<br>❏ particular<br>❏ text feature<br>❏ graphic<br>❏ header<br>❏ caption<br>❏ functional<br>❏ document | **Limited:** Describe how an author's ideas or claims are presented by particular sentences, paragraphs, or larger portions of a text.<br>**Basic:** Describe an author's choices concerning how to structure a text, order events within it, and manipulate time.<br>**Proficient:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.<br>**Accelerated:** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise, and examine their impact on the text as a whole.<br>**Advanced:** Evaluate the rhetorical impact of how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |
| **Question Stems**<br><br>❏ What is the key idea and/or claim presented in this sentence/paragraph/section/ and/or chapter?<br>❏ How did this sentence/paragraph/portion of the text help develop the idea or claim?<br>❏ How did this sentence/paragraph/portion of the text help refine the idea or claim?<br>❏ What text features are provided and how they aid understanding of the key concept?<br>❏ What are the unique features found in a workplace document? | | **Key Strategies**<br><br>● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions<br>● Making connections and responding to text<br>● Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment) |

| | |
|---|---|
| **RI 8.5:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.<br>   a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. | **RI 11 – 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.<br>   a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. |

| RI 9 – 10.6 | **Standard:** Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | **Anchor**: Assess how point of view or purpose shapes the content and style of a text. |
| --- | --- | --- |

| **Essential Question(s)** | **Vocabulary** | **Criteria for Success (Performance Level Descriptors)** |
| --- | --- | --- |
| ❏ How can the use of rhetoric impact the author's point of view? <br><br> **Essential Skills** <br><br> ❏ Identify and define rhetoric. <br> ❏ Recognize rhetorical techniques. <br> ❏ Analyze the author's use of rhetoric. <br> ❏ Analyze the rhetorical techniques the author uses to express his/her point of view or purpose. <br> ❏ Support their analysis with examples. | ❏ determine <br> ❏ point of view <br> ❏ purpose <br> ❏ analyze <br> ❏ rhetoric <br> ❏ advance <br> ❏ repetition <br> ❏ parallelism <br> ❏ slogan <br> ❏ rhetorical question | **Limited:** Identify an explicit point of view or purpose in a text. <br> **Basic:** Identify a point of view or purpose in a text and describe how basic rhetoric advances that point of view or purpose. <br> **Proficient:** 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. <br> **Accelerated:** Analyze an author's point of view or purpose in a text and evaluate the effectiveness of an author's use of rhetoric to advance that point of view or purpose. <br> **Advanced**: Analyze an author's implicit point of view or purpose in a complex text and evaluate the effectiveness of an author's use of rhetoric to advance that point of view or purpose. |
| **Question Stems** <br><br> ❏ What is the point of view in this text? How do you know? <br> ❏ What is the purpose of this text? <br> ❏ How and where does the author skillfully use language (rhetoric)? <br> ❏ How does the use of rhetoric advance either the point of view or purpose of the piece? <br> ❏ What type of rhetorical device was used? | | **Key Strategies** <br><br> ● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions <br> ● Making connections and responding to text <br> ● Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment) |

| **RI 8.6:** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | **RI 11 – 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 9 – 10.7** | **Standard:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. | **Anchor:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| --- | --- | --- |

## Essential Question(s)

❏ How does learning about a topic in different formats help me locate the most important details?

## Essential Skills

- ❏ Recall a variety of accounts of a subject through different mediums.
- ❏ Recognize details emphasized in various sources.
- ❏ Analyze different accounts of the same subject told in different mediums.
- ❏ Determine emphasized details in various accounts of a subject expressed in different mediums.

## Vocabulary

- ❏ various
- ❏ account
- ❏ medium
- ❏ multimedia
- ❏ determine
- ❏ detail
- ❏ emphasize

## Criteria for Success
### (Performance Level Descriptors)

**Limited:** Describe various accounts of a subject told in different mediums.
**Basic:** Compare and contrast the differences of a subject or key scene in two different artistic mediums, including what is included in each treatment.
**Proficient:** Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
**Accelerated:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment, and evaluate its effect on the reader's or viewer's interpretation.
**Advanced:** Analyze various accounts of a complex subject told in different mediums, evaluating the effect of the emphasis and absence of different details in each account.

## Key Strategies

- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- Making connections and responding to text
- Close Reading strategies (i.e., *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

## Question Stems

- ❏ What mediums are used to present the subject?
- ❏ Which details are emphasized in the different mediums?
- ❏ What details are absent from the different mediums?
- ❏ What was the message or attitude from each of the mediums? Did they share the same message?
- ❏ Did you find connections between the mediums?
- ❏ How does the use of a certain medium affect the account?

| **RI 8.7:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | **RI 11 – 12.7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| --- | --- |

| RI 9 – 10.8 | **Standard:** Delineate 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 fallacious reasoning. | **Anchor:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence. |

**Essential Question(s)**

❏ How does locating incorrect claims in an argument help determine the outcome?

**Essential Skills**

❏ Identify false statements.
❏ Define and identify fallacious reasoning.
❏ Recognize valid reasoning.
❏ Recognize relevant and sufficient evidence.
❏ Delineate the argument and specific claims in a text.
❏ Evaluate argument or specific claims in a text.
❏ Assess the validity of reasoning and the relevance and sufficiency of the evidence that supports it.
❏ Distinguish between fallacious and valid reasoning.

**Vocabulary**

❏ delineate
❏ evaluate
❏ argument
❏ specific
❏ claim
❏ text
❏ assess
❏ reasoning
❏ valid
❏ evidence
❏ relevant
❏ sufficient
❏ false
❏ fallacious

**Criteria for Success
(Performance Level Descriptors)**

**Limited:** Identify the argument and claims in a text, describing basic reasons and evidence that support the claim.
**Basic:** Delineate the argument and specific claims in a text, determine whether the reasoning is valid or the evidence is relevant and sufficient.
**Proficient:** Delineate 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 fallacious reasoning.
**Accelerated:** Explicate and evaluate the argument and specific claims in a text, citing specific language from the text in an assessment of whether the reasoning is valid and the evidence is relevant and sufficient; identify subtle instances of false statements and fallacious reasoning.
**Advanced:** Explicate and evaluate the arguments and specific claims in a text, citing specific language from the text in an assessment of whether the reasoning is valid and the evidence is relevant and sufficient; identify additional support that can be drawn from existing evidence; identify subtle instances of false statements and fallacious reasoning.

**Question Stems**

❏ What argument is presented?
❏ What claims support the argument?
❏ What evidence is presented?
❏ Is the reasoning presented logical?
❏ Is the evidence relevant to the argument? Why or why not?
❏ Is the evidence fallacious or factual?
❏ Is enough evidence presented to support the argument?
❏ Is all of the evidence true?
❏ Which statements are misleading?

**Key Strategies**

● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
● Making connections and responding to text
● Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)

| **RI 8.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | **RI 11 – 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., *The Federalist*, presidential addresses). |

| **RI 9 – 10.9** | **Standard:** Analyze seminal U.S. 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 address related themes and concepts. | **Anchor:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
|---|---|---|

| **Essential Question(s)** | **Vocabulary** | **Criteria for Success (Performance Level Descriptors)** |
|---|---|---|
| ❏ How does an author use original sources as a pattern for a particular text?<br><br>**Essential Skills**<br><br>❏ Identify seminal U.S. documents of historical and literary significance.<br>❏ Identify the purpose, related themes and concepts of U.S. documents of historical and literary significance.<br>❏ Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. | ❏ analyze<br><br>❏ seminal<br><br>❏ document<br><br>❏ significance<br><br>❏ theme<br><br>❏ concept | **Limited:** Recognize that an author draws on source material.<br>**Basic:** Describe how an author draws on and transforms source material.<br>**Proficient:** Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.<br>**Accelerated:** Analyze the effectiveness of how an author draws on and transforms source material.<br>**Advanced:** Evaluate the reasoning and rhetorical strategies in seminal U.S. documents of historical and literary significance, including how they address related themes and concepts, including references and allusions within provided historical documents.<br><br>**Key Strategies**<br><br>● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions<br>● Making connections and responding to text<br>● Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment) |

**Question Stems**

❏ What is the significance of this text?
❏ How did this text shape the future?
❏ What theme/concept is presented in each of the texts?
❏ How is the topic treated in a similar/different fashion?
❏ What is the context of the text? How does the context influence the theme/concept?

| **RI 8.9:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | **RI 11 – 12.9:** Analyze seminal U.S. 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 address related themes and concepts. |
|---|---|

| **RI 9 – 10.10** | **Standard:** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems at the high end of the grades 9-10 text complexity band independently and proficiently. | **Anchor:** Read and comprehend complex literature and informational texts independently and proficiently. |
|---|---|---|

| **Essential Question(s)** | **Vocabulary** | **Criteria for Success (Performance Level Descriptors)** |
|---|---|---|
| ❏ What strategies am I using to become an independent and proficient reader of informational texts? **Essential Skills** ❏ Identify and understand key ideas and details. ❏ Identify and understand craft and structure. ❏ Identify and understand integration of knowledge and ideas. ❏ Comprehend key ideas and details. ❏ Comprehend craft and structure. | ❏ text complexity ❏ independent ❏ proficient/competent ❏ comprehend ❏ genre ❏ literature ❏ skimming ❏ summarize | *(No Source Data)* **Key Strategies** ● Assimilating prior knowledge ● Rereading to clarify information ● Seeking meaning of unknown vocabulary ● Making and revising predictions ● Using critical and divergent thinking and assimilating prior knowledge to draw conclusions ● Making connections and responding to text ● Fiction-Nonfiction Pairs ● se of multi-media ● Text-based questions ● Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha ● Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment) |

**Question Stems**
❏ What have you read independently lately?
❏ What are the topics/central ideas of the nonfiction texts that you have recently read?
❏ What topic did you enjoy the most?
❏ Have you read multiple books by the same author?
❏ Who is your favorite author?
❏ Do you think you are ready to read a more complex text or different type of literary nonfiction?
❏ What is the lexile level of this text?

| **RI 8.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. | **RI 11 – 12.10:** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. |
|---|---|

**W 9 –10.1**

**Standard:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- a. Establish a clear and thorough thesis to present an argument.
- b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- c. 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.
- d. 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.
- 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 argument presented.

**Anchor:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## Essential Question(s)

- ❏ How can I use relevant reasons to write an argument to support a claim?
- ❏ How can I use credible information to support my claims and counterclaims in an argument?
- ❏ Why do writers need to use an objective tone when writing in an argumentative style?

## Essential Skills

- ❏ Define and generate substantive topics or texts.
- ❏ Analyze a substantive topic or text to determine if it is suitable for a written argument.
- ❏ Determine methods to introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims.
- ❏ Write an argument creating an organization that establishes clear relationships among claim(s) and counterclaims daily, supported by evidence.

## Vocabulary

- ❏ audience
- ❏ subjective objective
- ❏ subjective argument
- ❏ claim
- ❏ evidence
- ❏ formal language
- ❏ informal language
- ❏ logical arrangement

## Criteria for Success
### (Performance Level Descriptors)

**Limited:** Provide a claim with lapses in focus, use inconsistent or unclear organizational structure, may reference information that demonstrates a partial understanding of grade-level texts, employ simple sentence construction and word choice.

**Basic:** Adequately sustain a focused claim, reference a counterclaim when appropriate, include an organizational structure that provides a sense of completeness, provide adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduce some variation in sentence structure and adequate word choice.

**Proficient:** Thoroughly sustain a focused claim and fully address a counterclaim when appropriate, utilize an effective organizational structure that creates a coherent argument or progression of ideas with relevant and varied types of support by citing relevant and sufficient evidence that demonstrates a strong understanding of grade-level texts, and vary sentence structure with purposeful word choice to enhance meaning.

**Accelerated:** Thoroughly sustain a compelling, focused claim and a fairly treated and fully addressed counterclaim when appropriate, utilize a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a strong and nuanced understanding of grade level texts, and purposefully employ sentence structure and word choice to enhance the argument or progression of ideas.

**Advanced:** Thoroughly sustain a compelling, focused claim and a fairly treated and fully addressed counterclaim when appropriate, utilize a purposeful and efficient organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a mature and nuanced understanding of grade-level texts, and purposefully and effectively employ sentence structure and word choice to enhance the argument or progression of ideas.

**W 8.1:** Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.

**W 11 – 12.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s), from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
d. Use words, phrases, and clauses as well as varied syntax 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.
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 argument presented.

| W 9 – 10.2 | **Standard:** Write informative/ explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.<br>a. Establish a clear and thorough thesis to present information.<br>b. 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 to aid comprehension, if needed..<br>c. Develop a 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.<br>d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.<br>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic<br>f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>g. 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). | **Anchor:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|---|---|---|

**Essential Question(s)**

❑ How can I use information to express an idea?
❑ How can I use domain-specific vocabulary to express ideas accurately?

**Essential Skills**

❑ Identify complex ideas, appropriate formatting and supporting details.
❑ Determine the appropriate formatting, graphics, and multimedia to aid comprehension.
❑ Write informative/explanatory texts that include formatting, graphics, and multimedia when useful to aiding comprehension.

**Vocabulary**

❑ effective
❑ distinction
❑ objective
❑ subjective
❑ implication
❑ significance
❑ formal style
❑ objective tone
❑ logical conclusion
❑ transitional words

**Criteria for Success (Performance Level Descriptors)**

*(No Source Data)*

**Key Strategies**

● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
● Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.

**Question Stems**

❑ How can you clearly introduce your topic?
❑ What information will you provide in the preview following the topic/thesis statement?
❑ What organizational structure will best enable to you to convey your information?
❑ What facts/details/examples/quotations help to develop your topic?
❑ Do your transitions create cohesion among ideas and concepts?
❑ What makes your piece formal in style?
❑ Is your tone objective?
❑ Does your concluding statement support the information presented? Does it articulate the significance of the topic?

**W 8.2:** Write informative/ explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey complex ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**W 11 – 12.2:** 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 or thesis statement; organize complex ideas, concepts, and information 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), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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 (e.g., articulating implications or significance of the topic.

| **W 9 – 10.3** | **Standard:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.<br>  **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.<br>  **b.** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.<br>  **c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.<br>  **d.** Use precise words, and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.<br>  **e.** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | **Anchor**: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences. |

**Essential Question(s)**

- ❏ How can I use appropriate details and organization to express a real or imagined event?
- ❏ How can I use appropriate techniques to express the event more effectively?

**Essential Skills**

- ❏ Identify and analyze multiple points of view in a narrative.
- ❏ Identify and analyze multiple plot lines.
- ❏ Analyze the relationships among experiences and events.
- ❏ Write a narrative establishing multiple points of view, use multiple plot lines to develop experiences, events and characters.

**Vocabulary**

- ❏ multiple points of view
- ❏ foreshadow
- ❏ flashback
- ❏ character reflection
- ❏ descriptive language
- ❏ main conflict
- ❏ person vs. person
- ❏ person vs. himself

**Criteria for Success
(Performance Level Descriptors)**

*(No Source Data)*

**Key Strategies**

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.

**Question Stems**
- ❏ What experience or event will you write about?
- ❏ How will you introduce your characters and narrator?
- ❏ From what point of view is your story written? It is consistent throughout? Is there more than one point of view?
- ❏ How will you organize the events in your story? Are they logical? Is the relationship between the events evident?
- ❏ What are the various plot lines in your story?
- ❏ What transitional expressions did you use to convey the sequence of events? Are signal shifts from one time frame to another evident?
- ❏ How can you use dialogue to convey the experience?
- ❏ How and where can the use of descriptive language assist in conveying the experience?
- ❏ Are the descriptive details provided relevant?
- ❏ Does your conclusion reflect upon the resolution?

**W 8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view, and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**W 11 – 12.3:** Write narratives 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 and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences and 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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.

| | | |
|---|---|---|
| **W 9 – 10.4** | **Standard:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) | **Anchor:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

**Essential Question(s)**

❏ Why do I write?

**Essential Skills**

❏ Analyze the reason for writing to inform task, purpose, and audience.
❏ Determine suitable idea development strategies, organization, and style**.**
❏ Produce clear and coherent writing, using fully-developed ideas, organization, and style, appropriate to task, purpose, and audience.

**Vocabulary**

❏ audience
❏ purpose for writing
❏ organizational pattern
❏ evidence
❏ details
❏ information
❏ task
❏ purpose
❏ sensory details

**Criteria for Success
(Performance Level Descriptors)**

**Limited:** Demonstrate a lack of command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.
**Basic:** Demonstrate a basic command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.
**Proficient:** Demonstrate command of the conventions of standard English grammar, usage, and mechanics.
**Accelerated:** Demonstrate a strong command of the conventions of standard English grammar, usage, and mechanics.
**Advanced:** Demonstrate a mature command of the conventions of standard English grammar, usage, and mechanics.

**Key Strategies**

● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
● Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.

**Question Stems**

❏ What form of writing does the prompt call for?
❏ What organizational structure will you use?
❏ What is the purpose for writing?
❏ Who is the audience?
❏ How will you organize and develop your thoughts before writing?
❏ Did you use vocabulary that is appropriate to your audience?
❏ Are you using a formal or informal style of writing?  Which would be most appropriate for your audience?

**W 8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

**W 11- 12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)

| **W 9 – 10.5** | **Standard:** 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) | **Anchor:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---|---|---|

**Essential Question(s)**

❏ How does the writing process make me a better writer?

**Essential Skills**

❏ Recognize significant information for the needs of audience and purpose.
❏ Determine the focus through the consideration of purpose and audience.
❏ Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach

.

**Vocabulary**

❏ develop
❏ argument
❏ topic
❏ narrative
❏ information
❏ evidence
❏ revise
❏ edit
❏ purpose

**Criteria for Success
(Performance Level Descriptors)**

*(No Source Data)*

**Key Strategies**

● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
● Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.

**Question Stems**

❏ What is the purpose or focus of the piece?  What aspects are most significant?
❏ How will you plan your writing piece?
❏ How does your planning template compare with your writing piece?  Was something added/omitted? Why
❏ What is the best title for this piece?
❏ Is the structure you selected the most effective format for conveying your ideas?
❏ Is additional evidence, description, or clarification needed anywhere in the piece?
❏ Does one section of your writing piece problematic? How can you revise that portion to better fit the overall piece?
❏ Do all sentences belong? Do some sentences need to be reworded or deleted?
❏ Is your writing free of writing conventions errors?
❏ Where should you go if you need helping editing?
❏ Does your writing meet the needs of your audience?
❏ Does your writing achieve your purpose?

**W 8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed.

**W 11 – 12.5:** 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 purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11- 12 on page 54.)

| **W 9 – 10.6** | **Standard:** 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 | **Anchor:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---|---|---|

**Essential Question(s)**

❏ How can technology be used as a tool to write, publish, and/or collaborate?

**Essential Skills**

❏ Define flexible and dynamic display of information.
❏ Recall how to keep links updated with current information.
❏ Critique products, individual or shared, for the purpose of updating and maintaining accuracy of information.
❏ Use technology, including the Internet, to produce, revise, edit, and publish writing.
❏ Use technology to interact and collaborate with others for an intended purpose.
❏ Use technology to display information flexibly and dynamically.

**Vocabulary**

❏ software
❏ information
❏ links
❏ credible
❏ display
❏ disseminate
❏ multimedia
❏ format

**Criteria for Success (Performance Level Descriptors)**

*(No Source Data)*

**Key Strategies**

● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
● Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.

**Question Stems**

❏ What software will you use to create this document?
❏ How can the Internet serve as a tool for production, publication, and collaboration?
❏ What Internet links will you provide in your document? How do you correctly cite Internet links?
❏ What medium will you use to publish your writing so that others can access it?
❏ How will you use technology to collaborate and interact with others about your writing?
❏ What tools will you utilize in to order to display your information in a flexible and dynamic manner? How will your information be easily updated?
❏ Have you efficiently presented the relationships between information and ideas?

| **W 8.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | **W 11 – 12.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
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| **W 9 – 10.7** | **Standard**: 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. | **Anchor:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation**.** |

**Essential Question(s)**

❏ How can I learn more about a topic by completing a research project?

**Essential Skills**

❏ Identify short and sustained research topics and multiple resources on the subject.

❏ Know when to narrow or broaden inquiries.

❏ Evaluate the credibility of sources.

❏ Construct and refine research questions.

❏ Synthesize information from multiple sources.

❏ Use reference materials appropriately.

❏ Conduct short and sustained research to answer a question or solve a problem.

**Vocabulary**

❏ sources
❏ information
❏ inquiry
❏ narrow inquiry
❏ broad inquiry
❏ format
❏ bibliography
❏ citation page
❏ paraphrase

**Criteria for Success
(Performance Level Descriptors)**

*(No Source Data)*

**Key Strategies**

● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
● Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.

**Question Stems**

❏ What subject are you investigating?
❏ What is your inquiry question?
❏ How will locate sources?
❏ What is the origin of the sources you are using?
❏ How do correctly cite your sources?
❏ How does the information drawn from various sources provide an answer to your question?
❏ Is the information from the various sources consistent / complimentary?
❏ Does your inquiry need to be more narrow/broad as a result of your investigation?
❏ How can you best summarize your findings?
❏ What did you learn from this inquiry? What new understanding of the subject do you have?

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| **W 8.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | **W 11 – 12.7:** 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. |

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| **W 9 – 10.8** | **Standard:** 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 **including footnotes and endnotes**. | **Anchor:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |

**Essential Question(s)**

- ❏ How can I collect and organize information accurately?
- ❏ Why is it important for me to know how to summarize and paraphrase others' work?
- ❏ How can I quote a source without plagiarizing?

**Essential Skills**

- ❏ Recognize authoritative digital and print sources.
- ❏ Define and identify plagiarism.
- ❏ Assess the usefulness/authoritative print of each source in answering the research question.
- ❏ Cite in standard formats.
- ❏ Perform advanced searches effectively.
- ❏ Gather relevant information from multiple sources.
- ❏ Integrate information into text selectively to maintain ideas and avoid plagiarism.

**Vocabulary**

- ❏ thesis
- ❏ audience
- ❏ source
- ❏ credible source
- ❏ non credible source
- ❏ citation page
- ❏ bibliography
- ❏ paraphrase
- ❏ direct quote
- ❏ text structure
- ❏ chronological order
- ❏ order of importance
- ❏ compare and contrast
- ❏ multi-media visuals

**Criteria for Success**
**(Performance Level Descriptors)**

*(No Source Data)*

**Key Strategies**

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.

**Question Stems**

- ❏ How will you locate information from both print and digital sources?
- ❏ What search engines and terms will you use?
- ❏ What makes this information relevant to the topic?
- ❏ How do you know that the source is credible and accurate?
- ❏ What conclusive information do you plan to include?
- ❏ How will you paraphrase the information?
- ❏ How do you cite (various) sources in a bibliography?
- ❏ What footnotes and endnotes need to be included?

**W 8.8:** Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**W 11 – 12.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation **including footnotes and endnotes.**

| W 9 – 10.9 | **Standard:** Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>　　a. Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author alludes to and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").<br>　　b. Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate 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 fallacious reasoning"). | **Anchor**: Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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| **Essential Question(s)**<br>❏ How can I use evidence to support my purpose?<br><br>**Essential Skills**<br><br>❏ Identify key ideas and details that provide evidence to support conclusions about text accessed through research.<br>❏ Draw evidence from key ideas and details as support for research. | **Vocabulary**<br><br>❏ evidence<br>❏ claim<br>❏ position<br>❏ valid<br>❏ validity<br>❏ fallacious | **Criteria for Success<br>(Performance Level Descriptors)**<br><br>*(No Source Data)*<br><br><br>**Key Strategies**<br><br>● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.<br>● Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions. |
|---|---|---|

**Question Stems**

❏ What evidence can you draw from the passage to support your analysis or position?
❏ How does the author present the information?
❏ What similarities in the various texts do you notice?
❏ What conclusions can you make based on the text(s)?

| **W 8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.<br><br>a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").<br>b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). | **W 11 – 12.9:** Draw evidence from literary or informational text to support analysis, reflection, and research.<br>　　a. Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth- nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").<br>　　b. Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "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*., The Federalist*, presidential addresses]"). |
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| **W 9 – 10.10** | **Standard:** 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. | **Anchor**: 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. |

**Essential Question(s)**
- ❏ Why is it important to write regularly?
- ❏ Why is it important to adopt the routine of research, reflection, and revision?
- ❏ Why is it important to write for different reasons and different audiences?

**Essential Skills**

- ❏ Recognize tasks, audiences, and purposes.
- ❏ Determine appropriate organizational structure for various types of writing based upon task, purpose, and audience.
- ❏ Write over shortened and extended time frames.

**Vocabulary**

- ❏ purpose
- ❏ audience
- ❏ evidence
- ❏ key points
- ❏ counterarguments

**Criteria for Success
(Performance Level Descriptors)**

*(No Source Data)*

**Key Strategies**

- ● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- ● Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.

**Question Stems**

- ❏ How can you create an outline (with time frames) to facilitate/organize your writing?
- ❏ What is the purpose of this writing?
- ❏ What is the specific task?
- ❏ Who is the intended audience?
- ❏ How will you address the audience's knowledge/perspective?

**W 8.10:** 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 discipline-specific tasks, purposes, and audiences.

**W 11 – 12.10:** 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.

## SL 9 – 10.1

**Standard:** 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, 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.

**Anchor:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### Essential Question(s)

- How are my conversation skills dependent on the makeup of the group?
- What contributions can I make to the conversation when I'm prepared and engaged?
- How can diverse perspectives change the conversation?

### Essential Skills

- Identify key supporting ideas from reading and research as well as in context of larger themes and issues.
- Determine goals, deadlines, and individual roles for discussion groups.
- Respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement.
- Make connections to new evidence or reasoning posed to justify personal viewpoints.

### Question Stems

- What preparations have you done in order to fully participate in the discussion?
- What key evidence will you point to during the discussion?
- What will be your group norms for discussion?
- How will your group come to consensus, take key votes, set goals and deadlines and appoint roles for group members?
- When there are differences of opinion how will you respond and justify your own viewpoint or reasoning?

### Vocabulary

- Preparation
- stimulate
- thoughtful
- well-reasoned
- collegial
- consensus
- propel
- incorporate
- clarify
- verify
- peers
- challenge
- diverse
- perspective

### Criteria for Success
### (Performance Level Descriptors)

*(No Source Data)*

### Key Strategies

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.

**SL 8.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or research material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**SL 11 – 12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, a with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their ov 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 promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions 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.

d. Respond thoughtfully to diverse perspectives; 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.

## SL 9 – 10.2

**Standard:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**Anchor:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### Essential Question(s)

❏ How do I evaluate the credibility of information presented in diverse media formats?

### Essential Skills

❐ Identify main details and supporting details that contribute to the topic, text, and issue studied of various media formats.
❐ Visually, quantitatively, and orally analyze the main ideas and supporting details presented in diverse media and formats.
Explain how the ideas clarify the topic, text, and issue studied.

### Question Stems

❏ What will be the topic of your presentation?
❏ How will you incorporate different forms of media; audio, graphic, digital, and print
❏ Is the source of information credible or accurate? How do you know?
❏ Have you gathered enough information to make your presentation credible?
❏ How will you let your audience know that your sources are accurate?
❏ How will your oral presentation give integrity to the media sources?

### Vocabulary

❏ integrate
❏ diverse
❏ media
❏ format
❏ visual
❏ quantitative
❏ oral
❏ evaluate
❏ credibility
❏ accuracy
❏ source

### Criteria for Success
### Performance Level Descriptors

*(No Source Data)*

### Key Strategies

● Listening: Teach receptive and expressive skills
● Engage in reflective conversation about their own writing and the writing of others
● Note taking both to deliver oral presentations and to listen to oral presentations
● Use audience feedback tools and protocols
● Use written and oral English appropriate for various purposes and audiences.
● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.

**SL 8.2:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**SL 11 – 12.2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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| **SL 9 – 10.3** | **Standard:** Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | **Anchor:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. |

**Essential Question(s)**

❑ How do I decide if the speaker's point of view influences the presentation of evidence?

**Essential Skills**

❒ Define and identify fallacious reasoning, as well as, exaggerated or distorted evidence in a speech.
❒ Define and identify a speaker's point of view, reasoning, and use of rhetoric and evidence.
❒ Evaluate a speaker's point of view, reasoning, and use of rhetoric and evidence.

**Vocabulary**

❑ point of view
❑ credible
❑ evidence
❑ exaggeration
❑ distorted
❑ reasoning
❑ rhetorical devices
❑ parallelism
❑ restatement
❑ analogy

**Criteria for Success
(Performance Level Descriptors)**

*(No Source Data)*

**Key Strategies**

● Listening: Teach receptive and expressive skills
● Engage in reflective conversation about their own writing and the writing of others
● Note taking both to deliver oral presentations and to listen to oral presentations
● Use audience feedback tools and protocols
● Use written and oral English appropriate for various purposes and audiences.
● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.

**Question Stems**

❑ What is the speaker's point of view and was it supported with strong evidence?
❑ Was the speaker's reasoning sound and logical?
❑ Was the speaker's evidence credible and believable?
❑ Was the evidence exaggerated or distorted?
❑ What type of reasoning does the speaker use?
❑ What rhetorical devices did the speaker use?
❑ Can you point out examples when the speaker tried to mislead his audience by using flawed reasoning?

**SL 8.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**SL 11 – 12.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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| **SL 9 – 10.4** | **Standard:** Present information, findings, and supporting evidence clearly, concisely and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.<br>　　a.　Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade),<br>　　b.　Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) | **Anchor:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |

**Essential Question(s)**

❏　How does the way I organize my presentation affect how my audience hears and understands the message?

**Essential Skills**

❐　Identify information, findings, and supporting evidence.
❐　Recognize what constitutes clear, concise, and logical presentation of information and findings.
❐　Determine supporting evidence, logical organization, and appropriate development, substance and style for purpose, as well as audience and task.
❐　Present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning.
　　Present information so that the organization, development, substance, and style are appropriate to the purpose, audience, and task.

**Vocabulary**

❏　eye contact
❏　volume
❏　pronunciations
❏　substance
❏　style
❏　informative/explanatory
❏　primary source
❏　secondary source
❏　recitation
❏　dramatic soliloquy
❏　performance techniques

**Criteria for Success
(Performance Level Descriptors)**

*(No Source Data)*

**Key Strategies**

● Listening: Teach receptive and expressive skills
● Engage in reflective conversation about their own writing and the writing of others
● Note taking both to deliver oral presentations and to listen to oral presentations
● Use audience feedback tools and protocols
● Use written and oral English appropriate for various purposes and audiences.
Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.

**Question Stems**

❏　What is your presentation's thesis?
❏　What sources will you use?
❏　Is there a balance between primary and secondary sources?
❏　Is there sufficient evidence so that listeners can follow your line of reasoning?
❏　How will you select your piece to recite?
❏　Did you rehearse with a partner and get feedback?
❏　Are your performance techniques going to get the results you want?
❏　Is the volume appropriate so that the audience can hear you?
　　Are you enunciating clearly and making appropriate eye contact?

**SL 8.4:** Present claims and findings **(e.g., argument, narrative, response to literature presentations)**, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen detail; use appropriate eye contact, adequate volume, and clear pronunciation.

a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.

**SL 11 – 12.4:** Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. Uses appropriate eye contact, adequate volume, and clear pronunciation.

a. Plan and deliver a reflective that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade)

b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotions or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade)

| SL 9 - 10.5 | **Standard:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | **Anchor:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |
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**Essential Question(s)**

❏ How do I decide the best place(s) in a presentation to use multimedia or visual displays to make my presentation more interesting?

**Essential Skills**

❐ Recognize and evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence and add interest to audience.
❐ Use digital media strategically in presentations to enhance understanding and add interest.

**Vocabulary**

❏ strategic
❏ digital media
❏ textual element
❏ graphical element
❏ audio element
❏ visual element
❏ interactive element
❏ enhance

**Criteria for Success
(Performance Level Descriptors)**

*(No Source Data)*

**Key Strategies**

● Listening: Teach receptive and expressive skills
● Engage in reflective conversation about their own writing and the writing of others
● Note taking both to deliver oral presentations and to listen to oral presentations
● Use audience feedback tools and protocols
● Use written and oral English appropriate for various purposes and audiences.
● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.

**Question Stems**

❏ What digital media elements will you use in your presentation?
❏ How does this element enhance understanding?
❏ Where should you include this element?
❏ Would a different visual element be more effective?
❏ Does your media element emphasize your key points in your presentation?
❏ How does the use of media impact the audience and their view of your reasoning and evidence?
❏ What advantage does the use of digital media have over the use of print media in your presentation?

| **SL 8.5:** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | **SL 11 – 12.5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| --- | --- |

| **SL 9 – 10.6** | **Standard:** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 9-10 Language standards 1 and 3 for specific expectations.) | **Anchor:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
|---|---|---|

## Essential Question(s)

- ❏ Why do I need to think about the audience and purpose each time I speak?
- ❏ How do I decide when to use formal or informal English when speaking?

## Essential Skills

- ❐ Describe audience, situation, purpose, and formal and informal settings.
- ❐ Identify qualities of formal and informal speech and analyze the situation to determine if it needs formal or informal speech.
- ❐ Speak effectively in a variety of situations. Demonstrate correct language usage.
- ❐ Adjust from informal to formal language when appropriate.

### Vocabulary

- ❏ context
- ❏ situation
- ❏ audience
- ❏ task
- ❏ purpose
- ❏ presenting
- ❏ slang
- ❏ filler words
- ❏ pace
- ❏ tempo

### Criteria for Success
(Performance Level Descriptors)

*(No Source Data)*

### Key Strategies

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.

## Question Stems

- ❏ What is the context, or situation?
- ❏ Who is your audience?
- ❏ What is your task, or purpose?
- ❏ What adaptations will you make since you are presenting to?
- ❏ Is your language appropriate for the context and speaking task?
- ❏ Have you avoided slang or filler words?
- ❏ Is your language and word choice precise and engaging enough to keep the listeners interested?
- ❏ Are your sentences varied?
- ❏ Can you substitute proper names and specific nouns to avoid confusion?
- ❏ Can you vary the lengths of your sentences to vary pace and tempo?

| **SL 8.6:** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | **SL 11 – 12.6**: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3.) |
|---|---|

| **L 9 – 10.1** | **Standard:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.<br>   a.  Use parallel structure.<br>   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. | **Anchor:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| --- | --- | --- |

### Essential Question(s)

- ❏ Why is it important for me to know and follow the rules of standard English grammar when I write or speak?

### Essential Skills

- ❏ Define and identify parallel structure.
- ❏ Incorporate parallel structure.
- ❏ Use parallel structure.

### Vocabulary

- ❏ parallelism
- ❏ grammatical patterns
- ❏ phrases
- ❏ clauses
- ❏ prepositional
- ❏ appositive
- ❏ infinitive
- ❏ participial
- ❏ gerund
- ❏ main clause
- ❏ subordinate clause
- ❏ adjective clause
- ❏ adverbial clause

### Criteria for Success (Performance Level Descriptors)

*(No Source Data)*

### Key Strategies

- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
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- Provide appropriate input
- Use language in authentic ways
- Provide context Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach

### Question Stems

- ❏ Identify the grammatical pattern in this sentence?  Is the structure parallel? What should be changed?
- ❏ Does this sentence contain the same type of phrases to make the sentence parallel?
- ❏ What are the clauses in this sentence?  Are they correctly used /punctuated?
- ❏ How could this sentence be written improve interest and better convey meaning?
- ❏ What would you change, if you wanted to include a gerund, preposition, appositive, infinitive, or participial phrase in this sentence?

**L 8.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.

**L 11 – 12.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

## L 9 – 10.2

**Standard:** 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.

**Anchor:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

### Essential Question(s)

❏ Why is it important for me to know and follow the rules of standard English grammar when I write or speak?

### Essential Skills

❒ Know rules for semicolon use.
❒ Use a semicolon to link two or more closely related independent clauses.
❒ Use a conjunctive adverb to link two or more closely related independent clauses.

### Vocabulary

❏ subordinate clause
❏ comma
❏ main (principal) clause
❏ semicolon
❏ appositive
❏ colon
❏ salutation
❏ direct quotation
❏ independent clause
❏ conjunctive adverbs
❏ suffix

### Criteria for Success
### (Performance Level Descriptors)

*(No Source Data)*

### Key Strategies

- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
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### Question Stems

❏ Can you identify the main clause and the subordinate clause in this sentence? Where will you put the comma? Why here?
❏ Identify the two main clauses in the sentences, what punctuation will you put between the two clauses? Why?
❏ When should you use a common and when should you use a semicolon?
❏ How would you correctly use a conjunctive adverb to link the two independent clauses?
❏ When should a colon be used?
❏ What is the correct punctuation for your salutation of this business letter?
❏ If you are quoting from another piece of literature with your own introduction – where will you put the colon?

**L 8.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
   b. Use an ellipsis to indicate an omission.
   c. Spell correctly.

**L 11 – 12.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Observe hyphenation conventions.
   b. Spell correctly.

**L 9 – 10.3**

**Standard:** 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.
   a. Write and edit work so 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.
   b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

**Anchor:** 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.

## Essential Question(s)

- ❏ How can I convey my ideas effectively through word choice and punctuation?
- ❏ How does my language change based on the situation and audience?
- ❏ What resources can I use to write and edit for a particular writing style?

## Essential Skills

- ❐ Understand how language functions in different context.
- ❐ Identify and understand various guidelines in style manuals.
- ❐ Recognize that the style of a written work should be appropriate to the discipline and writing type.
- ❐ Apply knowledge of language to understand how language functions differently in different contexts, make effective choices for meaning, and comprehend more fully when reading or writing.
- ❐ Write and edit work according to style manual guidelines, appropriate for the discipline and writing type.

## Question Stems

- ❏ What is the context of this piece?  Is the style appropriate?
- ❏ Does the word choice clearly convey meaning?  Give an example.
- ❏ What writing style will you use? How does it differ from another style you've used before? What manual will you consult for guidance?

## Vocabulary

- ❏ Style
- ❏ Manual
- ❏ Italics
- ❏ Titles
- ❏ Quotation mark
- ❏ Capitalization
- ❏ Articles
- ❏ Bibliography
- ❏ Works cited

## Criteria for Success
**(Performance Level Descriptors)**

*(No Source Data)*

## Key Strategies

- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
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- Provide appropriate input
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- Encourage collaboration
- Use an integrated approach

**L 8.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

**L 11 – 12.3:** 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 when reading or listening.
   a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

# Ohio Learning Standards – Clear Learning Targets – ELA Grades 9-10

| | | |
|---|---|---|
| **L 9 - 10.4** | **Standard:** 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.<br>　a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.<br>　b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*) and continue to apply knowledge of Greek and Latin roots and affixes.<br>　c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.<br>　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). | **Anchor:** Determine or clarify the meaning of unknown and multiple- meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

**Essential Question(s)**

❏ How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?

**Essential Skills**

❏ Apply context clues to ascertain the meaning of a word or phrase.

**Question Stems**

❏ Based upon the use of the word in the sentence, what can you deduce the word means?
❏ Does the positioning of the word assist in determining meaning?  Is an appositive clue provided?
❏ Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?
❏ What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?
❏ What is the origin of the word? Did it derive from another language?
❏ Has the meaning/use of the word changed over time? How?
❏ What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered?

**Vocabulary**

❏ context clues
❏ restatement
❏ definition
❏ prefix
❏ suffix
❏ root word
❏ dictionary
❏ thesaurus

**Criteria for Success
(Performance Level Descriptors)**

*(No Source Data)*

**Key Strategies**

● Organize words into categories
● Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
● Graphic organizers
● Vocabulary Notebooks
● Seeking meaning of unknown vocabulary
● Making and revising predictions
● Direct instruction and modeling of appropriate grammar
● Assimilating prior knowledge
● Provide appropriate input
● Use language in authentic ways
●  Provide context Design activities with purpose
● Use task-based activities
● Encourage collaboration
● Use an integrated approach

**L 8.4:** Determine or clarify the meaning of unknown and multiple-meaning of words or phrases based on *grade 8 reading and content,* choosing flexibly from a range of strategies.

   a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek or Latin affixes and roots a clues to the meaning of a word (e.g., *precede, recede, secede*).
   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 or its part of speech or trace the etymology of words.
   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).

**L 11 – 12.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

   a. Use context (e.g., 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable).* Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
   c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, it's part of speech, its etymology, or its standard usage.
   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).

| L 9 – 10.5 | **Standard:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>  a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.<br>  b. Analyze nuances in the meaning of words with similar denotations. | **Anchor:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
|---|---|---|

**Essential Question(s)**

- ❏ How do I show I know how to use words accurately and effectively?

**Essential Skills**

- ❏ Recognize and understand the meaning of figurative language.
- ❏ Recognize and understand the different types of relationships between words.
- ❏ Interpret the role of figurative language in the text.
- ❏ Analyze a text's use of language.

**Vocabulary**

- ❏ simile
- ❏ metaphor
- ❏ personification
- ❏ symbol
- ❏ paradox
- ❏ oxymoron
- ❏ euphemism
- ❏ denotation
- ❏ connotation
- ❏ nuances

**Criteria for Success
(Performance Level Descriptors)**

*(No Source Data)*

**Key Strategies**

- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
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- Use an integrated approach

**Question Stems**

- ❏ Can you change this sentence and use a metaphor or a simile to help create image?
- ❏ Can you think of an euphemism that offers a more positive connotation for the expression?
- ❏ This sentence is written literally; how can you change it to an analogy to convey your idea?
- ❏ Although very similar in meaning, how do the words slightly differ in meaning?
- ❏ What is the relationship between these words?
- ❏ What is the explicit/direct meaning of the word?
- ❏ Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?
- ❏ Write this sentence using denotation and then using a connotation; which would be better used than the current sentence? What mood are you trying to convey in your writing?

**L 8.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute.)*

**L 11 – 12.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

## L 9 – 10.6

**Standard:** Acquire and use accurately grade-appropriate 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.

**Anchor:** Acquire and use accurately a range of 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.

### Essential Question(s)

- ❏ What strategies will I use to learn and use words that are specific to the things I study?
- ❏ How can technology be used as a writing resource tool?

### Essential Skills

- ❏ Identify general academic and domain-specific words and phrases.
- ❏ Recognize and gather words and phrases important to comprehension or expression.
- ❏ Identify appropriate resources to aid in gathering vocabulary knowledge.
- ❏ Acquire and use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge.
- ❏ Use general and domain-specific words and phrases at the college and career readiness level.
- ❏ Use appropriate contextual clues when demonstrating independence in gathering vocabulary.

### Vocabulary

- ❏ acquire
- ❏ academic
- ❏ domain-specific
- ❏ comprehension
- ❏ expression

### Criteria for Success
### (Performance Level Descriptors)

*(No Source Data)*

### Key Strategies

- ● Organize words into categories
- ● Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- ● Graphic organizers
- ● Vocabulary Notebooks
- ● Seeking meaning of unknown vocabulary
- ● Making and revising predictions
- ● Direct instruction and modeling of appropriate grammar
- ● Assimilating prior knowledge
- ● Provide appropriate input
- ● Use language in authentic ways
- ● Provide context Design activities with purpose
- ● Use task-based activities
- ● Encourage collaboration
- ● Use an integrated approach

### Question Stems

- ❏ What is the meaning for the term?
- ❏ How would you use the academic word in a sentence?
- ❏ Can you give an example of how the word is used in different subject areas?
- ❏ The word is specific to what subject/domain?
- ❏ Why is it important to understand the meaning of the domain-specific word when studying this subject?
- ❏ What strategies do you use for identifying, understanding, and using high-utility academic words?

**L 8.6:** Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**L 11 – 12.6:** 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.