

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, New Jersey 07003

Curriculum Guide

**English 1: Grade 9 – Exploring Literature with Strategies
for Reading and Writing**

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Conforms to National Common Core Standards
Board Approved: August 25, 2015

English 1: Exploring Literature with Reading and Writing Strategies (9th grade)

Introduction: This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. **As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification.** It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year. Below is a series of important points about this supplement and the English language arts course.

The *English 1* curriculum is aligned with both the new *National Common Core Standards* and the 21st century themes and mandates set forth in the 2010 *New Jersey Core Curriculum Content Standards*. Both sets of standards demand that language arts curricula work to promote the selection of increasingly complex texts, a balanced approach to understanding fictional and informational writing, and the integration of technology into the classroom. This document ensures that all English Language Arts standards will be met over the duration of the course. As well, the documents specifically cross-reference the four 21st Century themes (Global Awareness; Civic Literacy; Financial, Economic, Business and Entrepreneurial Literacy; and Health Literacy) and primary inter-disciplinary connections.

Mapping/Sequence: The format in which the curriculum is written follows the parameters of *Understanding by Design*. Each new course curriculum document is written as a series of units containing established transfer goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. In addition, each document stipulates both required and suggested works, activities, and assessments. Teachers are expected to design lessons that will meet the requirements stipulated in this document; however, they are provided flexibility in how they choose to meet these demands.

The *English 1* Reading and Writing Strategies course is divided into 5 units: two reading and three writing that not only seek to develop a student's reading and writing skills but also investigate different genres of literature (Drama, Epic, Non-fiction, Novel, Poetry, Short Story). Each of the Reading Units focuses on a specific metacognitive strategy aimed at supporting comprehension development. The reading and writing units are intended to be done simultaneously over the course of the year. There is no set order to the genre units. A teacher may introduce the units as he/she feels best meets the needs of the class.

Pacing: Each of the reading units provides a time frame that averages between 8 to 10 weeks, while the writing units are paced for 6-8 week completion. This pacing takes into consideration the time needed to complete the writing activities that will be done in conjunction with the reading study.

Resources: In each unit, both electronic and text resources are listed. It is the intention that teachers will be able to access the curriculum document on the district website as well as be able to add to the resources lists periodically throughout the school year. Other valuable sites that should be referenced in planning are <http://www.corestandards.org/the-standards/english-language-arts-standards> and <http://www.commoncore.org/maps/>.

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Reading Strategy: Making Predictions	Grade Level	9 th
Curriculum Area	English Language Arts	Time Frame	8-10 weeks
Developed By	Bloomfield High School English/Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
<u>Reading Literature</u>			
RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).			
RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band independently and proficiently.			
<u>Speaking and Listening</u>			
SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			
SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.			
SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			
<u>Language</u>			
L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.			
L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

Primary Interdisciplinary Connections					
<p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.</p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>					
<p>21st Century Interdisciplinary Themes:</p> <table> <tr> <td><input type="checkbox"/> Global Awareness</td><td><input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy</td></tr> <tr> <td><input checked="" type="checkbox"/> Civic Literacy</td><td><input type="checkbox"/> Health Literacy</td></tr> </table>		<input type="checkbox"/> Global Awareness	<input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy	<input checked="" type="checkbox"/> Civic Literacy	<input type="checkbox"/> Health Literacy
<input type="checkbox"/> Global Awareness	<input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy				
<input checked="" type="checkbox"/> Civic Literacy	<input type="checkbox"/> Health Literacy				
Transfer					
<p>Students will be able to independently use their learning to...</p> <p>T1 – read, comprehend, analyze, and critique everyday texts.</p> <p>T2 – become active readers, good listeners, and critical thinkers in everyday situations.</p>					
Meaning					
Understandings	Essential Questions				
Students will understand that...	Students will keep considering...				

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Understanding by Design Unit Template

U1 – Making predictions keeps students actively engaged in the reading process. U2 – Skilled readers are good detectives. U3 – Making predictions helps good readers interpret what they are reading. U4 – Good readers constantly think about their predictions to confirm or revise them.		Q1 – Why should I make predictions? Q2 – How do I make a good prediction? Q3 – What information can I use to inform my predictions before I engage with a text? Q4 – What is the difference between a prediction and a wild guess? Q5 – How does my reading affect my initial predictions? Q6 – What information can I use to reform my predictions while I engage with a text?	
Acquisition			
Knowledge Students will know...		Skills Students will be able to...	
K1 – selected vocabulary from the text. K2 – how to distinguish between educated guesses and wild guesses. K3 – good predictions are made based on strong evidence. K4 – good predictions are often updated as a result of new evidence gained throughout the reading process. K5 – prediction is a strategy that aids good readers by strengthening their reading comprehension.		S1 – make educated guesses about their reading. S2 – use evidence-based reasoning to extrapolate what will happen throughout the course of various texts. S3 – apply their ability to make predictions to both fiction and non-fiction texts in an effort to deepen understanding of those texts. S4 – update their predictions based on knowledge gained from reading. S5 – activate prior knowledge to strengthen their reading comprehension. S6 – acknowledge distinctions between initial predictions before reading and final outcomes after reading.	
Evidence (Stage 2)			
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>	

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Understanding by Design Unit Template

<p>T1-T2 U1-U4 Q1-Q6 K1-K5 S1-S6</p>	<ul style="list-style-type: none"> • Degree of accuracy • Comprehension • Observation • Rubrics • Preparedness 	<p><u>Transfer Task(s)</u></p> <p>Formative</p> <ul style="list-style-type: none"> • Select tasks as required by <i>Successful Reader</i> • Classroom discussion • Informal observation • Think alouds • Self-assessment • Graphic organizers • Handouts/Worksheets • Homework • Quizzes <p>Summative</p> <ul style="list-style-type: none"> • Select tasks as required by <i>Successful Reader</i> • Book reviews • Self-assessment • Tests
		<p><u>Other Evidence</u></p> <p>Formative</p> <ul style="list-style-type: none"> • STAR Reading • Accelerated Reader Program <p>Summative</p> <ul style="list-style-type: none"> • STAR Reading • Accelerated Reader Program

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	
	Activities	Resources
T1-T2 U1-Q4 Q1-Q6 K1-K5 S1-S6	Select tasks as required by <i>Successful Reader</i> "I do, We do, You do" activities Question journal Reading "speed bumps" Sign posts Double-entry journals Graphic organizers KWL charts	<u>Primary texts:</u> <i>The Boy Who Saved Baseball</i> by John Ritter (<i>Successful Reader</i>) <i>Defining Dulcie</i> by Paul Acampora (<i>Successful Reader</i>) <u>Additional texts:</u> <i>Holes</i> by Louis Sachar "The Interlopers" by Saki (<i>Prentice Hall</i> , pg. 302) "The Secret Life of Walter Mitty" by James Thurber (<i>Prentice Hall</i> , pg. 346) <u>Other:</u> ZPD (Zone of Proximal Development) Books

Strategies for Differentiation	
<u>Students Below Target:</u> <ul style="list-style-type: none"> • Learning buddies • Varied rubrics • Tiered products/activities (Utilizing Bloom's) • I do, We do, You do activities • Small group instruction • Paired/Group activities • Guided practice 	<u>Students Meeting/Exceeding Target:</u> <ul style="list-style-type: none"> • Interest-based mini-lessons • Wall walks • Skill-based mini-lessons • I do, We do, You do activities • Tiered products/activities (Utilizing Bloom's) • Role play • Cooperative learning

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<ul style="list-style-type: none">• Cooperative learning (Jigsaw, Frayer model, etc.)• Embedded visual cues• Chunking• Advanced notice of assignments• Guided organizational skills• One-minute essays• Test modifications/Time extensions• Pre-test to assess readiness• Offer choice of response (verbal, visual, etc.)	<ul style="list-style-type: none">• Entrance/Exit tickets
<p style="text-align: center;"><u>Reading:</u></p> <ul style="list-style-type: none">• Encourage oral reading• Teach multiple meanings of vocabulary words• Use oral and written questions to check comprehension• Direct questioning to elicit knowledge• Pre-teach vocabulary• Clearly define (oral and written) limits and expectations• Small-group instruction• Allow additional “wait” time	<p style="text-align: center;"><u>Writing:</u></p> <ul style="list-style-type: none">• Allow student to write based upon vocabulary word bank• Visual aids to allow student to organize plot structure• Teach outlining skills• Provide questions for student to allow organization

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Understanding by Design Unit Template

Title of Unit	Reading Strategy: Visualizing	Grade Level	9 th
Curriculum Area	English Language Arts	Time Frame	8-10 weeks
Developed By	Bloomfield High School English/Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
<u>Reading Literature</u>			
RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).			
RL.9-10.5: 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.			
RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band independently and proficiently.			
<u>Speaking and Listening</u>			
SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			
SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.			
SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.			
<u>Language</u>			
L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.			

<p>L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>					
<p align="center">Primary Interdisciplinary Connections</p>					
<p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>					
<p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.</p>					
<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>					
<p>9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>					
<p>21st Century Interdisciplinary Themes:</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Global Awareness</td> <td><input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy</td> </tr> <tr> <td><input checked="" type="checkbox"/> Civic Literacy</td> <td><input type="checkbox"/> Health Literacy</td> </tr> </table>		<input checked="" type="checkbox"/> Global Awareness	<input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy	<input checked="" type="checkbox"/> Civic Literacy	<input type="checkbox"/> Health Literacy
<input checked="" type="checkbox"/> Global Awareness	<input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy				
<input checked="" type="checkbox"/> Civic Literacy	<input type="checkbox"/> Health Literacy				
<p align="center">Transfer</p>					
<p>Students will be able to independently use their learning to...</p> <p>T1 – read, comprehend, analyze, and critique everyday texts.</p> <p>T2 – become active readers, good listeners, and critical thinkers in everyday situations.</p>					
<p align="center">Meaning</p>					
<p align="center">Understandings</p>	<p align="center">Essential Questions</p>				

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Understanding by Design Unit Template

Students will understand that...		Students will keep considering...
U1 – Visualization is a reading strategy that aids in reading comprehension. U2 – Visualization takes place before, during, and after reading. U3 – Visualization brings reading to life.		Q1 – How can visualizing help me to better understand what I am reading? Q2 – How do I “read” visually? Q3 – Why is it important to create and refine a mental image when reading? Q4 – How can visualizing a text help me to remember key concepts and details?
Acquisition		
Knowledge Students will know...		Skills Students will be able to...
K1 – selected vocabulary from the text. K2 – how to utilize visual imagery to construct a mental representation of the text. K3 – visualizing a text incorporates prior knowledge as well as new information gained from the text. K4 – good readers adapt their visualizations as they encounter new information in the text.		S1 – apply the strategy of visualization to aid in reading comprehension. S2 – visualize and create mental images to make sense of what they read. S3 – apply their visualizations to reading, speaking, and writing tasks. S4 – utilize their ability to visualize in order to write texts that show details instead of tell them.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T2 U1-U3 Q1-Q4 K1-K4 S1-S4	<ul style="list-style-type: none"> • Degree of accuracy • Comprehension • Observation • Rubrics • Preparedness 	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none"> • Select tasks as required by <i>Successful Reader</i> • Classroom discussion • Informal observation

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		<ul style="list-style-type: none">• Think alouds• Self-assessment• Graphic organizers• Handouts/Worksheets• Homework• Quizzes
		Summative <ul style="list-style-type: none">• Select tasks as required by <i>Successful Reader</i>• Book reviews• Self-assessment• Tests
		<u>Other Evidence</u> Formative <ul style="list-style-type: none">• STAR Reading• Accelerated Reader Program
		Summative <ul style="list-style-type: none">• STAR Reading• Accelerated Reader Program
Learning Plan (Stage 3)		
Summary of Key Learning Events and Instruction		
The teaching and learning needed to achieve the unit goals.		
	Activities	Resources

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Understanding by Design Unit Template

T1-T2 U1-Q3 Q1-Q4 K1-K4 S1-S4	Select tasks as required by <i>Successful Reader</i> “I do, We do, You do” activities Chalking/Silent discussion Reading “speed bumps” Double-entry journals Socratic seminar	<u>Primary texts:</u> <i>Woodson</i> by Gary Paulsen (<i>Successful Reader</i>) <i>The Summer of Swans</i> by Betsy Byars (<i>Successful Reader</i>) <u>Additional texts:</u> “Fire and Ice” by Robert Frost (<i>Prentice Hall</i> , pg. 472) “Dream Deferred” by Langston Hughes (<i>Prentice Hall</i> , pg. 904) “Dreams” by Langston Hughes (<i>Prentice Hall</i> , pg. 905) <u>Other:</u> ZPD (Zone of Proximal Development) Books
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Strategies for Differentiation	
<p style="text-align: center;"><u>Students Below Target:</u></p> <ul style="list-style-type: none"> • Learning buddies • Varied rubrics • Tiered products/activities (Utilizing Bloom’s) • I do, We do, You do activities • Small group instruction • Paired/Group activities • Guided practice • Cooperative learning (Jigsaw, Frayer model, etc.) • Embedded visual cues • Chunking • Advanced notice of assignments • Guided organizational skills • One-minute essays • Test modifications/Time extensions • Pre-test to assess readiness • Offer choice of response (verbal, visual, etc.) 	<p style="text-align: center;"><u>Students Meeting/Exceeding Target:</u></p> <ul style="list-style-type: none"> • Interest-based mini-lessons • Wall walks • Skill-based mini-lessons • I do, We do, You do activities • Tiered products/activities (Utilizing Bloom’s) • Role play • Cooperative learning • Entrance/Exit tickets

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Reading:

- Encourage oral reading
- Teach multiple meanings of vocabulary words
- Use oral **and** written questions to check comprehension
- Direct questioning to elicit knowledge
- Pre-teach vocabulary
- Clearly define (oral **and** written) limits and expectations
- Small-group instruction
- Allow additional “wait” time

Writing:

- Allow student to write based upon vocabulary word bank
- Visual aids to allow student to organize plot structure
- Teach outlining skills
- Provide questions for student to allow organization

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Narrative Writing	Grade Level	9 th
Curriculum Area	English Language Arts	Time Frame	6-8 weeks
Developed By	Bloomfield High School English/Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
<u>Reading Literature</u>			
RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.			
RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).			
RL.9-10.5: 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.			
RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.			
RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band independently and proficiently.			
<u>Speaking and Listening</u>			
SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			
<u>Language</u>			
L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.			

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Understanding by Design Unit Template

L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing

W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.4: 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: 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.

W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Primary Interdisciplinary Connections

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Interdisciplinary Themes: __X__ Global Awareness _____ Financial, economic, business, and entrepreneurial literacy __X__ Civic Literacy _____ Health Literacy	
Transfer	
Students will be able to independently use their learning to... T1 – write effectively to convey meaning. T2 – interpret texts to infer and understand authors’ positions.	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1 – Writers use storytelling techniques to craft narratives. U2 – Narrative writing captures universal themes, showing how we can all connect and relate to one another regardless of cultural differences. U3 – Many writers base their writing on personal experience.	Q1 – Why do writers write? Q2 – How do personal experiences affect one’s writing? Q3 – How does process shape the writer’s product? Q4 – How do details shape narrative writing?
Acquisition	
Knowledge Students will know...	Skills Students will be able to...
K1 – how to define the basic elements of storytelling (e.g., characters, setting, plot, conflict, theme). K2 – how to define numerous literary devices (imagery, similes, metaphor). K3 – how to write using proper grammar.	S1 – write narratives that show relationships among experiences and events. S2 – use narrative techniques to develop experiences, events, and characters. S3 – examine how writers convey their intended themes by analyzing the plots and conflicts.

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Understanding by Design Unit Template

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T2 U1-Q3 Q1-Q4 K1-K3 S1-S3	<ul style="list-style-type: none"> • Observations • Rubrics 	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none"> • Prewriting • Writing process • Graphic organizers • Narrative piece • Quizzes
		Summative <ul style="list-style-type: none"> • Edited/Revised narrative piece • Tests
		<u>Other Evidence</u> Formative <ul style="list-style-type: none"> •
		Summative <ul style="list-style-type: none"> •

Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
	Activities	Resources
T1-T2 U1-Q3 Q1-Q4 K1-K3 S1-S3	Compose fictional/personal narrative (including the basic elements of narrative writing) Characters Setting Plot Conflict Resolution Story mapping Drafting/Revision Peer review Grammar mini-lessons	<u>Mentor texts:</u> "The Birds" by Daphne Du Maurier (<i>Prentice Hall</i> pg. 50) "The Gift of the Magi" by O. Henry (<i>Prentice Hall</i> pg. 524)

Strategies for Differentiation	
<u>Students Below Target:</u> <ul style="list-style-type: none"> • Learning buddies • Varied rubrics • Tiered products/activities (Utilizing Bloom's) • I do, We do, You do activities • Small group instruction • Paired/Group activities • Guided practice • Cooperative learning (Jigsaw, Frayer model, etc.) 	<u>Students Meeting/Exceeding Target:</u> <ul style="list-style-type: none"> • Interest-based mini-lessons • Wall walks • Skill-based mini-lessons • I do, We do, You do activities • Tiered products/activities (Utilizing Bloom's) • Role play • Cooperative learning • Entrance/Exit tickets

Bloomfield Public Schools
Understanding by Design Unit Template

<ul style="list-style-type: none">• Embedded visual cues• Chunking• Advanced notice of assignments• Guided organizational skills• One-minute essays• Test modifications/Time extensions• Pre-test to assess readiness• Offer choice of response (verbal, visual, etc.)	
<p style="text-align: center;"><u>Reading:</u></p> <ul style="list-style-type: none">• Encourage oral reading• Teach multiple meanings of vocabulary words• Use oral and written questions to check comprehension• Direct questioning to elicit knowledge• Pre-teach vocabulary• Clearly define (oral and written) limits and expectations• Small-group instruction• Allow additional “wait” time	<p style="text-align: center;"><u>Writing:</u></p> <ul style="list-style-type: none">• Allow student to write based upon vocabulary word bank• Visual aids to allow student to organize plot structure• Teach outlining skills• Provide questions for student to allow organization

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Argument Writing	Grade Level	9 th
Curriculum Area	English Language Arts	Time Frame	6-8 weeks
Developed By	Bloomfield High School English/Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
<u>Reading Informational Texts</u>			
RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
RI.9-10.4: 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 (e.g., how the language of a court opinion differs from that of a newspaper).			
RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).			
RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.			
RI.9-10.8: 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.			
RI.9-10.10: By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<u>Speaking and Listening</u>			
SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			
SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.			
SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.			
SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			

Bloomfield Public Schools
Understanding by Design Unit Template

SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing

W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.4: 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: 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.

W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Primary Interdisciplinary Connections

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Bloomfield Public Schools
Understanding by Design Unit Template

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**

☒ **Civic Literacy**

☐ **Financial, economic, business, and entrepreneurial literacy**

☐ **Health Literacy**

Transfer

Students will be able to independently use their learning to...

T1 – write effectively to convey meaning.

T2 – interpret texts to infer and understand authors' positions.

Meaning

Understandings

Students will understand that...

U1 – Writing clearly is essential to effective communication.

U2 – Writers use specific techniques to craft an argumentative essay.

U3 – Argument writing is most effective when it integrates evidence to support the claim.

Essential Questions

Students will keep considering...

Q1 – Why do writers write?

Q2 – How does a writer make his or her position clear?

Q3 – How do writers organize their ideas?

Q4 – What is the purpose of exploring and analyzing information from a variety of sources?

Acquisition

Bloomfield Public Schools
Understanding by Design Unit Template

Knowledge Students will know...		Skills Students will be able to...
K1 – how to define the basic elements of argument writing (e.g., claim, factual appeals, emotional appeals, evidence and examples, intended audience). K2 – how to write using proper grammar. K3 – how to include evidence to support a claim.		S1 – produce a precise argumentative essay that distinguishes a claim from an opposing viewpoint. S2 – explore the uses of argument writing. S3 – summarize a writer’s position, main ideas, and key details. S4 – evaluate a text to determine what an author says and to infer what he implies using textual citations. S5 – evaluate the credibility of evidence and resources.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T2 U1-Q3 Q1-Q4 K1-K3 S1-S5	<ul style="list-style-type: none"> • Observations • Rubrics 	<u>Transfer Task(s)</u> Formative <ul style="list-style-type: none"> • Prewriting • Writing process • Graphic organizers • Argumentative essay • Quizzes
		Summative <ul style="list-style-type: none"> • Edited/Revised argumentative essay • Tests

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		<u>Other Evidence</u> Formative <ul style="list-style-type: none">•
		Summative <ul style="list-style-type: none">•
Learning Plan (Stage 3)		
Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>		
Checks for alignment and best practice		
	Activities	Resources
T1-T2 U1-Q3 Q1-Q4 K1-K3 S1-S5	Compose argumentative (literary analysis) essay (including basic elements of argument writing) <ul style="list-style-type: none">Central claimOpposing claimsReasoningRelevant evidenceConclusion Drafting/Revision Peer review Grammar mini-lessons	<u>Primary resources:</u> District Writing Assessment <i>The New York Times</i> Op-Eds <i>The Star Ledger</i> Op-Eds <u>Supplements:</u> MLA Style Guide Perdue OWL (https://owl.english.purdue.edu/owl/)

Strategies for Differentiation	
<p><u>Students Below Target:</u></p> <ul style="list-style-type: none"> • Learning buddies • Varied rubrics • Tiered products/activities (Utilizing Bloom's) • I do, We do, You do activities • Small group instruction • Paired/Group activities • Guided practice • Cooperative learning (Jigsaw, Frayer model, etc.) • Embedded visual cues • Chunking • Advanced notice of assignments • Guided organizational skills • One-minute essays • Test modifications/Time extensions • Pre-test to assess readiness • Offer choice of response (verbal, visual, etc.) 	<p><u>Students Meeting/Exceeding Target:</u></p> <ul style="list-style-type: none"> • Interest-based mini-lessons • Wall walks • Skill-based mini-lessons • I do, We do, You do activities • Tiered products/activities (Utilizing Bloom's) • Role play • Cooperative learning • Entrance/Exit tickets
<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Encourage oral reading • Teach multiple meanings of vocabulary words • Use oral and written questions to check comprehension • Direct questioning to elicit knowledge • Pre-teach vocabulary • Clearly define (oral and written) limits and expectations • Small-group instruction • Allow additional "wait" time 	<p><u>Writing:</u></p> <ul style="list-style-type: none"> • Allow student to write based upon vocabulary word bank • Visual aids to allow student to organize plot structure • Teach outlining skills • Provide questions for student to allow organization

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Expository Writing	Grade Level	9 th
Curriculum Area	English Language Arts	Time Frame	6-8 weeks
Developed By	Bloomfield High School English/Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
<u>Reading Informational Texts</u>			
RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.			
RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).			
RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.			
RI.9-10.8: 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.			
RI.9-10.10: By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<u>Reading Literature</u>			
RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.			
RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band independently and proficiently.			

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Speaking and Listening

- SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-10.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

- L.9-10.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.
- L.9-10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing

- W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.4:** 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:** 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.
- W.9-10.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Primary Interdisciplinary Connections

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

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8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**

☒ **Civic Literacy**

☐ **Financial, economic, business, and entrepreneurial literacy**

☐ **Health Literacy**

Transfer

Bloomfield Public Schools
Understanding by Design Unit Template

Students will be able to independently use their learning to... T1 – write effectively to convey meaning. T2 – interpret texts to infer and understand authors' positions.		
Meaning		
Understandings		Essential Questions
Students will understand that...		Students will keep considering...
U1 – Writers use expository writing to inform their audience. U2 – Quality research and good note-taking skills are the foundation of successful expository writing. U3 – Proper grammar and use of writing mechanics make writing clearer and stronger.		Q1 – Why do writers write? Q2 – What is the purpose of exploring and analyzing information from a singular source, as well as from a variety of sources? Q3 – What is the difference between fact and opinion?
Acquisition		
Knowledge		Skills
Students will know...		Students will be able to...
K1 – the basic elements of expository writing (e.g., introduction, central claim, topic sentences, body paragraphs, evidence, conclusion). K2 – research and note-taking skills. K3 – how to write using proper grammar.		S1 – write an expository essay using relevant, well-chosen facts to support their central claim. S2 – determine the difference between facts and opinions. S3 – read and evaluate fiction and non-fiction texts to compile research to write an expository essay.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>

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Understanding by Design Unit Template

T1-T2 U1-Q3 Q1-Q3 K1-K3 S1-S3	<ul style="list-style-type: none"> • Observations • Rubrics 	<p><u>Transfer Task(s)</u></p> <p>Formative</p> <ul style="list-style-type: none"> • Prewriting • Writing process • Graphic organizers • Expository essay • Quizzes <p>Summative</p> <ul style="list-style-type: none"> • Select tasks as required by <i>Successful Reader</i> • Edited/Revised expository essay • Tests
		<p><u>Other Evidence</u></p> <p>Formative</p> <ul style="list-style-type: none"> • <p>Summative</p> <ul style="list-style-type: none"> •
<p align="center">Learning Plan (Stage 3)</p>		
<p>Checks for alignment and best practice</p>	<p align="center">Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i></p>	

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	Activities	Resources
T1-T2 U1-Q3 Q1-Q3 K1-K3 S1-S3	Compose expository (research-based) essay (including basic elements of argument writing) Central claim/Thesis statement Key concepts Reasoning Logical organization Relevant and effective evidence Conclusion Drafting/Revision Peer review Grammar mini-lessons	<u>Primary resources:</u> Media Center Databases MLA Style Guide Perdue OWL (https://owl.english.purdue.edu/owl/)

Strategies for Differentiation	
<p><u>Students Below Target:</u></p> <ul style="list-style-type: none"> • Learning buddies • Varied rubrics • Tiered products/activities (Utilizing Bloom's) • I do, We do, You do activities • Small group instruction • Paired/Group activities • Guided practice • Cooperative learning (Jigsaw, Frayer model, etc.) • Embedded visual cues • Chunking • Advanced notice of assignments • Guided organizational skills • One-minute essays 	<p><u>Students Meeting/Exceeding Target:</u></p> <ul style="list-style-type: none"> • Interest-based mini-lessons • Wall walks • Skill-based mini-lessons • I do, We do, You do activities • Tiered products/activities (Utilizing Bloom's) • Role play • Cooperative learning • Entrance/Exit tickets

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<ul style="list-style-type: none">• Test modifications/Time extensions• Pre-test to assess readiness• Offer choice of response (verbal, visual, etc.)	
<p style="text-align: center;"><u>Reading:</u></p> <ul style="list-style-type: none">• Encourage oral reading• Teach multiple meanings of vocabulary words• Use oral and written questions to check comprehension• Direct questioning to elicit knowledge• Pre-teach vocabulary• Clearly define (oral and written) limits and expectations• Small-group instruction• Allow additional “wait” time	<p style="text-align: center;"><u>Writing:</u></p> <ul style="list-style-type: none">• Allow student to write based upon vocabulary word bank• Visual aids to allow student to organize plot structure• Teach outlining skills• Provide questions for student to allow organization

ELA Grade 9: Prioritized Standards and Skills

Use the chart below to guide the planning of standards-based instruction that will support students in developing the skills and habits necessary to demonstrate achievement of the coinciding standards. Each standard has been categorized according to priority for the grade level span. Use the columns down the right side to determine priority grouping. Those standards marked with a solid circle in the first column are Priority Group 1, second column are Priority Group 2, and so on. (Standards marked with an open circle can be introduced and assessed at the teacher's discretion). As well, the priority grouping coincides with the time frame of quarterly marking periods. Use that time frame to plan assessments to determine student understanding.

	Standard	Skills and Habits	9.1	9.2	9.3	9.4
RL.9-10.1*	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> Annotate texts to support comprehension and analysis Collect and organize evidence from texts to support analysis in writing Paraphrase and quote relevant evidence from a text 	●			
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Make claims about texts using specific textual evidence Paraphrase and quote relevant evidence from a text Collect and organize content from the text to support analysis in writing 	●	●		
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Make claims about texts using specific textual evidence Paraphrase and quote relevant evidence from a text 	●			

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RL.9-10.4*	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Make claims about texts using specific textual evidence • Use vocabulary strategies to define unknown words • Determine meanings of unknown vocabulary 	●	●		
RL.9-10.5	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.	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Make claims about texts using specific textual evidence • Paraphrase and quote relevant evidence from a text • Analyze an author's craft 	●	●		
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Make claims about texts using specific textual evidence • Paraphrase and quote relevant evidence from a text 		●		
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions about texts • Make claims about texts using specific textual evidence • Paraphrase and quote relevant evidence from a text 	●			
RL.9-10.7.a	Analyze works by authors or artists who represent diverse world cultures.	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Make claims about texts using specific textual evidence • Paraphrase and quote relevant evidence from a text 				●

Bloomfield Public Schools
Understanding by Design Unit Template

RL.9-10.8	(Not applicable to literature)				<input type="checkbox"/>
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Make claims about texts using specific textual evidence • Paraphrase and quote relevant evidence from a text 		●	
RL.9-10.10*	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 high 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.	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis <ul style="list-style-type: none"> • Engage in productive evidence-based discussions about texts • Collect and organize evidence from texts to support analysis in writing • Make claims about texts using specific textual evidence • Use vocabulary strategies to define unknown words • Determine meanings of unknown vocabulary • Independently preview text in preparation for supported analysis • Paraphrase and quote relevant evidence from a text • Collect and organize content from the text to support analysis in writing <ul style="list-style-type: none"> • Analyze an author's craft 	●	●	●
RI.9-10.1*	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> • Annotate texts to support comprehension and analysis • Collect and organize evidence from texts to support analysis in writing • Paraphrase and quote relevant evidence from a text 			●

Bloomfield Public Schools
Understanding by Design Unit Template

RI.9-10.1.a	Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Collect and organize evidence from texts to support analysis in writing • Make claims about texts using specific textual evidence • Independently preview text in preparation for supported analysis 			●	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Make claims about texts using specific textual evidence • Paraphrase and quote relevant evidence from a text • Collect and organize content from the text to support analysis in writing 	●	●	●	●
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Make claims about texts using specific textual evidence • Paraphrase and quote relevant evidence from a text • Collect and organize content from the text to support analysis in writing 	●		●	●
RI.9-10.4*	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 (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Make claims about texts using specific textual evidence • Paraphrase and quote relevant evidence from a text • Use vocabulary strategies to define unknown words • Determine meanings of unknown vocabulary 	●		○	●

Bloomfield Public Schools
Understanding by Design Unit Template

		<ul style="list-style-type: none"> Independently preview text in preparation for supported analysis 				
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Make claims about texts using specific textual evidence Paraphrase and quote relevant evidence from a text Collect and organize content from the text to support analysis in writing 		●	●	●
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis <ul style="list-style-type: none"> Engage in productive evidence-based discussions about texts Make claims about texts using specific textual evidence Paraphrase and quote relevant evidence from a text Collect and organize content from the text to support analysis in writing 				●
RI.9-10.7	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.	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis <ul style="list-style-type: none"> Engage in productive evidence-based discussions about texts Collect and organize evidence from texts to support analysis in writing Make claims about texts using specific textual evidence <ul style="list-style-type: none"> Analyze an author's craft 		○	●	●

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RI.9-10.8	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.	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions about texts • Make claims about texts using specific textual evidence • Independently preview text in preparation for supported analysis • Paraphrase and quote relevant evidence from a text • Analyze an author's craft 				●
RI.9-10.9	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. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions about texts • Collect and organize evidence from texts to support analysis in writing • Independently preview text in preparation for supported analysis 	●	●		●
RI.9-10.10*	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions about texts • Collect and organize evidence from texts to support analysis in writing • Make claims about texts using specific textual evidence • Use vocabulary strategies to define unknown words • Determine meanings of unknown vocabulary • Independently preview text in preparation for supported analysis • Paraphrase and quote relevant evidence from a text • Collect and organize content from the text to 	●	●	●	●

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		support analysis in writing • Analyze an author's craft				
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.	• Identify potential topics for research within a text • Use questioning to guide research • Conduct pre-searches to validate sufficiency of information for exploring potential topics • Use writing process to construct written arguments				●
W.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	• Construct an argument • Apply knowledge of structures for argument writing				●
W.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	• Write original evidence-based claims • Develop, refine, and select inquiry questions for research • Develop and continually assess a research frame to guide independent searches				●
W.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	• Generate and respond to questions in scholarly discourse • Write arguments using precise language				●
W.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	• Write formal arguments				●

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W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none"> • Draft effective introductions, body paragraphs, and conclusions 				●
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> • Read closely for textual details • Collect and organize evidence from texts to support analysis in writing • Use writing process to construct informative writing 	●	●	●	
W.9-10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	<ul style="list-style-type: none"> • Construct an informative piece • Apply knowledge of structures for informative writing 	●	●	●	
W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	<ul style="list-style-type: none"> - Paraphrase and quote relevant evidence from a text - Write original evidence-based claims - Develop, refine, and select inquiry questions for research - Develop and continually assess a research frame to guide independent searches - Write for an appropriate audience 		●	●	
W.9-10.2.c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<ul style="list-style-type: none"> • Write informative pieces using precise language 	●		●	
W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<ul style="list-style-type: none"> • Write formal, objective informative pieces 		●	●	

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W.9-10.2.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.	<ul style="list-style-type: none"> • Write formal, objective informative pieces • Adhere to standard conventions of English language (grammar, usage, mechanics) • Adhere to MLA citation conventions 			●	
W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<ul style="list-style-type: none"> • Draft effective introductions, body paragraphs, and conclusions • Construct supportive conclusions 	●	●	●	
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<ul style="list-style-type: none"> • Write narratives using proper techniques • Use writing process to construct written narratives 				●
W.9-10.3.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.	<ul style="list-style-type: none"> • Construct a narrative • Write engaging texts 				●
W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<ul style="list-style-type: none"> • Write narratives using proper techniques 				●
W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	<ul style="list-style-type: none"> • Write using proper techniques to create a cohesive narrative 				●

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W.9-10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<ul style="list-style-type: none"> • Write using precise language to create a vivid narrative 				●
W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<ul style="list-style-type: none"> • Write using proper techniques to create a cohesive narrative 				●
W.9-10.3.f	Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.	<ul style="list-style-type: none"> • Write using proper techniques to reflect on a variety of cultures • Write narratives for appropriate audience • Appropriately alter voice and language to support narrative 				●
W.9-10.4	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.)	<ul style="list-style-type: none"> • Generate and respond to questions in scholarly discourse • Present information, findings, and evidence clearly, concisely, and logically collect and organize evidence from texts to support analysis in writing 			●	○
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	<ul style="list-style-type: none"> - Critique one's own writing - Create outlines - Revise writing - Draft and present information, findings, and evidence clearly, concisely, and logically - Draft and organize claims, counterclaims, and evidence in a logical manner - Draft and construct narratives appropriate to an audience 		●	●	●
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<ul style="list-style-type: none"> • Use technology to draft, revise, edit, and produce writing 			●	

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W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<ul style="list-style-type: none"> •Develop claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research 			●	
W.9-10.7.a	Explore topics dealing with different cultures and world viewpoints.	<ul style="list-style-type: none"> •Develop counterclaims in opposition to claims •Develop an evidence-based perspective from the synthesized research 				●
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<ul style="list-style-type: none"> •Gather information about selected topics •Research and cite sources effectively •Address research questions •Integrate information to create cohesive text 			●	
W.9-10.9*	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> •Read closely for textual details •Annotate texts to support comprehension and analysis •Collect and organize evidence from texts to support analysis in writing 		●	●	○
W.9-10.9.a*	Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	<ul style="list-style-type: none"> •Apply reading standards to written responses 		●		
W.9-10.9.b*	Apply <i>grades 9–10 Reading standards</i> 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”).	<ul style="list-style-type: none"> •Apply reading standards to written responses 		●		

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W.9-10.10*	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Write for a variety of timeframes for a variety of purposes 	●	●	●	●
SL.9-10.1*	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	<ul style="list-style-type: none"> • Engage in productive evidence-based discussions about texts • Make claims about texts using specific textual evidence • Generate and respond to questions in scholarly discourse 	●	●	○	○
SL.9-10.1.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.	<ul style="list-style-type: none"> • Engage in productive evidence-based discussions about texts • Make claims about texts using specific textual evidence • Generate and respond to questions in scholarly discourse • Independently preview text in preparation for supported analysis 		●		
SL.9-10.1.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.	<ul style="list-style-type: none"> • Engage in productive evidence-based discussions about texts • Make claims about texts using specific textual evidence • Generate and respond to questions in scholarly discourse 	●	●		
SL.9-10.1.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.	<ul style="list-style-type: none"> • Engage in productive evidence-based discussions about texts • Make claims about texts using specific textual evidence • Generate and respond to questions in scholarly discourse 	●	●		○
SL.9-10.1.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.	<ul style="list-style-type: none"> • Engage in productive evidence-based discussions about texts • Make claims about texts using specific textual evidence • Generate and respond to questions in scholarly discourse 		●		○

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SL.9-10.1.e	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	<ul style="list-style-type: none"> • Engage in productive evidence-based discussions about texts • Make claims about texts using specific textual evidence • Generate and respond to questions in scholarly discourse 				○
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<ul style="list-style-type: none"> • Engage in productive evidence-based discussions about texts • Make claims about texts using specific textual evidence • Generate and respond to questions in scholarly discourse 				●
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<ul style="list-style-type: none"> • Engage in productive evidence-based discussions about texts • Make claims about texts using specific textual evidence • Generate and respond to questions in scholarly discourse 				●
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<ul style="list-style-type: none"> • Engage in productive evidence-based discussions about texts • Make claims about texts using specific textual evidence • Generate and respond to questions in scholarly discourse 	○	●		
SL.9-10.5	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.	<ul style="list-style-type: none"> • Engage in productive evidence-based discussions about texts • Make claims about texts using specific textual evidence • Generate and respond to questions in scholarly discourse 				●
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> • Engage in productive evidence-based discussions about texts • Make claims about texts using specific textual evidence • Generate and respond to questions in scholarly discourse 		●		

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L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> •Show knowledge of the conventions of the English language (grammar, usage, mechanics) 		●		●
L.9-10.1.a	Use parallel structure.	<ul style="list-style-type: none"> •Achieve specific effects by using parallel structure 				●
L.9-10.1.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.	<ul style="list-style-type: none"> •Achieve specific effects by appropriately using varying types of phrases and clauses 				●
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> •Demonstrate command of the conventions of the English language (grammar, usage, mechanics) 		●	●	○
L.9-10.2.a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	<ul style="list-style-type: none"> •Use proper punctuation (including semicolons) 			●	○
L.9-10.2.b	Use a colon to introduce a list or quotation.	<ul style="list-style-type: none"> •Use proper punctuation (including colons) 			●	○

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L.9-10.2.c	Spell correctly.	<ul style="list-style-type: none"> • Demonstrate knowledge of and commitment to correct spelling 			●	○
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<ul style="list-style-type: none"> • Engage in effective code switching based on situation, audience, and content • Utilize diction, syntax, and grammar to affect style 			●	○
L.9-10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , Turabian's <i>Manual for Writers</i>) appropriate for the discipline and writing type.	<ul style="list-style-type: none"> • Write using MLA format 			●	○
L.9-10.4*	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.	<ul style="list-style-type: none"> • Develop and incorporate domain-specific vocabulary in written and verbal responses • Determine meaning of unknown vocabulary • Use vocabulary strategies to define unknown words 	○	○	○	○
L.9-10.4.a*	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> • Use context clues to determine meanings of unknown words 	○	○	○	○
L.9-10.4.b*	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).	<ul style="list-style-type: none"> • Identify and incorporate vocabulary in written and verbal responses 	○	○		○

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L.9-10.4.c*	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	<ul style="list-style-type: none"> •Use varying resources to determine meanings of unknown words 	○		○	○
L.9-10.4.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).	<ul style="list-style-type: none"> •Use context clues to verify meanings of unknown words • Use varying resources to verify meanings of unknown words 			○	
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<ul style="list-style-type: none"> •Incorporate newly learned vocabulary in written and verbal responses •Show understanding figurative language, word relationships, and nuances in word meanings 	●	○		●
L.9-10.5.a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	<ul style="list-style-type: none"> •Use context clues to determine meanings of words, especially on specific figures of speech 	●	○		
L.9-10.5.b	Analyze nuances in the meaning of words with similar denotations.	<ul style="list-style-type: none"> •Use context clues to determine meanings of words, especially on words with similar denotative meanings 		○		
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> • Develop and incorporate domain-specific vocabulary in written and verbal responses •Determine meaning of unknown vocabulary •Use vocabulary strategies to define unknown words 			○	○