Mohawk Local Schools   Grade ELA 9

Quarter 2   Curriculum Guide

General Expectations of the ELA Standards
A Focus on Results Rather than Means An Integrated Model of Literacy Research and Media Blended into the Standards as a Whole Shared Responsibility for Students' Literacy Development Focus and Coherence in Instruction and Assessment

Critical Areas of Focus Being Addressed:
- o   Reading Strand
- o   Writing Strand
- o   Speaking and Listening Strand
- o   Language Strand

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product: (DOK1) (DOK2) (DOK3) (DOK4)	Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can…..", "Students Will Be Able To……."
Reading Literature **Key Ideas and Details** **RL.9-** Cite strong and thorough textual evidence to support	**RL.9-10.1**

10.1	analysis of what the text says explicitly as well as inferences drawn from the text.	• Recognize strong and thorough textual evidence within the text **DOK 1** • Explain inferences drawn from the text **DOK 2** • Cite strong and thorough textual evidence to support the text (explicit and inferred) **DOK 2**
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.9-10.2** • Identify the central idea or theme within a text **DOK 1** • Identify specific details that support the development of a theme or central idea as it: emerges is shaped is refined **DOK 1** • Provide an objective summary **DOK 1** • Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details **DOK 2** • Interpret how the text supports key ideas or themes with specific details **DOK 2** • Formulate an objective summary that includes how the central idea: emerges is shaped Is refined by specific details **DOK 2**
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.9-10.3** **DOK 1** • Identify: complex characters in a text evidence in a text that makes the character complex • Identify conflicting motivations • Identify the theme of a story **DOK 2** • Analyze how characters change over the course of the text • Explain how characters' motivations/traits affect the plot • Describe the conflicts and motivations in character(s)

	• Analyze how the character(s)': conflicts motivations interactions advance the plot or theme
Craft and Structure	**Craft and Structure**
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	**RL.9-10.4** **DOK 1** • Identify: words and phrases figurative words and phrases connotative words and phrases in a text • Identify words that impact meaning and tone **DOK 2** • Determine the meaning of words and phrases as they are used in a text • Determine the figurative and connotative meanings of words and phrases as they are used in a text • Analyze the cumulative impact of specific word choice on meaning or 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.9-10.5** **DOK 1** • Identify aspects of text's structure • Identify order of events in text • Identify how author manipulates time • Describe the effect such as: mystery tension surprise the author uses **DOK 2** • Analyze how author's: choice of plot structure creates an effect • order of events within a text creates an effect • manipulation of time creates an effect
RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United	**RL.9-10.6** **DOK 1** • Define cultural experience

States, drawing on a wide reading of world literature.	• Distinguish difference between culture and cultural experience • Identify the: point of view or cultural experience **DOK 2** • 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
Integration of Knowledge and Ideas **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 *Landscape with the Fall of Icarus*).	**Integration of Knowledge and Ideas** **RL.9-10.7** **DOK 1** • Identify various artistic mediums • Recognize the literary and artistic use of the terms "subject" & key scene **DOK 2** • Explain how and why an artist/author chooses to represent a subject or scene • Analyze why the artist/author emphasized ideas for effect • Explain what is stressed or missing from a given representation in 2 different artistic mediums
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).	**RL.9-10.9** **DOK 1** • Distinguish between theme and topic • Identify difference between primary text and source material • Identify allusion, metaphor, parable, and parody **DOK 2** • Compare/contrast the treatment of similar

	themes or topics from two or more texts
Reading Informational Text **Key Ideas and Details** **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **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.	**Reading Informational Text** **Key Ideas and Details** **RI.9-10.1** **DOK 1** • Recognize strong and thorough textual evidence within the text • Explain inferences drawn from the text • Cite strong and thorough textual evidence to support the text (explicit and inferred) **DOK 2** • 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 (explicit and inferred) **RI.9-10.2** **DOK 1** • Identify the central idea within a text • Identify specific details that support the development of the central idea as it: emerges is shaped is refined • Provide an objective summary **DOK 2** • 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
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.9-10.3** **DOK 1** • Identify organizational patterns (e.g., cause/effect, chronological, sequential, order of importance, c/c and logical) • Identify paragraph development strategies (e.g., facts, statistics, examples, anecdotes) **DOK 2** • Determine the main ideas or events • Examine the strategies the author uses to introduce his points develop his points • Analyze the author's use of organizational patterns and techniques to connect ideas and communicate an overall message
Craft and Structure		**Craft and Structure** **RI.9-10.4**
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).	**DOK 1** • Identify: words and phrases figurative words and phrases connotative words and phrases technical words and phrases in a text • Identify tone of a text **DOK 2** • Determine the meaning of words and phrases as they are used in a text, including: figurative connotative technical meanings • Analyze the cumulative effect of word choices on: meaning tone
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs,	**RI.9-10.5** **DOK 1** • Identify the author's ideas or claims

or larger portions of a text (e.g., a section or chapter).	• Determine the structure/text features of an informational passage **DOK 2** • Analyze how the author uses particular: sentences, paragraphs, or larger portions to develop or refine: ideas or claims
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.9-10.6** **DOK 1** • Define rhetoric • Identify rhetorical techniques **DOK 2** • Analyze the author's use of rhetoric • Analyze the rhetorical techniques the author uses to express his/her point of view or purpose • Support your analysis with examples from the text
Integration of Knowledge and Ideas **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.	**Integration of Knowledge and Ideas** **RI.9-10.7** **DOK 1** • Identify different mediums • Recognize details emphasized in various sources **DOK 2** • Analyze different accounts of the same subject told in different mediums (e.g., a person's life story in both print and multimedia) • Determine emphasized details in various accounts of a subject told in different mediums **RI.9-10.8** **DOK 1** • Define and identify false statements

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.	• Define and identify fallacious reasoning • Recognize valid reasoning • Recognize relevant and sufficient evidence **DOK 2** • Delineate the argument and specific claims in a text • Evaluate the argument in a text • Evaluate the specific claim(s) in a text • Assess: the validity of reasoning the relevance of the evidence the sufficiency of the evidence • Distinguish between fallacious and valid reasoning

Writing
 	
Text Types and Purposes
 	
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 	
    a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
    b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
    c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
		Writing
		Text Types and Purposes
		
		W.9-10.1
		DOK 1
		• Recognize organizational patterns in writing
		• Define precise claim and counter claim
		• Define and generate substantive topics or texts
		• Recognize relevant and sufficient evidence
		• Define rhetorical audience
		• Identify fair and unfair claims and counterclaims
		• Recognize : transitional words, phrases, and clauses formal style and objective tone concluding statements or sections that support the argument presented
		• Explain audience awareness, including knowledge level and concerns
		• Identify norms and conventions of disciplines
		DOK 2
		• Analyze a substantive topic or text to determine if it is suitable for a written argument

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. e. Provide a concluding statement or section that follows from and supports the argument presented.	• Determine method to introduce precise claim(s) and distinguish the claim (s) from alternate or opposing claims • Determine the relationships between claims and counterclaims • Select an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons and evidence • Develop claims and counterclaims fairly • Analyze the knowledge level and concerns of the rhetorical audience • Evaluate strengths and limitations of claims and counterclaims • Link major sections of the text and create cohesion using words, phrases and clauses • Clarify relationships a)among claims and reasons, 2)between reasons and evidence, and 3)between claims and counterclaims using words, phrases and clauses • Develop formal writing style and objective tone while attending to the norms and conventions of the discipline • Plan a concluding statement or section that follows from and supports the argument presented **DOK 4** • Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which: introduces precise claim(s) distinguishes claims from alternate or opposing claims • creates an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 	
   a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
   c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify
	• develops claim(s) and counterclaims fairly, with evidence
	• points out strengths and limitations of claims and counterclaims
	• anticipates the audience's knowledge level and concerns
	• uses words, phrases and clauses to link sections of text, create cohesion, and clarify relationship
	• establishes and maintains formal style and objective tone
	• attends to the norms and conventions of the discipline
	• provides a concluding statement that follows from and supports the argument presented
	
	W.9-10.2
	DOK 1
	• Identify: complex ideas appropriate formatting supporting details effective transitions precise language domain specific - language
	• Identify a conclusion for the topic that follows from and supports the information or explanation presented
	
	DOK 2
	• Determine organization of complex ideas
	• Determine appropriate : formatting graphics multimedia to aid comprehension
	• Determine : well -chosen, relevant, sufficient : facts definitions details quotations appropriate to the audience's knowledge of the topic
	• Determine appropriate and varied transitions that : link sections create cohesion clarify relationships among complex ideas/concepts
	• Determine appropriate and varied transitions that : link sections create cohesion clarify

the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

relationships among complex ideas/concepts

- Determine formal style and objective tone while attending to the norms and conventions of informative writing
- Determine an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented

DOK 4

- Write informative/explanatory text which: examines/conveys complex ideas, concepts, information demonstrates clear and accurate information uses: of effective selection of organization of analysis of content
- Introduce a topic and: organize complex ideas, concepts, and information to make important connections and distinctions include formatting, graphics, and multimedia when useful to aiding comprehension
- Develop the topic with : well -chosen, relevant, and sufficient facts extended definitions concrete details quotations other information examples appropriate to the audience's knowledge of the topic
- Use appropriate and varied transitions to : link the major sections of the text, create cohesion clarify the relationships among complex ideas and concepts
- Use precise language and domain specific vocabulary to manage the complexity of the topic
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- Provide a concluding statement or section that

		follows from and supports the information or explanation presented
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. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**W.9-10.3** **DOK 1** • Identify multiple points of view in narratives • Define and identify multiple plot lines **DOK 2** • Analyze multiple points of view of various narratives • Analyze the use of multiple plot lines in narratives • Use a variety of techniques to logically and sequence and connect events • Analyze the relationships among experiences and events • Design an organized sequence of events with dialogue to develop experiences, events, and/or characters • Use precise, descriptive, and sensory language to develop vivid images of experiences, events, setting, characters • Develop conclusion s that reflects on what is experienced, observed, or resolved in a narrative **DOK 4** • Write a narrative to develop real or imagined experiences or events that: engages the reader with a problem, situation, or observation and introduces a narrator and/or characters establishes multiple points of view • uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters • uses a variety of transitions to develop a

	coherent sequence of events
	• uses appropriate precise, descriptive, and sensory language
	• includes a reflective conclusion that flows from what is experienced, observed, or resolved
Production and Distribution of Writing	**Production and Distribution of Writing**
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.9-10.4**
	DOK 1
	• (The underpinning knowledge targets are found in Writing Standards 1, 2, 3,7, 8, 9 and Language Standards 1-6)
	DOK 2
	• Analyze the reason for writing a piece to decide on: task purpose audience
	• Determine suitable: idea development strategies organization style appropriate to task purpose and audience
	• (Additional underpinning reasoning targets are found Writing Standards 1, 2, 3,7, 8, 9)
	DOK 3
	• (The underpinning skill targets are found in Writing Standards 5, 6, 7, 10)
	DOK 4
	• Produce a writing piece that is clear and coherent with: idea development organization style appropriate to task, purpose and audience
	• (Grade-specific expectations and writing types are found in Writing Standards 1-3)
	W.9-10.5
	DOK 1
	• Recognize how and when to: plan revise edit rewrite try a new approach
	• Recognize significant information for the needs

		of: audience purpose • Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54)
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 on page 54.)	**DOK 2** • Develop and strengthen writing as needed by: planning revising editing rewriting trying a new approach • Determine focus on: what is most significant for a specific purpose what is significant for a specific audience **W.9-10.6** **DOK 1** • Define flexible (e.g. continually updated) and dynamic (e.g. continually progressing with intensity and vigor) display of information • Know how to keep links updated with current information **DOK 2** • Critique their own or others' products to update or maintain new and accurate information • Determine appropriate information for links **DOK 3**
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.	• Use technology, including the Internet, to produce, revise, edit, and publish writing • Demonstrate use of technology to update individual/shared writing • Use technology to interact and collaborate with others for an intended purpose • Demonstrate command of technology to link to appropriate sources of information • Use technology to display information flexibly and dynamically

Range of Writing **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.	**Range of Writing** **W.9-10.10** **DOK 1** • Recognize: task audience purposes **DOK 2** • Determine when to write: routinely over extended time frames (time for research, reflection, and revision) routinely over shorter time frames (a single sitting or a day or two) • Determine organizational structure for a range of tasks, purposes, and audiences **DOK 3** • Writes routinely over extended time frames (time for research, reflection, and revision) • Writes routinely over shorter time frames (a single sitting or a day or two)

Speaking and Listening
 	
Comprehension and Collaboration
 	
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 	
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
    b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views),
	Speaking and Listening
	Comprehension and Collaboration
	
	SL.9-10.1
	DOK 1
	• Identify key supporting ideas from reading and research as well as in context of larger themes and issues
	• Describe guidelines for collegial discussion
	• Describe ways to make collaborative decisions (e.g., informal consensus)
	• Know how to ask thought provoking questions
	• Identify new information posed during discussion
	• Identify conclusions posed during discussion or in text
	DOK 2

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.	• Evaluate collegial discussion and decision-making processes used • Determine goals, deadlines, and individual roles for discussion groups • Compare and contrast opinions and facts posed by peers on the designated issue or topic • Formulate opinions, ideas, and conclusions based on prior and new evidence • Analyze evidence that supports personal opinions and ideas as well as those of others • Evaluate personal conclusions and the conclusions of others **DOK 3** • Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts • Facilitate discussions over designated grade 9-10 topics • Collaborate to develop guidelines for successful discussion and decision-making • Follow agreed-upon guidelines for discussion • Respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement • Reference evidence from texts and research to support comments and ideas • Pose and respond to questions by connecting to larger themes, issues, or contexts • Engage others in discussions through questioning or responding to their ideas • Question or respond to clarify, verify, or challenge conclusions posed by others • Make connections to new evidence or reasoning posed to justify personal viewpoints

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.9-10.3** **DOK 1** • Define and identify: fallacious reasoning exaggerated evidence distorted evidence in a speech • Define and identify a speaker's: point of view reasoning use of rhetoric use of evidence **DOK 2** • Evaluate a speaker's: point of view reasoning use of evidence use of rhetoric

Language
 	
Conventions of Standard English
 	
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 	
    a. Use parallel structure.*
    b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	Language
	
	Conventions of Standard English
	
	L.9-10.1
	DOK 1
	• Define and identify parallel structure
	• Recognize various types of phrases: noun verb adjectival adverbial participial prepositional absolute
	• Identify types of clauses: independent, dependent noun, relative, adverbial
	DOK 2
	• Demonstrate command of the conventions of standard English grammar and usage when writing
	• Incorporate parallel structure
	• Use various phrases and clauses to: add variety and interest to writing convey specific meanings in writing
	DOK 3
	• Demonstrate command of the conventions of

standard English grammar and usage when speaking

- Use parallel structure Uses various phrases and clauses to: add variety and interest to presentations convey specific meanings in presentations

L.9-10.2

DOK 1

- Apply correct capitalization, punctuation, and spelling when writing
- 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
- Know rules for colon use
- Use a colon to introduce a list/quotation
- Recall and apply spelling rules
- Identify and correct misspelled words

Knowledge of Language

L.9-10.3

DOK 1

- 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.

DOK 2

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

    a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

    b. Use a colon to introduce a list or quotation.

    c. Spell correctly.

Knowledge of Language

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.

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

- Apply knowledge of language to: understand how language functions differently in different contexts to make effective choices for meaning or style to comprehend more fully when reading or writing
- Write and edit work according to style manual guidelines, appropriate for the discipline and writing type

Vocabulary Acquisition and Use

L.9-10.4
DOK 1
- Identify words and phrases with multiple meanings
- Recognize patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)
- Consult general and specialized reference materials (print and digital) to find: word pronunciation, meaning part of speech etymology

DOK 2
- Apply context clues (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
- Determine or clarify the meaning of unknown or multiple meaning words and phrases
- Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple meaning word or phrase
- Verify preliminary determination of the meaning of a word or phrase (e.g., by checking inferred meaning in context or a dictionary)

Vocabulary Acquisition and Use

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 	
    a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
    b. Analyze nuances in the meaning of words with similar denotations.
	• Use word patterns that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)
	L.9-10.5
	DOK 1
	  • Recognize and understand the meaning of figurative language (e.g., euphemism, oxymoron)
	  • Recognize and understand the different types of relationships of words
	  • Recognize and understand nuances in word meanings
	
	DOK 2
	  • Interpret the role of figurative language in the text
	  • Analyze text's use of language
	  • Analyze nuances of words with similar denotations to understand words in context
	L.9-10.6
	DOK 1
	  • Identify academic and domain specific words and phrases sufficient for: reading writing speaking and listening
	  • Recognize and gather words and phrases important to comprehension or expression
	  • Identify appropriate resources to aid in gathering vocabulary knowledge

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.	**DOK 2**
	  • Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words through: reading writing speaking and listening
	  • Acquire and use appropriate contextual clues

	when demonstrating independence in gathering vocabulary knowledge • Select appropriate resources to aid in gathering vocabulary knowledge **DOK 3** • Use general and domain-specific words and phrases at the college and career readiness level sufficient for: reading writing speaking and listening • Use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge by: contextual clues references/resources