

## Bemidji Area Schools English Language Arts Grade 9 Outcomes

L e v e l	Strand/Sub- strand	Anchor Standard	Benchmark	Curriculum	Assessment
9	4. READING Literature	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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"> <li>- <u>Prentice Hall Anthology</u></li> <li>- <u>Treasure Island</u></li> <li>or</li> <li>- Ancillary Texts</li> </ul>	Short analysis writings paragraph and essay <ul style="list-style-type: none"> <li>- Paragraph for practice</li> </ul>
9	4. READING Literature	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.	Theme: <u>Scarlet Ibis</u>	Written – short essay
9	4. READING Literature	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.	Jim Hawkins (Treasure Island) adoption of male role model	Class discussion and Final essay question
9	4. READING Literature	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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).	Poetry unit in Anthology	Close reading with notes on one or more poems <ul style="list-style-type: none"> <li>- Emphasis on word choice and interpretation</li> </ul>
9	4. READING Literature	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.	<u>Romeo and Juliet</u> Compare/Contrast mood swings in Act IV; pacing in Act V	Responsive readings – group analysis

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9	4. READING Literature	6. Assess how point of view or purpose shapes the content and style of a text.	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.	Ulysses: Greek culture - Hospitality - Sacred traditions - Honored hero	Final essay option and Compare/Contrast to U.S. Home Décor illustration or Collage
9	4. READING Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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> ).	<u>Romeo and Juliet</u> – read and Zeffirelli – viewed - Treatment of Act III scenes	Identification of dramatic requirements for Shakespeare  Film for Zeffirelli - Notes and discussion - Writing in class
9	4. READING Literature	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)	N/A	N/A
9	4. READING Literature	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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 <b>or how a Minnesota American Indian author uses oral tradition to create works of literature</b> ).	Approaching challenges: unit study in Anthology Freedom	Discussion Short analysis  New work on same topic – choice of creation or analysis

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9	4. READING Literature	10. Read and comprehend complex literary and information texts independently and proficiently.	<p>10. By the end of grade 9, read and comprehend literature <b>and other texts</b> 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.</p> <p><b>a. Self-select texts for personal enjoyment, interest, and academic tasks.</b></p> <p><b>b. Read widely to understand multiple perspectives and pluralistic viewpoints.</b></p> <p>By the end of grade 10, read and comprehend literature <b>and other texts</b> including stories, dramas, and poems at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p><b>a. Self-select texts for personal enjoyment, interest, and academic tasks.</b></p> <p><b>b. Read widely to understand multiple perspectives and pluralistic viewpoints.</b></p>	Texts will vary	Book Talks: Background Audience Themes Techniques
9	5. READING Informational Text	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Preparation for state reading assessments and Non-fiction in Anthology	Short analysis based on text questions (written)
9	5. READING Informational Text	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.	Anthology “Rosa Parks”	Notes on specific details used to further her purpose - Summary paragraph
9	5. READING Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.	Anthology “In My Place”	Identify chronology of events and how they contribute to Gault’s purpose - Prep for narrative

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9	5. READING Informational Text	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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).	Anthology “R.H.C. Announcement”	Compare/Contrast to any modern auto advertisement - Written identification of persuasive word choices and appeal
9	5. READING Informational Text	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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).	Anthology “Caucasian Mummies”	Choose any one of the group discussion and wiring three essay parts and show how it relates to the whole and how it contributes to the author’s purpose
9	5. READING Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	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.	“Veteran Returns” and “The Wrong Orbit”	Written compare/contrast of P.O.V. and the effect sought
9	5. READING Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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.	“Italy” atlas and article	Diagram information on pictorial map and that found on the article - Create contour map of lake and fish information
9	5. READING Informational Text	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	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.	Anthology articles or Newspaper editorials	Three strains written objective - Find thesis and purpose - Find main ideas - Find specific supporting detail - Evaluate – group work

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9	5. READING Informational Text	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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,” and <b>other documents such as those written by Sojourner Truth, Chief Seattle, and Elizabeth Cady Stanton</b> ), including how they address related themes and concepts.	From present struggle comes future hope. Martin Luther King, Jr. and Chief Dan George (Anthology)	Independent research for another thematically linked text  Identify each expression and create a synthesis of overall effect - Visual or poetic
9	5. READING Informational Text	10. Read and comprehend complex literary and information texts independently and proficiently.	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.  <b>a. Self-select texts for personal enjoyment, interest, and academic tasks.</b>	Texts will vary	Compilation of findings – of what we know summary and seminar presentation

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9	7. WRITING	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Ninth Grade Research Project</p> <ul style="list-style-type: none"> <li>- Argument based – individually chosen topic and</li> <li>- Anthology reading and</li> <li>- Exercise from writing workshop</li> </ul> <p>Idea and specific support</p>	<p>Submission of research notes and texts</p> <p>Pro and con identification</p> <p>Use of writing process</p> <ul style="list-style-type: none"> <li>- Prewriting</li> <li>- Organization</li> <li>- Drafting</li> <li>- Peer review</li> <li>- Revising</li> <li>- Editing</li> </ul> <p>Various conferred assessments with students in the process:</p> <ul style="list-style-type: none"> <li>- Written</li> <li>- Viewed</li> <li>- Quizzed</li> </ul>

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9	7. WRITING	2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>	<p>Used in conjunction with the <i>Five Literary Elements</i> teaching</p> <ul style="list-style-type: none"> <li>- Anthology short stories i.e. Point of view “Cask of Amontillado” Character “Secret Life of Walter Mitty” Etc.</li> </ul>	<p>Analysis and evaluation essays writing on the <i>Five Literary Elements</i> as they are found in short stories</p> <p>Students will be judged on focus, use of specific detail from the text, and <i>Six Traits of Writing</i> criteria</p>

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9	7. WRITING	3. Write narratives <b>and other creative texts</b> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Write narratives <b>and other creative texts</b> 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 <b>literary and</b> narrative techniques, such as dialogue, pacing, <b>rhythm, repetition, rhyme</b> , 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, <b>figurative and</b> sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion ( <b>when appropriate to the genre</b> ) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or <b>creative text</b> .	Ulysses: The Lost Story	Narrative Essay: - Plot outline - Dialogue – character development - Sensory detail  Narrative features one of Ulysses main characters in a new story (in keeping with the original)  Thar adds to reader’s understanding of Thar character
9	7. WRITING	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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.)		
9	7. WRITING	5. <b>Use a writing process</b> to develop and strengthen writing as needed by planning, <b>drafting</b> , revising, editing, rewriting, or trying a new approach.	5. <b>Use a writing process</b> to develop and strengthen writing as needed by planning, <b>drafting</b> , 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 75.)	Stressed with all assignments and according to immediate need	Used in both research and narrative essays and highlighted in analysis and evaluation essays

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9	7. WRITING	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.	Computer research	Argument essay
9	7. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	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.	Short research in close reading for the <i>Five Elements</i> writing  Sustained research for argument essay	
9	7. WRITING	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.	Media Specialist presentation to facilitate research opportunities	Argument essay
9	7. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]”). 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”).	Anthology	Short story essays for <i>Five Literary Elements</i> and Anthology selection Support skills Development material completion - groups

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9	7. WRITING	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.	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. <b>a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</b>	Prompted by class reading or outside sources	In-class 10-minute response writings
9	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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, including those by and about Minnesota American Indians</i> , 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. a. 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. b. 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. c. 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.	Anthology “Treasure Island” and Ancillary texts  Teacher set Student ratified	Group work to solve set problems  Discussions prompted by study guide questions – class, group, individual  Team writing assignments culminating from small group findings  Close reading analysis shared by groups to produce key interpretational questions

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9	9. SPEAKING, VIEWING, LISTENING , AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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.		
9	9. SPEAKING, VIEWING, LISTENING , AND MEDIA LITERACY	3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	3. Evaluate a speaker’s point of view, reasoning, <b>intended audience</b> , and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<ul style="list-style-type: none"> <li>• Newspaper work</li> <li>• Editorials</li> <li>• Political cartoons</li> </ul>	Analyzed and discussed – group and class
9	9. SPEAKING, VIEWING, LISTENING , AND MEDIA LITERACY	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	4. <b>While respecting intellectual property</b> , 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 ( <b>e.g., persuasion, argumentation, debate</b> ).	Speech component of the Researched Argument assignment	Seminar style questions and answers
9	9. SPEAKING, VIEWING, LISTENING , AND MEDIA LITERACY	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	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.	In conjunction with Media Specialist (blog possibilities)	
9	9. SPEAKING, VIEWING, LISTENING , AND MEDIA LITERACY	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Adapt speech to a variety of contexts, <b>audiences</b> , tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 75 for specific expectations.) <b>a. Apply assessment criteria to evaluate oral presentations by self and others.</b>	Audience expectation fulfillment	Researched Argumentation

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9	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	7. <b>Critically analyze information found in electronic, print, and mass media and use a variety of these sources.</b>	<p>7. <b>Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.</b></p> <ul style="list-style-type: none"> <li>a. Evaluate the content and effect of persuasive techniques used in different mass media.</li> <li>b. Synthesize information and recognize categories, trends, and themes across multiple sources.</li> <li>c. Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.</li> <li>d. Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.</li> </ul>	<p>In conjunction with Media Specialist</p> <p>Work on cyber bullying cases</p>	To be created according to our technological capabilities
9	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	8. <b>Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.</b>	<p>8. <b>As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to interpret or respond to a piece of literature, to represent thematic similarities between two literary works, to interact or collaborate globally, to critique a current event or social issue.)</b></p> <ul style="list-style-type: none"> <li>a. Present, transform, or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and of the different types of Creative Commons licenses.</li> <li>b. Publish the work and share with an audience.</li> </ul>	In conjunction with Media Specialist	To be created

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9	11. LANGUAGE	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Language learning may be accomplished via integrated exercises in the Anthology and/or in the accompanying Writing/Grammar text	Identification writing Imitations writing Quizzes Group work
9	11. LANGUAGE	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	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.		Sentence combination exercises Identification writing Imitations writing Quizzes Group work
9	11. LANGUAGE	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.	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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i> ) appropriate for the discipline and writing type.	Citation work in Anthology or writing text for use in the researched citation exercises Argument Essay	

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9	11. LANGUAGE	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<p>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> <ul style="list-style-type: none"> <li>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.</li> <li>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>).</li> <li>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.</li> <li>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).</li> </ul>	Integrated vocabulary from the Anthology or from independent vocabulary source or from text associated lesson plans online	Vocabulary acquisition exercises and various quizzes
9	11. LANGUAGE	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul>	Anthologized poetry and highlighted areas after certain selections	Close reading and reading response (written)  Also show in Researched Argument

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9	11. LANGUAGE	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	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.	Via information text reading (see Reading 9:5)	Compiled vocabulary word list and definitions for chosen text discourse group