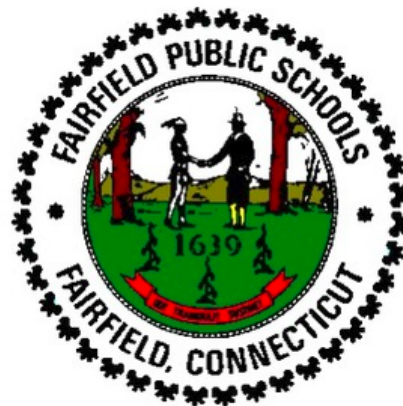


Fairfield Public Schools

English Curriculum

Reading, Writing, Speaking and Listening, Language

Grade 9



Grade 9 English: Description

The goal of the Fairfield Public Schools English/Language Arts curriculum is to cultivate the reading and writing lives of all of our students.

Students in the Fairfield Public Schools are immersed in literacy through rich and rigorous learning experiences. Fairfield's comprehensive 9th grade English curriculum consists of all the aspects of communication including reading, writing, usage and mechanics, grammar, speaking and listening, vocabulary, and research.

Students enter our high schools with a solid foundation of close reading; expressive and expository writing; and critical and creative thinking established in our middle schools. The 9th grade English program introduces ninth graders to the analytic reading skills, discussion practices, and writing strategies and processes they will use, and on which they will build, in future English classes.

The 9th grade reader closely reads complex texts. Our students are active and imaginative readers, who deepen their knowledge of not only what a text means but also how it produces meaning. The program focuses on: analyzing literary devices such as irony, foreshadowing, symbol, and figurative language; examining text structures, and applying literary lenses. Students read, discuss, and write about poems, short stories, novels, and plays written by classic and contemporary authors. Some authors that 9th graders study include: William Shakespeare, Harper Lee, Homer, Paulo Coelho, Percy Bysshe Shelley, Sophocles, and Jamaica Kincaid.

The 9th grade writer develops their competency in many types of writing including: narrative, informational, and argumentative forms. That said, students write primarily in response to what they read. Students deepen their knowledge of the essential skills of the writing process: planning for intended audiences and purposes, studying exemplary texts, drafting, elaborating, revising, reimagining, and editing for precision.

Emphasis is also placed on student participation in class discussions. Our 9th grade students reflect on and refine their individual discussion skills to deepen their comprehension of complex texts and ideas.

The upper level 9th grade course assumes students are able to work more independently, read more complex literature, complete longer assignments in reading, writing, and vocabulary study at an accelerated pace, and write more complex essays based on abstract and original thinking.

Grade 9 English: Overview

Central Understandings	Course Essential Questions
<ul style="list-style-type: none">• Students analyze and respond in literal, critical, and evaluative ways to a variety of complex texts that are read, viewed, and heard.• Students apply the principles of literary theory to deepen their comprehension of texts.• Students express, develop, and substantiate ideas and experiences through their own writing, artistic productions, and researched presentations.• Students write routinely over extended time frames and shorter time frames to develop and strengthen their writing.• Students contribute to classroom discourse by listening actively, synthesizing the ideas of others, and responding critically.• Students write with clarity and accuracy by adhering to the language and conventions of Standard English.	<ul style="list-style-type: none">• How do personal experiences shape identity?• What are the philosophical questions raised in a text?• What are the elements of the heroic archetype?• What are the elements of Shakespearean tragedy?• How do authors convey purpose and meaning in literature?• How does an author draw on and transform source material in a specific work?• How do grammar, usage, and mechanics impact a writer's message?• How do I evaluate the strengths and weaknesses of my own literacy growth and development?• How does collaboration extend, challenge, and broaden one's ideas?• What are the elements of an effective academic essay?• How do I identify gaps in my understanding?• How do I evaluate information for relevancy and reliability?• How can I explain my knowledge to others?• How do I write to express deductive, inductive, and narrative thinking as a means for interpreting literature?• Who is the tragic hero?• Who is the comic protagonist?

Grade 9 English: Overview

Grammar, Usage, Mechanics, and Vocabulary:

We expect that when students enter high school, they have mastered the grammar, usage, and mechanics concepts to be exhibited in 9th grade composition. During the beginning of the school year, teachers briefly review these skills: comma rules including comma splices, recognition of sentence fragments, standard use of capitalization, correct pronoun usage, verb tense consistency, control of active and passive voice. New concepts, aligned to meet Connecticut Core Standards for Language, include, but are not limited to: using parallel structure, using a semicolon to link two independent clauses; using a variety of phrases and clauses to convey specific meanings and add variety and interest; and using a colon to introduce a list or quotation. Students are expected to follow MLA formatting rules for all formal writing.

Vocabulary study is systematic, designed by teachers, and embedded into each unit. Vocabulary focus is on Tier 2 words – wide ranging words of high utility for literate language users. These are words that are more characteristic of written language and not so common in oral language/conversation (Hayes & Ahrens 1988). Further, students are taught advanced “word attack” strategies that include using context clues and reviewing appropriate Greek or Latin affixes and roots to determine the meaning of a word. Vocabulary study also includes Tier 3 words – domain specific words that are germane to the study of literature and literary theory (e.g. *antihero*, *archetype*, *monomyth*, etc). Lists of these Tier 3 words are developed before each unit.

The Portfolio

The Fairfield Public Schools value active and self-reflective learning. To that end, all 9th graders assemble a culminating portfolio – a purposeful collection of their work that demonstrates their growth and progress as readers, writers, and thinkers over time. Students also write a final reflection of their academic development throughout their first year in high school. This final portfolio is sent home and students review their work with their parents. This culminating portfolio is then sent on to the student’s 10th grade English teacher. As students begin their 10th grade year, this portfolio serves as a valuable resource for both student and teacher as they collaborate on setting reading and writing goals for the coming year.

Teacher Resources

Image Grammar, 2nd Edition by H. Noden

More Nitty Gritty Grammar Book by E. Fine and J. Josephson

Words, Words, Words Teaching Vocabulary 4-12 by J. Allen

Bringing Words to Life: Robust Vocabulary Instruction by I. Beck, M. McKeown, and L. Kucan

Grade 9 English: Year-at-a-Glance

Unit Title	Reading Focus	Writing Focus	Grammar/Usage/Mechanic Focus	Summative Assessments
<p>Establishing a Reading and Writing Life for High School: The Hero's Adventure</p>	<p>Recognize and analyze their own assumptions and question their thinking through collaboration.</p> <p>Process and analyze ideas, literature, and class discussion through initial responses, note-taking, and finalized responses.</p> <p>Apply their understanding of multiple symbolic, figurative and metaphorical meanings of texts.</p> <p>Demonstrate understanding of multiple symbolic, figurative, and metaphorical meanings of texts.</p>	<p>Connect with texts through initial written responses and extend that thinking through finalized written responses.</p> <p>Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text.</p> <p>Integrate textual support in order to support and embellish their thesis statements.</p>	<p>Review of major 8th grade concepts</p>	<p>Narrative</p> <ul style="list-style-type: none"> ● This I Believe ● Fictional/Personal tale of a change/realization <p>Argument Essay</p> <ul style="list-style-type: none"> ● Comment and argue against a classmate's interpretation of text <p>Informational Essay</p> <ul style="list-style-type: none"> ● Literary Analysis <p>Reading Comprehension Assessment</p>
<p>Rebelling Against the One / Trials and</p>	<p>Analyze the origins of the archetypal story of the</p>	<p>Informational Essay – Extended Literary</p>	<p>Sophisticated use of transitions</p>	<p>Argumentative Essay</p>

<p>Tribulations of the Hero</p>	<p>individual versus society Draw inferences about characters. Compare and contrast characters, conflicts, and events in the text. Identify how authors create omnipotent characters</p>	<p>Analysis</p>		<p>Informative-Explanatory (Literary Analysis)</p>
<p>Comedy and Tragedy</p>	<p>Analyze the purpose and effect of the two genres Identify the elements of Shakespearean tragedy and comedy and understand how its conventions function in a dramatic work. Analyze the difference between the Tragic Hero versus Comic Protagonist Identify and analyze the Tragic Struggle versus Comic Struggle Identify and analyze Tragic Methods versus Comic Methods</p>	<p>The Literary Argument: Creating sophisticated claims and rebutting the counter-claim</p>	<p>Demonstrate correct pronoun agreement (number) and pronoun case.</p>	<p>The Literary Argument Reading Comprehension Assessment</p>

<p>Reading the World – Social Issues: How do characters respond to their environment?</p>	<p>Reading with a critical lens, identify issues of power within a text</p> <p>Identify the challenge that characters face and the external forces that shape them.</p> <p>Analyze how this challenge or issue evolves through a longer text</p> <p>Formulate thematic or philosophic questions from a text</p> <p>Generate inquiry about those questions.</p>	<p>Connect with texts through initial written responses and extend that thinking through finalized written responses.</p> <p>Develop controlling ideas for informational writing which demonstrate an understanding of the social issues offered by a text.</p> <p>Recognize and use stylistic tools to enhance their personal voice in writing.</p>	<p>Place modifiers correctly.</p> <p>Punctuate complex sentences.</p>	<p>Extended Informational Essay</p> <p>Reading Comprehension Assessment</p>
<p>Reflecting on our Growth as Readers and Writers – Making Plans for Summer Literacy</p>	<p>Evaluate contents of literacy folder to determine portfolio entries.</p>	<p>Written self-reflective</p>	<p>Review and self-assessment</p>	<p>Final Portfolio</p>

Establishing a Reading and Writing Life for High School

Overview

Students that enter 9th grade have been in strong reading and writing classrooms for the past several years. Our students are knowledgeable about the essential skills of reading and writing. They know how to choose books they can read with ease; they pay attention to characters and to story elements in the stories they read; and they envision, predict, develop theories, and think across books as they read. They also monitor for comprehension, and they have a repertoire of strategies of easy-to-solve methods to draw upon when the book gets hard. As writers, students enter 9th grade confident in their abilities to put pen to paper (or thumb to screen). They have developed the essential skills to communicate ideas that they are passionate about, and they understand the value of their writer's notebooks. Our students are writers who understand the need to write.

In this unit – the first unit as readers and writers in high school – we continue this tradition as our students enter 9th grade, and help our students transition to increasingly complex modes of reading and writing.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none">• Annotate texts during close reading to deepen interpretation of texts and gather evidence to support ideas in writing• Identify themes as full and complete sentences• Recognize and analyze their own assumptions and question their thinking through collaboration• Process and analyze ideas, literature, and class discussion through initial responses, note-taking, and finalized responses	<ul style="list-style-type: none">• Articulate a self-definition in writing• Formulate and communicate personal responses to literary texts• Connect with texts through initial written responses and extend that thinking through finalized written responses• Integrate textual support in order to support and embellish their thesis statements	<ul style="list-style-type: none">• Review of major 8th grade concepts• Revise sentence run-ons and fragments• Unit-specific vocabulary• Advanced vocabulary “word attack” skills (roots, context, prefixes, etc.)

- Demonstrate analytical thinking about self-identity
- Analyze how an author expresses who he/she is in writing

Connecticut Core Standards Emphasized in the Unit

READING

Key Ideas and Details

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as 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.

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.9-10.6 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.

Integration of Knowledge and Ideas

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)

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.

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

- 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.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and 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 (e.g., articulating implications or the significance of the topic).

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. 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.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole

- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.9-10.5. 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.

Research to Build and Present Knowledge

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

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.

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.

SL. 9-10.1a 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.

SL. 9-10.1b 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.

SL. 9-10.1c 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.

SL. 9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL. 9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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.

LANGUAGE

Conventions of Standard English:

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

L. 9-10.1a Use parallel structure.

L. 9-10.1b 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.

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

L. 9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L. 9-10.2b Use a colon to introduce a list or quotation.

L. 9-10.2c 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.

L. 9-10.3a 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.

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.

L. 9-10.4a 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.

L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

L.9-10.4c 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.

L.9-10.4d 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.

L. 9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L. 9-10.5b Analyze nuances in the meaning of words with similar denotations.

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.

The Hero's Adventure

Overview

In this unit students will analyze the aspects of the archetypal hero, and the classic pattern of the “hero’s journey.”

They will be able to answer:

- What is a hero/heroine? How do the myths, legends and stories of a society’s heroes/heroines help us to understand the values of that society?
- What connections can we make between the classic characters, events and themes of *The Odyssey* (or other stories that follow the archetypal hero’s quest) and the stories of our modern world: our personal experiences and those of others; novels, plays, short stories, poems, movies, TV shows, and current events?

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none">• Recognize and analyze archetypal patterns in literature• Analyze the concept of the <i>monomyth</i>• Analyze how point of view influences perspective, theme, and meaning• Identify essential elements of allegory and determine how its conventions function in texts• Examine how relationships with other people affect who they are• Make connections between their own lives and literary themes• Formulate different types of questions: plot questions, interpretive questions,	<ul style="list-style-type: none">• Connect with texts through initial written responses and extend that thinking through finalized written responses• Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text• Develop narratives that focus on the development of the archetypal hero.• Revise and edit work carefully to eliminate errors and communicate ideas clearly and concisely	<ul style="list-style-type: none">• Demonstrate correct pronoun agreement (number) and pronoun case• Unit-specific vocabulary• Advanced vocabulary “word attack” skills (roots, context, prefixes, etc.)

<p>and evaluative questions</p> <ul style="list-style-type: none"> • Note confusions and explain surprises in texts • Make connections to other texts. • Collaborate to formulate and respond to questions. • Explore an idea, using personal experience and a literary text. 		
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Connecticut Core Standards Emphasized in the Unit

READING

Key Ideas and Details

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as 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.

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.9-10.6 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.

Integration of Knowledge and Ideas

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)

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.

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

- 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.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and 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 (e.g., articulating implications or the significance of the topic).

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. 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.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.9-10.5. 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.

Research to Build and Present Knowledge

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

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.

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.

SL. 9-10.1a 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.

SL. 9-10.1b 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.

SL. 9-10.1c 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.

SL. 9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL. 9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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.

LANGUAGE

Conventions of Standard English:

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

L. 9-10.1a Use parallel structure.

L. 9-10.1b 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.

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

L. 9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L. 9-10.2b Use a colon to introduce a list or quotation.

L. 9-10.2c 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.

L. 9-10.3a 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.

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.

- L. 9-10.4a** 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.
- L.9-10.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- L.9-10.4c** 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.
- L.9-10.4d** 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.
- L. 9-10.5a** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- L. 9-10.5b** Analyze nuances in the meaning of words with similar denotations.
- 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.

Rebelling Against the One / Trials and Tribulations of the Hero

Overview

In this unit, students will be introduced to the elements of the archetypal story of the hero who finds himself drawn into a state of opposition to some immense powers, which exercise control over the world in which he lives. This struggle is the core of the hero's identity.

Reading Focus

- Analyze the origins of the archetypal story of the individual versus society (*The Book of Job*)
- Make inferences about characters.
- Compare and contrast characters, conflicts, and events in the text.
- Identify how authors create omnipotent characters
- Recognize and describe patterns and relationships in the text.
- Use student questions to guide whole-class discussion and annotation of shared narrative text.

Writing Focus

- Connect with texts through initial written responses and extend that thinking through finalized written responses
- Select appropriate voice for different texts they write
- Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text
- Integrate textual support in order to support and embellish their thesis statements
- Revise and edit work carefully to eliminate errors and communicate ideas clearly and concisely

Grammar, Usage, Mechanics, and Vocabulary Focus

- Subject/verb agreement
- Unit-specific vocabulary
- Advanced vocabulary "word attack" skills (roots, context, prefixes, etc.)

Connecticut Core Standards Emphasized in the Unit

READING

Key Ideas and Details

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as 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.

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.9-10.6 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.

Integration of Knowledge and Ideas

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)

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.

- 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.
- 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.
- 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.

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

- 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.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and 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 (e.g., articulating implications or the significance of the topic).

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. 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.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.9-10.5. 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.

Research to Build and Present Knowledge

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

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.

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.

SL. 9-10.1a 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.

SL. 9-10.1b 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.

SL. 9-10.1c 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.

SL. 9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL. 9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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.

LANGUAGE

Conventions of Standard English:

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

L. 9-10.1a Use parallel structure.

L. 9-10.1b 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.

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

L. 9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L. 9-10.2b Use a colon to introduce a list or quotation.

L. 9-10.2c 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.

L. 9-10.3a 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.

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.

L. 9-10.4a 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.

L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

L.9-10.4c 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.

L.9-10.4d 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.

L. 9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L. 9-10.5b Analyze nuances in the meaning of words with similar denotations.

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.

Comedy and Tragedy

Overview

Students analyze the nuances of the two forms including the difference between: the *Tragic Hero* versus *Comic Protagonist*; the *Tragic Struggle* versus *Comic Struggle*; and *Tragic Methods* versus *Comic Methods*.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none">• Annotate texts during close re-reading of texts to deepen interpretation of texts and gather evidence to support ideas in writing• Analyze the purpose and effect of the two genres• Identify the elements of Shakespearean tragedy and comedy and understand how its conventions function in a dramatic work• Analyze the difference between the Tragic Hero versus Comic Protagonist• Identify and analyze the <i>Tragic Struggle</i> versus <i>Comic Struggle</i>• Identify and analyze <i>Tragic Methods</i> versus <i>Comic Methods</i>• Use evidence from a text to support an interpretation• Identify patterns in texts Using student	<ul style="list-style-type: none">• Connect with texts through initial written responses and extend that thinking through finalized written responses• Develop individual thesis statements that demonstrate an understanding of the philosophical and structural concepts offered by a text• Integrate textual support in order to support and embellish their thesis statements• Demonstrate deductive thinking to prove a thesis• Revise and edit work carefully to eliminate errors and communicate ideas clearly and concisely	<ul style="list-style-type: none">• Use verb tense consistently and correctly.• Unit-specific vocabulary• Advanced vocabulary “word attack” skills (roots, context, prefixes, etc.)

<p>questions to guide whole-class discussion and annotation of shared narrative text.</p>		
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Connecticut Core Standards Emphasized in the Unit

READING

Key Ideas and Details

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as 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.

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.9-10.6 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.

Integration of Knowledge and Ideas

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)

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.

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.

Craft and Structure:

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.

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.

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.

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.

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

- 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.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and 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 (e.g., articulating implications or the significance of the topic).

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. 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.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.9-10.5. 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.

Research to Build and Present Knowledge

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

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.

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.

SL. 9-10.1a 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.

SL. 9-10.1b 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.

SL. 9-10.1c 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.

SL. 9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL. 9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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.

LANGUAGE

Conventions of Standard English:

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

L. 9-10.1a Use parallel structure.

L. 9-10.1b 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.

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

L. 9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L. 9-10.2b Use a colon to introduce a list or quotation.

L. 9-10.2c 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.

L. 9-10.3a 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.

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.

L. 9-10.4a 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.

L. 9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

L. 9-10.4c 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.

L. 9-10.4d 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.

L. 9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L. 9-10.5b Analyze nuances in the meaning of words with similar denotations.

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.

Reading the World – Social Issues: How do characters respond to their environment?

Overview

In this unit, students will read “beyond the text” – identifying the larger social issues that lie at the heart of all texts. The hero must deal with issues of power in his struggle. To analyze social issues, students will also explore these issues through *Informational* writing where the writer aims to teach readers about a topic. Just as we help students to think about information reading as a way of engaging in a course in which they are learning all about a topic, we need to help them think about information writing as engaging in a course in which they teach all about a topic. An informational writer’s purpose, then, is to help readers become informed on a topic that feels very important to the writer. This is the type of “real-world” writing that our students will tackle in this unit. Further, this is the kind of writing that students will encounter in much of their nonfiction reading, current event articles in published newspapers, and their social studies and science texts.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none"> • Read with a critical lens, identify issues of power within a text • Identify the <i>struggle that characters</i> face and the external forces that shape them. • Compare how this struggle is represented in other media. • Analyze how this struggle or issue evolves through a longer text • Formulate thematic or philosophic questions from a text as they read. • Generate inquiry about those questions. 	<ul style="list-style-type: none"> • Connect with texts through initial written responses and extend that thinking through finalized written responses. • Develop controlling ideas for informational writing which demonstrate an understanding of the social issues offered by a text. • Recognize and use stylistic tools to enhance their personal voice in writing. • Revise and edit work carefully to eliminate errors and communicate ideas clearly and concisely 	<ul style="list-style-type: none"> • Place modifiers correctly. • Punctuate complex sentences. • Unit-specific vocabulary • Advanced vocabulary “word attack” skills (roots, context, prefixes, etc.) •

Connecticut Core Standards Emphasized in the Unit

READING

Key Ideas and Details

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as 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.

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.9-10.6 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.

Integration of Knowledge and Ideas

RI.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)

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.

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.

Craft and Structure:

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.

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.

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.

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.

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

- 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.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and 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 (e.g., articulating implications or the significance of the topic).

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. 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.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.9-10.5. 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.

Research to Build and Present Knowledge

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a

problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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.

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.

SL. 9-10.1a 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.

SL. 9-10.1b 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.

SL. 9-10.1c 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.

SL. 9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL. 9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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.

LANGUAGE

Conventions of Standard English:

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

L. 9-10.1a Use parallel structure.

L. 9-10.1b 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.

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

L. 9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L. 9-10.2b Use a colon to introduce a list or quotation.

L. 9-10.2c 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.

L. 9-10.3a 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.

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.

L. 9-10.4a 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.

L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

L.9-10.4c 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.

L.9-10.4d 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.

L. 9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L. 9-10.5b Analyze nuances in the meaning of words with similar denotations.

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.

Reflecting on our Growth as Readers and Writers – Making Plans for Summer Literacy

Overview

Reading and writing truly does change the way that we look at the world. At the end of the year, student will formally reflect on their progress as readers, writers, and thinkers by asking two important questions:

1. Who am I now, at the end of the school year, as a reader and a writer?
2. How can I tell the story of my growth as a reader and a writer?

The end of the year is an important time for students, parents, and teachers to celebrate achievements – this unit proves the opportunity to do just that. During this unit, students review reading logs and notebooks as well as their writing folders to identify specific examples of how their reading and writing lives have developed.

Research demonstrates that the single best predictor of reading achievement is the amount of time spent reading. Therefore, as the school year comes to a close, this is an important time for students to craft plans for their reading and writing lives over the summer. Students consider where they might read and write, what they plan to read and write, and how much time they plan to spend reading and writing. These plans are discussed with teachers and parents and students decide on ways to measure the successful implementation of their plans.

As students prepare to complete their first year of high school, the concluding lesson for all students is that one of the best ways to keep their summer reading lives exciting is to be passionate about whatever it is they plan to read.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none">• Evaluate contents of literacy folder to determine portfolio entries.• Create a portfolio that demonstrates	<ul style="list-style-type: none">• Write a self-reflective piece in which they analyze the ways in which they use language effectively, appropriately, and	<ul style="list-style-type: none">• Review of major concepts

<p>progress towards literacy goals and evidence of growth.</p> <ul style="list-style-type: none"> • Articulate their evolution as writers and readers by sharing their portfolio with parent/guardian. • Analyze independently a theme common to more than one text. • Provide textual evidence to support interpretations of themes in their independent reading. • Choose personally challenging independent reading selections and reflect upon these choices. • Create personal meaning from their independent reading. 	<p>conventionally and the ways in which they have to grow in their effective, appropriate, and conventional use of language.</p>	
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<p>Connecticut Core Standards Emphasized in the Unit</p>
<p>READING</p> <p>Key Ideas and Details</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Craft and Structure</p> <p>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;</p>

how it sets a formal or informal tone).

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.

Integration of Knowledge and Ideas

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)

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.

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.

Craft and Structure:

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.

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.

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.

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.

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

- 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.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and 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 (e.g., articulating implications or the significance of the topic).

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. 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.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events,

and/or characters.(reflect on the intended use of the technique)

- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.9-10.5. 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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