# English Language Arts Curriculum Model
## Grades 9-10

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| **Strand** | Reading: Literature |
| **Topic** | Key Ideas and Details |

**Standard Statements**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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.

**In the previous grade band, students were expected to cite textual evidence and draw inferences, analyze themes and discuss how characters and setting impact the plot.**

**Content Elaborations**

When analyzing **Key Ideas and Details**, critical reading is the central focus. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas. Critical reading includes understanding the ways authors influence readers with what the text states explicitly and implicitly. Effective authors use evidence and details purposely chosen to impart meaning. Literary analysis enables the reader to examine the way authors carefully position details which support the theme or main idea. They use the interactions, thoughts and feelings of characters to explore ideas and themes. Readers should further examine the purpose of the author's piece and question the motivations as well as the motivations of the characters, which also shape the plot and, ultimately, the theme.

**In the next grade band, students are expected to continue to cite text and draw inferences, examine multiple themes and analyze the impact of the author's choice as it relates to plot and character.**

**Enduring Understanding**

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

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| **Strand** | Reading: Literature |
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**Instructional Strategies and Resources**

**Graphic Organizer**
Students create organizers prior to reading such as tri-fold bookmarks about the characters in books that they read. They stop at the end of each chapter to update the bookmark. Students might respond to how the character illustrates the book's theme in each chapter, how the character interacts with other characters in each chapter, and how in each chapter the character is involved in the development of the plot. Teachers can divide the class into groups, assigning each group a different major character of a novel or drama.

**It Says, I Say Chart**
After reading a text, students complete an "It Says, I Say" Chart (Kylene Beers). Students choose three (or more) passages from a text that exemplify a theme or central idea and list those passages with page number citations in the "It Says" portion of chart. Then, in the corresponding "I Say" section of chart, students explain the author's intent and/or how the passage relates to the central theme of the work

**SOAPSTone Technique**
Students use the SOAPSTone technique to identify an author's point of view or overall message.

- S=Subject
- O=Occasion
- A=Audience
- P=Purpose
- S=Speaker
- T=Tone and words that suggest the tone.

This strategy may be used with every type of text. Visit http://faculty.stuartschool.org/~leckstrom/SOAPSToneAnalysisStrategy.htm for more information.

Marzano, Robert, et al. *A Handbook for Classroom Instruction That Works.* Alexandria: McRel, 2001. This handbook introduces teachers to nine instructional strategies that are proven to improve student achievement.

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The All America Reads website, located at http://www.allamericareads.org/program/strategies.htm, offers reading strategies and lesson plans that can be used to assist struggling and reluctant readers. It is supported by the research of Dr. Kylene Beers, professor of reading at the University of Houston.

**Diverse Learners**
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

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| **Strand** | Reading: Literature |
| **Topic** | Craft and Structure |

| **Standard Statements** | **In the previous grade band, students were expected to examine connotative and figurative meanings of words, compare and contrast multiple text structure, and analyze point of view.** |
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| 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).<br><br>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.<br><br>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. | **Content Elaborations**<br><br>Analyzing the **Craft and Structure** of literature requires the reader to examine the author's motivations closely. Effective authors make specific language choices (emotive, evocative, formal, impersonal) and use specific organizational strategies to position readers to accept representations of people, events, ideas and information in particular ways. Competent readers reflect on the nuanced meanings of words and phrases in texts as a tool by which they discover the meaning, tone and theme of a text. An author's perspective and global cultural experiences impact choices made about the text, such as what to include or not include as well as considering the point of view from which the narrative is told. Understanding of text occurs through meaningful and intentional opportunities to read, study and discuss literature with a focus on the total effect of an author's craft.<br><br>**In the next grade band, students are expected to analyze the connotative and figurative meanings of words as they are used in the text, examine how the author's choice shapes the overall structure of the text and continue to evaluate multiple points of view.** |

**Enduring Understanding**

Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

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**Instructional Strategies and Resources**

**Post-It Plot**
Students choose five key sentences that show plot development and write them on Post-it notes. Then, students rearrange the Post-it notes and express (orally or in writing) how rearranging the plot development changes the theme and/or meaning in the work. Students pay particular attention to the development of mystery, tension and surprise.

**TP-CASTT Method of Analysis**
Students use the Title, Paraphrase, Connotation, Attitude, Shift, Theme and Title (TP-CASTT) Method of poetry analysis. The Connotation section is particularly applicable to the Common Core Standards because students must look critically at how a writer uses device (metaphor, simile, alliteration, etc.) to convey meaning (College Board/AP).

The purpose is to compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. The teacher will use poems and read aloud analyzing how the structure of the poem influences the meaning. Students will work in small groups and look at poetry anthologies to find poems that are structurally different and similar, and analyze using graphic organizers. The following online resources listed can assist teachers further with this strategy:

- www.poets.org
- www.poetryfoundation.org
- www.loc.gov/poetry

More information about this topic can be located at http://www.sdcoe.k12.ca.us/score/things/PDF/TP-CASTT.pdf.

**Idioms**
The purpose is to determine the meaning of words and phrases by working with idioms. Introduce idioms by showing a You-Tube video on idioms and then brainstorm ideas for idioms. Students working within a group or individually will pick an idiom and create a picture of what it would look like using Microsoft Paint to draw then convert into a slide show. Students should contribute to a wall of idioms when they are found independently or in shared reading selections. For more information, visit www.idiomsite.com.

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| **Strand** | Reading: Literature |
| **Topic** | Integration of Knowledge and Ideas |

| **Standard Statements** | |
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| 7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).<br><br>8. (Not applicable to literature)<br><br>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). | **In the previous grade band, students were expected to compare and contrast multiple versions of texts as well as examine various themes, events and characters in literature.**<br><br>**Content Elaborations**<br><br>The **Integration of Knowledge and Ideas** is important when examining key scenes or specific works. Explore varying perspectives of the work such as historical accounts or any background knowledge that can assist in determining the author's overall purpose. Understanding the interplay between text and context can influence how an audience analyzes a text from multiple perspectives. Analysis of a topic or theme from varying perspectives and in a variety of mediums involves using comprehension strategies including, but not limited to, comparison and contrast, inference, and summary.<br><br>**In the next grade band, students are expected to analyze and evaluate multiple interpretations of a story, drama or poem and demonstrate knowledge of the foundational works of American literature and its varying themes.** |

**Enduring Understanding**

Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.

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**Instructional Strategies and Resources**

**Historical Background of Text**
Students analyze the historical background of a text. For example, when studying *Native Son*, share the newspaper article from the *Chicago Tribune* that inspired Richard Wright's creation of Bigger Thomas.

Carpenter, Thomas. *Art and Myth in Ancient Greece: A Handbook*. Thames & Hudson, 1991. Thomas Carpenter presents a reference book full of illustrations that highlights Greek Literature.

Foster, Thomas C. *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines.* New York: Harper Collins, 2003. Author Thomas Foster offers a practical guide to reading literature by examining major themes, narrative devices and form.

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| **Strand** | Reading: Literature |
| **Topic** | Range of Reading and Level of Text Complexity |

| **Standard Statements** | |
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| 10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. | **In the previous grade band, students were expected to read and comprehend literature, including stories, dramas and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**<br><br>**Content Elaboration**<br><br>The *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* states that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions **must** be used together:<br><br>(1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)<br>(2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software)<br>(3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned) |

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| **Strand** | Reading: Literature | |
| **Topic** | Range of Reading and Level of Text Complexity | |
| | | The three-part model is explained in detail in Appendix A of the *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.<br><br>The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that "a turning away from complex texts is likely to lead to a general impoverishment of knowledge…" This trend can be "turned around" when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.<br><br>**By the end of grade 11, students are expected to read and comprehend literature, including stories, dramas and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, students are expected to read and comprehend literature, including stories, dramas and poems, at the high end of the grades 11-12 text complexity band independently and proficiently.** |

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| **Strand** | Reading: Literature |
| **Topic** | Range of Reading and Level of Text Complexity |

**Enduring Understanding**

In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.

**Instructional Strategies and Resources**

**Literacy Memoir/Portfolio**
Students develop an individual Literacy Memoir/Portfolio with consideration given to range of reading and level of text complexity. For example, each student starts with an honest assessment of his or her personal literacy experience (graphic novels, fantasy books). Then, as the student progresses through school texts and personal texts, he or she strives to include more types of texts (classic novels, visual texts. Blogs, etc.).

**Literature Circles**
Students work in Literature Circles/flexible groups, examining poetry, short stories, dramas and/or novels centered on themes. Groups may be homogeneous allowing teachers to select texts at, above or below grade level or students may be heterogeneously grouped with differing tasks (literature circle roles) assigned within groups.

More information about this topic can be found athttp://olc.spsd.sk.ca/de/pd/instr/strats/literaturecircles/index.html.

For information about the Coleman-Liau Index and further references, visit http://www.worldlingo.com/ma/enwiki/en/Coleman-Liau_Index.

An explanation of the Flesch-Kincaid Reading Ease formula is located at http://www.readabilityformulas.com/flesch-reading-ease-readability-formula.php.

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| **Strand** | Reading: Informational Text |
| **Topic** | Key Ideas and Details |

| **Standard Statements** | |
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| 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>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.<br><br>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. | **In the previous grade band, students were expected to cite textual evidence and draw inferences, examine the progression of the central ideas, and analyze how individuals, ideas or events impact the text.**<br><br>**Content Elaborations**<br><br>When reading informational text, examining **Key Ideas and Details** is essential. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas. Authors of informational and argumentative texts present information, advance opinions, justify positions and make judgments in order to inform and/or persuade readers. Analysis of these texts requires understanding the central ideas or argument as well as the interactions between and among ideas/arguments.<br><br>**In the next grade band, students are expected to continue to cite text and draw inferences, examine multiple themes and investigate how specific individuals, ideas or events develop throughout the text.** |

**Enduring Understanding**

Knowledge-based information is an ever-changing expanding genre, which encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one's sense of the world.

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| **Strand** | Reading: Informational Text |
| **Topic** | Key Ideas and Details |

**Instructional Strategies and Resources**

**"Somebody Wanted But So" Sentence**
After reading an informational text, students analyze the development of ideas by completing a "Somebody Wanted But So" sentence stating what *somebody* (the author, a person or group cited in the text, etc.) *wanted* (that person's or group's goal) *but* (the obstacles he, she or they faced) *so* (how those obstacles were surmounted or how they defeated the person's or group's goal.)

**Text Support for Guided Reading Questions**
While they are reading, students mark passages with sticky notes that support guided reading questions that the teacher has given the students prior to reading. Students then refer to the text as evidence during discussion.

More information about this strategy can be found at http://wvde.state.wv.us/strategybank/Somebody-Wanted-But-So.html.

Reutzel, D. Ray and Robert B. Cooter. *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed.* Upper Saddle River: Pearson Education Inc. 2003. Pearson Education, Inc., provides 16 chapters that highlight numerous strategies and resources that have proven to be beneficial in assisting students with reading instruction.

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| **Strand** | Reading: Informational Text |
| **Topic** | Craft and Structure |

| **Standard Statements** | |
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| 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).<br><br>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).<br><br>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. | **In the previous grade band, students were expected to examine connotative, figurative and technical meanings of words and phrases, analyze text structure, determine an author's point of view or purpose in a text, and analyze how an author responds to conflicting viewpoints.**<br><br>**Content Elaborations**<br><br>Examining the author's technique is the essential focus when analyzing the **Craft and Structure** of informational text. Effective authors select specific language (emotive, evocative, formal, impersonal) and use specific organizational strategies and rhetorical content to convey meaning. Understanding the meanings (denotative as well as connotative) of words and phrases found within the text is a tool by which readers can discover the meaning, tone and purpose of a text.<br><br>**In the next grade band, students are expected to continue to examine the various meanings of words and how an author refines their use within the text, evaluate the effectiveness of text structure in an argument, and analyze how style and content shapes the author's purpose.** |

**Enduring Understanding**

Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

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**Instructional Strategies and Resources**

**Visual Representations**
Students create visual representations for words and phrases used in text which can include the following:

- Visual clues/drawings
- Words possibly divided by prefix/suffix, etc.
- Sentences using words (student-created, quotation from text mnemonic device)

**Blog/Editorial**
Students read a blog/editorial and analyze the author's point of view. Students focus on word choice, tone and rhetorical devices and determine how they reveal or support the author's purpose.

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| **Strand** | Reading: Informational Text |
| **Topic** | Integration of Knowledge and Ideas |

| **Standard Statements** | |
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| 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.<br><br>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.<br><br>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. | **In the previous grade band, students were expected to compare and contrast multiple versions of a text, delineate and evaluate the relevance of arguments, and analyze conflicting information in similar text.**<br><br>**Content Elaborations**<br><br>**Integrating Knowledge and Ideas** from informational text requires analysis and evaluation of critical themes and concepts from varying perspectives. It involves using comprehension strategies including compare and contrast, inference and summary. Critical reading of a wide variety of seminal texts, including those told from historical, literary and scientific perspectives, mirrors and challenges thinking and enhances the understanding of content.<br><br>**In the next grade band, students are expected to integrate and evaluate multiple versions of a text, examine the reasoning in seminal U.S. text and analyze the themes, purposes and rhetorical significance of 17th-, 18th- and 19th-century foundational U.S. documents.** |

**Enduring Understanding**

Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.

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| **Strand** | Reading: Informational Text |
| **Topic** | Integration of Knowledge and Ideas |

**Instructional Strategies and Resources**

**Comparing Sources for Multiple Genres**
Students compare the same subject from two different mediums and address the questions on the comparison of attention-getting technique, structure, complexity, objectivity and emotional impact.

**KWL Chart (I *Know*, what I *Want* to learn, what I did *Learn*)**

- **K –** Students journal what they think they know about a text of historical significance (*The Declaration of Independence*) and the time period in which it was written.
- **W –** Students list questions they have about it. Students read the text.
- **L –** Students respond by writing or drawing what they learned. Students discuss how their knowledge has changed in relation to related themes and concepts.

For more information about this topic, visit https://www.msu.edu/course/cep/886/Reading%20Comprehension/7Learn_Serv_Proj_KWL.html.

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| **Strand** | Reading: Informational Text |
| **Topic** | Range of Reading and Level of Text Complexity |
| **Standard Statements**<br><br>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. | **By the end of the year, students were expected to read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.**<br><br>**Content Elaboration**<br><br>The *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* states that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions **must** be used together:<br><br>(1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)<br>(2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software)<br>(3) Reader and task considerations (motivation, knowledge, and experiences purpose and complexity of task assigned) |

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**Enduring Understanding**

In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex informational text. They must read widely and deeply from among a broad-range of high-quality, challenging text and develop the "skill, concentration and stamina" to read these texts independently and proficiently.

**Instructional Strategies and Resources**

**Literacy Memoir/Portfolio**
Students develop an individual Literacy Memoir/Portfolio with consideration given to range of reading and level of text complexity. For example, each student starts with an honest assessment of his or her personal literacy experience (graphic novels, fantasy books). Then, as the student progresses through school texts and personal texts, he or she strives to include more types of texts (classic novels, visual texts, Blogs, etc.).

**Literature Circles**
Students work in Literature Circles/flexible groups, examining poetry, short stories, dramas and/or novels centered on themes. Groups may be homogeneous allowing teachers to select texts at, above or below grade level or students may be heterogeneously grouped with differing tasks (literature circle roles) assigned within groups.

More information about this topic can be located at: http://olc.spsd.sk.ca/de/pd/instr/strats/literaturecircles/index.html.

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| **Strand** | Writing |
| **Topic** | Text Types and Purposes |

**Standard Statements**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
    a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
    b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
    c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    e. Provide a concluding statement or section that follows from and supports the argument presented.

**In the previous grade band, students were expected to produce narrative and informative writing that was organized, engaging and possessed strong arguments.**

**Content Elaborations**

Understanding **Text Types and Purposes** is essential for writing. Effective and coherent text creation requires conscious choices about purpose for text creation (e.g., to inform, explain, persuade, entertain or inspire), motives for selecting strategies to engage an audience (e.g., to communicate information, promote action or build relationships), and potential consequences of choices regarding text creation (e.g., follow-up action, position defended, appropriate tone and style). It also includes appropriate structures for particular types of texts, language, voice, style, ideology, form and genre.

**In the next grade band, students are expected to produce informative and narrative writings that examine and convey complex ideas, and have well-developed arguments with valid reasoning, relevant evidence and well-chosen details.**

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| **Strand** | Writing |
| **Topic** | Text Types and Purposes |
| 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.<br>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.<br>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.<br>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.<br>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.<br>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.<br>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). | |

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|---|---|
| **Strand** | Writing |
| **Topic** | Text Types and Purposes |

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
    a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
    b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
    c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
    d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
    e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Enduring Understanding**

Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.

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| **Strand** | Writing |
| **Topic** | Text Types and Purposes |

**Instructional Strategies and Resources**

**Evaluating Models of Performance**
Explain the criteria for a particular writing assignment. Show students models of essays representing a range of scores. Have students assess them based on the criteria discussed. Students can use this knowledge to write their own essays with the same criteria. (*See Appendix C – Samples of Student Writing* in the Common Core Standards.)

**Claims T-Chart**
Students use a T-chart to list claims and counterclaims that might be made in an argumentative text. They can use the chart to determine their position and develop their own persuasive essay on the subject.

**Character Reflection**
After completion of novel or play, students write a reflective response in the voice of a major character based on textual references. (Diary entry, blog entry, letter, journal entry, etc.)

Burkhard, Ross M. *Writing for Real: Strategies for Engaging Adolescent Writers.* Portland: Stenhouse, 2003. This text offers various strategies used by veteran middle school teacher Ross Burkhardt. The text can be used as a guide to create an entire academic year of curriculum for writing.

**Diverse Learners**
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|---|---|
| **Strand** | Writing |
| **Topic** | Production and Distribution of Writing |

| **Standard Statements** | |
|---|---|
| 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.)<br><br>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.<br><br>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. | **In the previous grade band, students were expected to use technology to produce and publish clear and coherent writing that was organized and developed in multiple stages.**<br><br>**Content Elaborations**<br>The **Production and Distribution of Writing** is a multistage, reflective process that requires planning and revising and may occur collaboratively, individually and with the aid of technology. Effective writers make conscious, independent and/or collaborative decisions about the type of writing they produce and its distribution. They also use technology to share information and to create individual and collaborative texts.<br><br>**In the next grade band, students are expected to continue to use technology to produce, publish and update clear and coherent writing that is organized and developed in multiple stages with an additional focus on addressing a specific purpose and audience.** |

**Enduring Understanding**

Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.

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| **Strand** | Writing |
| **Topic** | Production and Distribution of Writing |

**Instructional Strategies and Resources**

**Class Writing Blog**
Students post their writing to a class Blog for peer review in response to a class assignment. They could be required to include links to other online sites on the same topic within the body of the Blog. More information about teaching this strategy can be found at http://cnx.org/content/m18050/latest/.

**Read Back**
Students enlist partners to read their writing back to them (or they can record their reading) and listen for awkward pauses, confusion, mispronunciation and logic-/word-choice issues. Students make revisions based on the feedback.

Brooks, Terry. *Sometimes the Magic Works: Lessons from a Writing Life.* New York: Ballentine Books, 2003. This text examines the thought process writers often go through to produce their works. It gives valuable tips that can be used to help shape the various stages of a piece.

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|---|---|
| **Strand** | Writing |
| **Topic** | Research to Build and Present Knowledge |

**Standard Statements**

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.

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.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
    a. Apply *grades 9-10 Reading standards* 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 *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

**In the previous grade band, students were expected to investigate and evaluate relevant and credible information from multiple sources to conduct a short research project.**

**Content Elaborations**

Conducting **Research to Build and Present Knowledge** is essential for developing cogent writers who employ critical thinking. Efficient writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to create new understandings and new knowledge for specific purposes. They understand that research is a recursive process and persist through challenges to gain a broader perspective about information during the inquiry process. Writers use appropriate style manuals to follow a standard format for citation.

**In the next grade band, students are expected to continue to investigate and evaluate relevant and credible information from multiple authoritative sources in order to conduct research projects that can be both short-term as well as more sustained.**

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|---|---|
| **Strand** | Writing |
| **Topic** | Research to Build and Present Knowledge |

**Enduring Understanding**

Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

**Instructional Strategies and Resources**

**Research Project**
After reading Julius Caesar, 10th-grade students research one of the following assassinations: Abraham Lincoln, Martin Luther King Jr., Malcolm X or John F. Kennedy. Then they write an essay (two-page minimum) comparing and contrasting the assassination they chose to Julius Caesar's assassination, concentrating on the following points: description of the assassin, motives, related events leading up to the assassinations, flaws in the victim's character, cause of the assassination and effects of the assassination on the society of the victim.

**Research Folder**
Using a self-selected or assigned broad topic, students create a research folder (online if possible) to store notes and citation information. Students use the notes and citation information to write their formal research papers.

**A CRAB Method**
Use the *A CRAB Method* to determine the usefulness of a source: *Authority, Currency, Relevance, Accuracy and Bias.*

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| | |
|---|---|
| **Strand** | Writing |
| **Topic** | Range of Writing |

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|---|---|
| **Standard Statements**<br><br>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. | **In the previous grade band, students were expected to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.**<br><br>**Content Elaborations**<br><br>Effective writers build their skills by practicing a **Range of Writing**. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.<br><br>**In the next grade band, students are expected to 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.** |

**Enduring Understanding**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

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| **Strand** | Writing |
| **Topic** | Range of Writing |

**Instructional Strategies and Resources**

**Timed Writings**
Students complete timed writings in response to test prompts (AP, SAT, ACT, OGT, etc.). Teachers offer students the opportunity to use rubrics and samples to self-score their own timed writings and determine their own improvement plan. Revision opportunities are based on their improvement plans.

**Dialogue Journals**
Students participate in dialogue journals with the teacher (or with other students). Students can respond to specific questions or they can create their own responses. Teacher/student pairs can then focus on individual learning needs.

More information about this strategy can be found at http://www.indiana.edu/~reading/ieo/digests/d99.html.

The National Writing Project & Carl Nagin. *Because Writing Matters: Improving Student Writing in Our Schools.* San Francisco: Jossey-Bass, 2003. This text offers several strategies, additional resources and research centered on teaching students how to become more effective writers.

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|---|---|
| **Strand** | Speaking and Listening |
| **Topic** | Comprehension and Collaboration |

**Standard Statements**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
    b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
    c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
    d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**In the previous grade band, students were expected to engage effectively in a range of collaborative discussions, analyze the purpose of information presented in diverse media and delineate and evaluate a speaker's argument.**

**Content Elaborations**

The speaking and listening strand requires an intense focus on **Comprehension and Collaboration**. Effective speakers and critical listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of better examining issues, evaluating opinions, arguing points, making judgments, building understandings and persuading others by evidence and reasoning.

**In the next grade band, students are expected to initiate and participate effectively in a range of collaborative discussions, integrate multiple sources of information presented in diverse media and evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.**

| | |
|---|---|
| **Strand** | Speaking and Listening |
| **Topic** | Comprehension and Collaboration |
| 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.<br><br>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | |

**Enduring Understanding**

Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.

**Instructional Strategies and Resources**

**Literature Circles**
Use literature circles during reading (informational and literary) instruction. In literature circles, students discuss the text they are reading, then present their findings. Texts selected for literature circles may be chosen to address specific reading needs/levels. Reports should be done orally, but may have a written component to address writing standards as well. For more information, visit www.litcircles.org.

**Graphic Organizer**
Students use a graphic organizer to compare and contrast different news reports (TV and/or radio) on the same topic. Use these diagrams to help determine the reliability of the different accounts.

For various activities that can be adapted and implemented into the English/Language Arts curriculum, visit http://www.sasked.gov.sk.ca/docs/mla/listen.html.

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| | |
|---|---|
| **Strand** | Speaking and Listening |
| **Topic** | Presentation of Knowledge and Ideas |

| **Standard Statements** | |
|---|---|
| 4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.<br><br>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.<br><br>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | **In the previous grade band, students were expected to present relevant and valid claims and findings, integrate multimedia and visual displays into presentations, and adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.**<br><br>**Content Elaborations**<br><br>The **Presentation of Knowledge and Ideas** is a key component to the speaking and listening strand. Strategic use of the elements of effective oral, visual and multimedia presentations and their effects increases the potential to inform, entertain or persuade an audience.<br><br>**In the next grade band, students are expected to present information, findings and supporting evidence that conveys a clear and distinct perspective, make strategic use of digital media in presentations, and adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate.** |

**Enduring Understanding**

Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

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|---|---|
| **Strand** | Speaking and Listening |
| **Topic** | Presentation of Knowledge and Ideas |

**Instructional Strategies and Resources**

**Product Commercial**
Students create and produce (Podcast) commercials for existing products or services or those of their own invention. Language of the scripts must suit the targeted audiences.

**Multimedia Format**
After an analysis of a text, students present an interpretation of the text in a multimedia format. Using the actual text within the presentation, students find and/or create images and sounds that convey their personal interpretation (remix) of the piece in relation to the author's attitude, tone, theme, mood, connotations, etc. Within the presentation, students provide an oral delivery (live or recorded) of original text (in part or in whole).

For classroom strategies to improve listening and speaking, visit http://writing.colostate.edu/guides/teaching/esl/listening.cfm.

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|---|---|
| **Strand** | Language |
| **Topic** | Conventions of Standard English |

**Standard Statements**

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 and presentations.

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.

**In the previous grade band, students were expected to demonstrate a command of the conventions of standard English usage and grammar, capitalization, punctuation and spelling when speaking and/or writing.**

**Content Elaborations**

There are specific rules and **Conventions of Standard English** that language must follow. Writers and speakers use their understanding of language to craft writing, communicate effectively and make purposeful choices for function and rhetorical effects. The conventions are learned and applied within the contexts of reading, writing, speaking and listening.

**In the next grade band, students are expected to continue to demonstrate a command of the conventions of standard English usage and grammar, capitalization, punctuation and spelling when speaking and/or writing.**

**Enduring Understanding**

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.

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| **Strand** | Language |
| **Topic** | Conventions of Standard English |

**Instructional Strategies and Resources**

**Poetry Writing**
Reinforce command of teacher-selected conventions by having students write poetry demonstrating a particular convention. For example, each line of poem must begin with a participial phrase. Students demonstrate comprehension of convention by using the convention in prose writing.

**Model Sentences**
Make use of model sentences from published professional writers and from students. Ask students to analyze, imitate and/or improve upon the models through sentence combining, creative punctuation, etc.

**Sentence Structure**
Using a sentence, have students look at the structure, type of sentence, capitalization, punctuation, parts of speech, etc. Use sentences found in classroom literature, magazines, newspapers or teacher-created. The discussion is teacher-led, but could be student-led. This strategy can lead to discussions of consulting references, journalistic writing, etc. More information on this topic can be located at http://owl.english.purdue.edu/exercises/.

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|---|---|
| **Strand** | Language |
| **Topic** | Knowledge of Language |

| **Standard Statements** | |
|---|---|
| 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.<br>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type. | **In the previous grade band, students were expected to use knowledge of language and its conventions when writing, speaking, reading or listening.**<br><br>**Content Elaborations**<br><br>**Knowledge of Language** allows for informed choices in the context of communication. Writers and speakers use their knowledge of language to make meaning, develop style and appropriately edit for clarity, interest and precision. Knowledge of language also is used to comprehend the nuances of communication. Experienced writers and speakers use appropriate references to assist them in producing effective communication.<br><br>**In the next grade band, students are expected to 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.** |

**Enduring Understanding**

Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.

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|---|---|
| **Strand** | Language |
| **Topic** | Knowledge of Language |

**Instructional Strategies and Resources**

**Compare/Contrast**
Compare/contrast different styles of writing to evaluate how language functions in different contexts, e.g., the student writes a letter to a friend then uses the same information to write to a teacher, parent, administrator, mayor (blog, texting, Facebook page, Tweets) while using proper style manuals to guide writing.

For strategies and techniques that can assist in teaching style and rhetoric, visit http://www.nwp.org/cs/public/print/resource_topic/style_and_rhetoric.

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|---|---|
| **Strand** | Language |
| **Topic** | Vocabulary Acquisition and Use |

**Standard Statements**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.
    a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
    c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
    d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
    b. Analyze nuances in the meaning of words with similar denotations.

**In the previous grade band, students were expected to determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 6-8 reading and content, demonstrate understanding of figurative language, word relationships and nuances in word meanings, and acquire and accurately use grade-appropriate words or phrases.**

**Content Elaborations**

Learning, as a language-based activity, is fundamentally and profoundly dependent on **Vocabulary Acquisition and Use**. Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They demonstrate independence in using an array of strategies including syntax, textual clues, word relationships and differences between literal and figurative language to build vocabulary and enhance comprehension and communication. Understanding the nuances of words and phrases allows students to use vocabulary purposefully and precisely.

**In the next grade band, students are expected to continue to determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 11-12 reading and content, demonstrate understanding of figurative language, word relationships and nuances in word meanings, and acquire and accurately use grade-appropriate words or phrases.**

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| **Strand** | Language |
| **Topic** | Vocabulary Acquisition and Use |
| 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. | |

**Enduring Understanding**

Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.

**Instructional Strategies and Resources**

**Photos and Cartoons**
Use photographs and cartoons to illustrate abstract concepts and unfamiliar words. Comic strips often illustrate intangible concepts and since they appeal to students, they make these concepts more immediate and less intimidating.

**Graphic Organizer**
Have students use Frayer model graphic organizers to help them visualize and comprehend new words. For an explanation of the Frayer model as well as a template for the graphic organizer, see http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/graphicorg/fraym.htm.

**Charades**
Use charades with students to help them understand idioms, expressions, figurative language and colloquialisms. Seeing the phrases “acted” can help imprint their meaning for comprehension.

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| **Strand** | Language |
| **Topic** | Vocabulary Acquisition and Use |

**Figurative Language**
Students underline or highlight any examples of figurative language that they find in a text. Then they should rewrite the sentence, substituting their own words for the underlined phrases. After reading their sentences aloud, students decide the best meaning of the figurative language, and then use the phrase in a sentence of their own to connect the comparison.

Harmon, Janice M., Karen D. Wood, and Wanda B. Hedrick. *Instructional Strategies for Teaching Content Vocabulary.* Westerville: National Middle School Association, 2006. This text offers seven chapters that document 42 instructional strategies that can be implemented in grades 4-12 to help students comprehend the intended meanings of words.

For various instructional tools and tips to assist in building vocabulary, visit http://www.educationoasis.com/curriculum/GO/vocab_dev.htm.

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