

**Anchor Standard**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**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.

**Essential Skills and Concepts:**

- ☐ Analyze the text
- ☐ Identify explicit textual evidence
- ☐ Cite evidence
- ☐ Draw inferences
- ☐ Support inference using several pieces from the text
- ☐ Provide varying degrees of support (evidence)

**Question Stems and Prompts:**

- ✓ What textual evidence did you identify to support your analysis of the text? Cite several examples.
- ✓ What inferences can you draw from your analysis of the text?
- ✓ Show me in the text what makes you think that \_\_\_\_\_?
- ✓ Based on your reading of the text, what textual evidence strongly supports your analysis of the text?

**Academic Vocabulary:**

- analyze
- cite
- explicit
- textual evidence
- conclude
- inference

**Spanish Cognates:**

- analizar
- citar
- explícito
- evidencia textual
- concluir
- inferencia

**Anchor Standard**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**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.

**Essential Skills and Concepts:**

- ☐ Determine theme or central idea
- ☐ Analyze theme /central idea development
- ☐ Make inferences
- ☐ Formulate an objective summary of the text
- ☐ Determine how the theme/central idea is refined

**Question Stems and Prompts:**

- ✓ What is the theme or central idea?
- ✓ Cite textual evidence of the key details that reveals the development of the theme(s)/central idea(s) of the text.
- ✓ How do the key details of the text shape and refine the theme(s) of the text?
- ✓ How can you objectively summarize the text?

**Academic Vocabulary:**

- determine
- theme
- central idea
- analyze
- objective
- summarize
- emerge
- refine

**Spanish Cognates:**

- determinar
- tema
- idea central
- analizar
- objetivo
- emerger
- perfeccionar

**Anchor Standard**

Analyze how and why individuals, events, and ideas develop and interact over the course of a 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.

**Essential Skills and Concepts:**

- ☐ Understand character traits or aspects
- ☐ Identify multiple/conflicting character motivations
- ☐ Analyze character interactions
- ☐ Understand plot development
- ☐ Understand casual and complex relationship of dialogue and/or events on plot development

**Question Stems and Prompts:**

- ✓ What statement(s) or action(s) lead to a shift in advancement in the events of the story?
- ✓ Analyze what is revealed about the character by the events or dialogue of the text?
- ✓ What decision is provoked by \_\_\_\_\_ incident?
- ✓ How does character motivation reveal the complexity of the character?
- ✓ What are their motivations? Are they conflicting? If so, how?
- ✓ How are the character motivations developed over the course of the text?
- ✓ Which interactions between characters contribute to the development of the theme?

**Academic Vocabulary:**

- dialogue
- incident
- propel
- aspect
- reveal
- provoke
- complex character
- multiple
- conflicting
- motivation
- interact
- advance
- theme

**Spanish Cognates:**

- diálogo
- incidente
- aspecto
- revelar
- provocar
- múltiples
- conflicto
- motivación
- interactuar
- avanzar
- tema

**Anchor Standard**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**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). (See **grade 9/10 Language standards 4-6 for additional expectations.**)  
**CA**

**Essential Skills and Concepts:**

- ☐ Determine figurative meaning
- ☐ Determine connotative meaning
- ☐ Understand connotations
- ☐ Understand how word choice impacts meaning
- ☐ Understand how word choice impacts tone
- ☐ Identify cumulative impact of word choice
- ☐ Determine formal vs. informal tone

**Question Stems and Prompts:**

- ✓ What does the word/phrase \_\_\_\_\_ mean in this selection?
- ✓ The word/phrase is an example of \_\_\_\_\_.
- ✓ How does the author's use of repetition of \_\_\_\_\_ impact the tone of the text?
- ✓ Identify and analyze which words or phrases specifically impact the meaning or tone?
- ✓ How does the author's use of formal or informal diction affect the tone of the text?
- ✓ Without changing the meaning of the sentence, what word/phrase can best be used to replace the underlined word/phrase?

**Academic Vocabulary:**

- figurative meaning
- connotative meaning
- impact
- tone
- word choice
- analogies
- allusions
- cumulative
- evoke
- formal
- informal

**Spanish Cognates:**

- impacto
- tono
- analogías
- alusiones
- acumulado/a (adj.)
- evocar
- formal
- informal

**Anchor Standard**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

**RL.9-10.5**

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**Essential Skills and Concepts:**

- ☐ Understand text structures and their forms
- ☐ Understand and analyze how text structure contributes to the meaning of a text
- ☐ Understand parallel plots
- ☐ Recognize and understand time manipulation techniques
- ☐ Understand and identify literary effects (e.g. mystery, tension, surprise)

**Question Stems and Prompts:**

- ✓ How does the structure of the text contribute to its meaning?
- ✓ How does the order the events effect the text?
- ✓ Identify and analyze the devices the author uses to manipulate time.
- ✓ How does the author manipulate (structural element) to create the effect of \_\_\_\_\_?

**Academic Vocabulary:**

- analyze
- text structure
- contribute
- compare
- contrast
- differ
- effect
- manipulative
- tension
- parallel

**Spanish Cognates:**

- analizar
- estructura del texto
- contribuir
- comparar
- contraste
- difieren
- efecto
- manipulación
- tensión
- paralelo

**Anchor Standard**

Assess how point of view or purpose shapes the content and style of a text.

**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.

**Essential Skills and Concepts:**

- ☐ Understand and identify point of view
- ☐ Identify the influence of cultural experiences on point of view
- ☐ Understand and explain the development of the narrator/ speaker's point of view
- ☐ Contrast the points of the character and the audience/reader
- ☐ Determine the effect of differing points of view
- ☐ Identify point of view

**Question Stems and Prompts:**

- ✓ How does the author/narrator's point of view reveal cultural values and norms in the text?
- ✓ What cultural values and beliefs motivate the main character(s) of the text?
- ✓ How are the customs and expectations revealed in the text may differ from those of the reader?
- ✓ Identify the point of view of the author/narrator and how it is revealed in the work.
- ✓ How does cultural experience influence or shape the point of view?
- ✓ How might a differing cultural point of view alter the meaning of the text?

**Academic Vocabulary:**

- point of view
- narrator
- cultural
- dramatic
- effect
- develop

**Spanish Cognates:**

- punto de vista
- narrador(a)
- cultural
- dramática
- efecto

**Anchor Standard**

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**RL.9-10.7**

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

**Essential Skills and Concepts:**

- ❑ Analyze subject/key scene representation
- ❑ Compare & contrast representations
- ❑ Understand various types of artistic mediums

**Question Stems and Prompts:**

- ✓ Identify the subject, or key scene, in each piece?
- ✓ How does the author/artist depict the main character(s) or scene?
- ✓ Analyze the contrasting views of the portrayal of the main characters or scene?
- ✓ What is absent in one portrayal?
- ✓ Evaluate the effectiveness of the differing depictions of the main character(s) or scene.

**Academic Vocabulary:**

- representation
- artistic medium
- emphasize
- treatment

**Spanish Cognates:**

- representación
- medio artístico
- enfaticar
- tratamiento

**Anchor Standard**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**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).

**Essential Skills and Concepts:**

- ❑ Identify original themes or topics
- ❑ Identify transformed source material
- ❑ Analyze authors use of source material

**Question Stems and Prompts:**

- ✓ Identify the original theme or topic of the text?
- ✓ Analyze how the original source material affects the structure of the text.
- ✓ Evaluate the effectiveness of how the work builds upon the original source?
- ✓ How did the author draw upon and transform the theme or topic of the original source?

**Academic Vocabulary:**

- source material
- transform
- theme
- topic

**Spanish Cognates:**

- transformar
- tema
- tópico

Standard RL.9-10.8 is not applicable

**Anchor Standard**

Read and comprehend complex literary and informational texts independently and proficiently.

**RL.9-10.10**

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the 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.

**Essential Skills and Concepts:**

- ☐ Read various forms of literature fluently
- ☐ Demonstrate comprehension of various forms of literary text
- ☐ Read independently and comprehend complex texts
- ☐ Monitor comprehension

**Question Stems and Prompts:**

- ✓ What have you read independently lately?
- ✓ What genres have you recently read?
- ✓ Which genre did you enjoy the most?
- ✓ Have you read multiple books by the same author?
- ✓ Who is your favorite author?
- ✓ Do you think you are ready to read a more complex text or different type of literature?
- ✓ What made this text or reading complex?
- ✓ Briefly summarize the plot and theme of the text.

**Academic Vocabulary:**

- text complexity
- independent
- proficient /competent
- comprehend
- genre
- fiction
- nonfiction

**Spanish Cognates:**

- complejidad del texto
- independiente
- competente
- comprender
- género
- ficción
- no de ficción

**Anchor Standard**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**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.

**Essential Skills and Concepts:**

- ❑ Identify what is explicitly stated in the text
- ❑ Identify inference that can be drawn from the text
- ❑ Provide support for analysis of the text
- ❑ Identify hierarchy of evidence to support analysis

**Question Stems and Prompts:**

- ✓ What textual evidence supports your analysis of the text?
- ✓ What inferences can you draw from specific textual evidence?
- ✓ What textual evidence leads you to this conclusion?
- ✓ Identify textual evidence that explicitly supports the author’s claim(s) from the text?
- ✓ Identify the hierarchy of evidence presented by the author to support his/her claim(s).

**Academic Vocabulary:**

- cite
- thoroughly
- textual evidence
- analysis
- explicit
- inference

**Spanish Cognates:**

- citar
- evidencia textual
- análisis
- explícito
- inferencia

**Anchor Standard**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**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.

**Essential Skills and Concepts:**

- ❑ Determine the central idea
- ❑ Analyze development of central idea in text
- ❑ Identify the emergence and refinement of the central idea in a text
- ❑ Analyze the role of supporting ideas to the central idea
- ❑ Provide an objective summary

**Question Stems and Prompts:**

- ✓ What is the central idea?
- ✓ How is the central idea developed?
- ✓ What supporting ideas are included in the text?
- ✓ Identify the supporting ideas that refine the central idea throughout the course of the text?
- ✓ How can you objectively summarize the text?

**Academic Vocabulary:**

- central idea
- analyze
- development
- relationship
- supporting
- summary
- emerge
- refine/perfect

**Spanish Cognates:**

- idea central
- analizar
- relación
- emerger
- perfeccionar

**Anchor Standard**

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**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.

**Essential Skills and Concepts:**

- ☐ Identify a series of ideas or events that are connected
- ☐ Analyze how the author presents the ideas or events (order and development)

**Question Stems and Prompts:**

- ✓ What connections can you make among and between the text's individuals, ideas, or events?
- ✓ What distinctions can you make between the text's individuals, ideas, or events?
- ✓ Analyze how the author connects the ideas and events of the text?

**Academic Vocabulary:**

- analyze
- analysis
- series
- introduce
- develop
- connections

**Spanish Cognates:**

- analizar
- análisis
- serie
- introducir
- conexiones

**Anchor Standard**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts

**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. (See grade 9/10 Language standards for additional expectations.) CA

**Essential Skills and Concepts:**

- ☐ Determine figurative, connotative, and technical meaning
- ☐ Understand cumulative impact of word choice
- ☐ Determine tone and meaning of text.

**Question Stems and Prompts:**

- ✓ What does the word/phrase \_\_\_\_\_ mean in this selection?
- ✓ The word/phrase is an example of \_\_\_\_\_.
- ✓ How does the author's use of repetition of \_\_\_\_\_ impact the tone of the text?
- ✓ Identify and analyze which words or phrases specifically impact the meaning or tone?
- ✓ How does the author's use of formal or informal diction affect the tone of the text?
- ✓ Without changing the meaning of the sentence, what word/phrase can best be used to replace the underlined word/phrase?

**Academic Vocabulary:**

- phrases
- figurative meaning
- connotative meaning
- analyze
- specific
- impact
- meaning
- tone
- technical meaning

**Spanish Cognates:**

- frases
- analizar
- específico
- impacto
- tono



**Anchor Standard**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.

**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).

- a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA**

**Essential Skills and Concepts:**

- ❑ Identify ideas and claims in text in successive stages (sentence, paragraph, section, chapter)
- ❑ Identify & comprehend text features (graphics, headers, captions)
- ❑ Understand structure & utility of workplace documents.

**Question Stems and Prompts:**

- ✓ What is the key idea and/or claim presented in this sentence/paragraph/section/ and/or chapter?
- ✓ How did this sentence/paragraph/portion of the text help develop the idea or claim?
- ✓ How did this sentence/paragraph/portion of the text help refine the idea or claim?
- ✓ Analyze the text features provided and how they aid understanding of the key concept(s)?
- ✓ What are the unique features found in a workplace document?

**Academic Vocabulary:**

- analyze
- claim
- develop
- refine/perfect
- particular
- text feature
- graphic
- header
- caption
- functional
- document

**Spanish Cognates:**

- analizar
- reclamo
- perfeccionar
- en particular
- gráfico
- funcional
- documento

**Anchor Standard**

Assess how point of view or purpose shapes the content and style of a text.

**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.

**Essential Skills and Concepts:**

- ❑ Identify point of view in text
- ❑ Identify purpose of a text
- ❑ Understand, identify and analyze the use of rhetorical devices (i.e., repetition, parallelism, slogan, rhetorical questions)
- ❑ Understand author's purpose

**Question Stems and Prompts:**

- ✓ Identify how the author/narrator's the point of view in this text is revealed?
- ✓ Determine the purpose of this text?
- ✓ Identify and analyze how the author skillfully utilizes rhetorical devices in the text?
- ✓ How does the use of rhetoric advance either the point of view or purpose of the piece?

**Academic Vocabulary:**

- determine
- point of view
- purpose
- analyze
- rhetoric
- advance
- repetition
- parallelism
- slogan
- rhetorical question

**Spanish Cognates:**

- determinar
- punto de vista
- propósito
- analizar
- retórica
- avanzar
- repetición
- paralelismo
- slogan
- pregunta retórica



**Anchor Standard**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**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.

**Essential Skills and Concepts:**

- ☐ Understand the differences in various mediums (print, video, multimedia)
- ☐ Compare the presentation of a subject in one or more mediums
- ☐ Evaluate the effectiveness of using different mediums
- ☐ Determine which details are emphasized in each account (medium)

**Question Stems and Prompts:**

- ✓ Analyze the effectiveness of the mediums used to present the subject?
- ✓ How are the details of the topic or subject presented in differing mediums?
- ✓ Why are some details of the topic or subject omitted from certain medium types?
- ✓ Analyze how differing mediums alter the meaning of the topic or subject.
- ✓ Determine which medium best emphasizes key details about the topic or subject.

**Academic Vocabulary:**

- various
- account
- medium
- multimedia
- determine
- detail
- emphasize

**Spanish Cognates:**

- varios
- medio
- multimedia
- determinar
- detalle
- enfaticar

**Anchor Standard**

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**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.

**Essential Skills and Concepts:**

- ☐ Outline or trace the arguments and claims in text
- ☐ Understand and assess validity of reasoning
- ☐ Understand and evaluate relevance
- ☐ Determine if sufficient evidence is presented to support an argument or claim
- ☐ Identify false or misleading reasoning (fallacious reasoning)
- ☐ Identify factual evidence

**Question Stems and Prompts:**

- ✓ Identify the argument and claims the author presents in the text.
- ✓ Is the reasoning presented logically?
- ✓ Analyze what evidence is relevant and what evidence is irrelevant to the argument.
- ✓ Is the evidence fallacious or factual?
- ✓ Evaluate if sufficient evidence was provided to support the author's claims.
- ✓ Analyze the validity of the evidence?

**Academic Vocabulary:**

- delineate
- evaluate
- argument
- specific
- claim
- text
- assess/evaluate
- reasoning
- valid
- evidence
- relevant
- sufficient
- false
- fallacious

**Spanish Cognates:**

- delinear
- evaluar
- argumento
- especifico
- reclamo
- texto
- evaluar
- razonamiento
- válido
- evidencia
- relevante
- suficiente
- falso

**Anchor Standard**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**RI.9-10.9**

Analyze seminal U.S. documents of historical and literary significance (e.g. Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

**Essential Skills and Concepts:**

- ☐ Understand and identify U.S. seminal texts
- ☐ Identify and compare themes and concepts from multiple texts
- ☐ Identify logical and emotional appeals

**Question Stems and Prompts:**

- ✓ What is the significance of this text?
- ✓ Why are these texts considered seminal texts?
- ✓ What themes/concepts are presented in each of the texts?
- ✓ Compare and contrast how the topic is developed and treated in a variety of texts?
- ✓ How does the context in which the topic or subject is presented influence the theme/concept of the text?

**Academic Vocabulary:**

- analyze
- seminal
- document
- significance
- theme
- concept

**Spanish Cognates:**

- analizar
- seminal
- documento
- importancia
- tema
- concepto

**Anchor Standards**

Read and comprehend complex literature and informational texts independently and proficiently.

**RI.9-10.10**

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

**Essential Skills and Concepts:**

- ☐ Read various forms of literary nonfiction fluently
- ☐ Demonstrate comprehension of various forms of literary text
- ☐ Read independently and comprehend complex texts
- ☐ Make an effort to independently read texts of increasing complexity.
- ☐ Monitor comprehension

**Question Stems and Prompts:**

- ✓ What have you read independently lately?
- ✓ What are the topics/central ideas of the nonfiction texts that you have recently read?
- ✓ What topic did you enjoy the most?
- ✓ Have you read multiple books by the same author?
- ✓ Who is your favorite author?
- ✓ Do you think you are ready to read a more complex text or different type of literary nonfiction?
- ✓ What made this text or reading complex?
- ✓ Briefly summarize the central idea of the text.

**Academic Vocabulary:**

- text complexity
- independent
- proficient/competent
- comprehend
- genre
- literature
- skimming
- summarize

**Spanish Cognates:**

- independiente
- competente
- comprender
- género
- literatura

**Anchor Standard**

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

**W 9-10.1**

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

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the 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.

**Essential Skills and Concepts:**

- ☐ Understand the rhetoric of argument
- ☐ Analyze a substantive topic or text
- ☐ Introduce a precise claim
- ☐ Provide reasons and evidence from substantive topics or texts to support claims
- ☐ Identify and distinguish counterclaims
- ☐ Develop claims and counterclaims objectively
- ☐ Organize reasons and evidence in a logical manner
- ☐ Analyze and address audience knowledge level/concerns
- ☐ Determine relevance of evidence
- ☐ Utilize credible sources
- ☐ Utilize transitional expressions to establish relationships between claims and reasons
- ☐ Understand how to maintain a formal style and objective tone
- ☐ Provide an effective conclusion

**Question Stems and Prompts:**

- ✓ Identify how you introduced your claim(s).
- ✓ How did you distinguish your claim(s) from opposing claims?

**W 9-10.1 – (Continued)**

- ✓ Support your claims with logical reasoning, relevant evidence, and accurate, credible resources that reveals understanding of the topic or text.
- ✓ How are your claims and reasons organized?
- ✓ What words will assist the reader in clarifying the relationship between the claim and reasons?
- ✓ Establish and maintain a “formal” style when writing.
- ✓ How does your concluding statement (section) support the arguments presented?

**Academic Vocabulary:**

- audience
- subjective objective
- subjective argument
- claim
- evidence
- formal language
- informal language
- logical arrangement

**Spanish Cognates:**

audiencia  
  
argumento subjetivo  
reclamo  
evidencia  
lenguaje formal  
lenguaje informal

**Anchor Standard**

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**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 **or thesis statement**; 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. **CA**

- a. Develop a 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.
- b. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- c. Use precise language and domain-specific
- d. vocabulary to manage the complexity of the topic
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Essential Skills and Concepts:**

- ☐ Convey information accurately
- ☐ Understand and use various organizational structures
- ☐ Utilize formatting, graphics, and multimedia
- ☐ Introduce a topic/thesis statement and preview what is to follow
- ☐ Use facts, concrete details, quotations, examples to develop the topic
- ☐ Utilize various transitional expressions to establish cohesion between ideas and concepts
- ☐ Understand and use precise vocabulary
- ☐ Incorporate definitions of terms
- ☐ Understand and use domain-specific vocabulary
- ☐ Understand and use a formal style and objective tone
- ☐ Provide an effective conclusion

**Question Stems and Prompts**

- ✓ How does your thesis statement preview the content of the essay?

**W 9 – 10.2 – (Continued)**

- ✓ What categories of supporting details do you provide? Include relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- ✓ How did you transition from various ideas and concepts?
- ✓ Are the transitions cohesive?
- ✓ Employ the use of formatting with headings, graphics, and/or multimedia to aid comprehension of the topic.
- ✓ What makes the piece formal?
- ✓ How does the conclusion support the information presented?

**Academic Vocabulary:**

- effective
- distinction
- objective
- subjective
- implication
- significance
- formal style
- objective tone
- logical conclusion
- transitional words

**Spanish Cognates:**

- efectivo/a
- distinción
- objetivo
- subjetivo
- implicación
- significado
- estilo formal
- tono objetivo
- conclusión lógica

**Anchor Standard**

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

**W.9-10.3**

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

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

**Essential Skills and Concepts:**

- ☐ Convey an experience or event
- ☐ Understand narrative (vs. expository) techniques
- ☐ Establish context and narrator/characters
- ☐ Understand and establish a/multiple point(s) of view
- ☐ Establish multiple plot lines
- ☐ Organize a logical/natural event sequence
- ☐ Craft dialogue
- ☐ Use descriptive/sensory language
- ☐ Utilize transitional expressions to convey sequence and signal shifts
- ☐ Provide a conclusion that reflects upon the resolution

**Question Stems and Prompts:**

- ✓ Who is the narrator? How does the author introduce the narrator?
- ✓ Establish a context and point of view in the narrative
- ✓ What event/events reveal the problem in the story?
- ✓ Does the author use dialogue to develop the plot? How does this dialogue convey the mood the author is creating?
- ✓ Who are the protagonist and the antagonist of the story? How do they affect the action and resolution?

**W.9-10.3 – (Continued)**

- ✓ Which character changed throughout the story?
- ✓ What details indicate that there was a resolution to the problem?
- ✓ What organization pattern did the author use? How do you know?
- ✓ Reflect on the events or experiences in the conclusion.
- ✓

**Academic Vocabulary:**

- conflict
- multiple points of view
- foreshadow
- flashback
- character reflection
- descriptive language
- main(principal)conflict
- person vs. person
- person vs. nature
- person vs. himself

**Spanish Cognates:**

- conflicto
- puntos de vista múltiples
- lenguaje descriptivo
- conflicto principal
- persona contra persona
- persona contra la naturaleza

**Anchor Standard**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.)

**Essential Skills and Concepts:**

- ❑ Understand various writing text types and their organizational structures
- ❑ Identify and understand the writing task
- ❑ Identify and understand the writing purpose
- ❑ Determine and address the audience appropriately
- ❑ Understand and utilize appropriate style

**Question Stems and Prompts:**

- ✓ What form of writing does the prompt call for?
- ✓ Who is your audience? How will this affect your writing?
- ✓ What is your task or purpose?
- ✓ How will you organize your writing?
- ✓ What transitions will you use within and between paragraphs to help the reader?
- ✓ Does your conclusion refer to the thesis statement for continued cohesion?
- ✓ Are you using a formal or informal style of writing? Which would be most appropriate for your audience?

**Academic Vocabulary:**

- audience
- purpose for writing
- organizational pattern
- evidence
- details
- information
- task
- purpose
- sensory details

**Spanish Cognates:**

- audencia
- patrón de organización
- evidencia
- detalles
- información
- propósito
- detalles sensoriales

**Anchor Standard**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.9-10.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

**Essential Skills and Concepts:**

- ❑ Understand and focus on purpose and audience
- ❑ Develop and use planning templates
- ❑ Understand and utilize revision techniques
- ❑ Identify and edit text-problems
- ❑ Understand and use multiple writing approaches
- ❑ Receive and provide writing guidance

**Question Stems and Prompts:**

- ✓ What is the purpose or focus of the piece?
- ✓ What aspects are most significant?
- ✓ How could you change the lead, order of events, organization of information, or \_\_\_\_\_ for your audience or purpose?
- ✓ How could you change your thesis statement to better convey what you will be writing?
- ✓ How could you rearrange the sentences in this paragraph to exclude unnecessary information?
- ✓ How could you rearrange and include more sentences to make the paragraph more interesting?
- ✓ Is your conclusion strong, and does it reflect your writing?

**Academic Vocabulary:**

- develop
- argument
- topic
- narrative
- information
- evidence/proof
- revise
- edit
- purpose

**Spanish Cognates:**

- argumento
- narración(n)
- información
- evidencia/prueba
- revisar
- editar
- propósito



**Anchor Standard**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**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

**Essential Skills and Concepts:**

- ❑ Use technology proficiently for production, publication, and collaboration
- ❑ Demonstrate keyboarding skills (three page/single sitting minimum- 6<sup>th</sup> grade)
- ❑ Link and cite sources
- ❑ Create shared writing products
- ❑ Display information flexibly and dynamically
- ❑ Access and use the Internet

**Question Stems and Prompts:**

- ✓ How will you use technology to create this document?
- ✓ How can you include a link to resources within your document?
- ✓ Use grammar and spell check.
- ✓ How did you cite your work?
- ✓ How did you use technology to interact and collaborate with others?
- ✓

**Academic Vocabulary:**

- software
- information
- links
- credible
- display
- disseminate
- multimedia
- format

**Spanish Cognates:**

- software
- información
- creíbles
- disimular
- multimedia
- formato

**Anchor Standard**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**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.

**Essential Skills and Concepts:**

- ❑ Understand steps of an investigation
- ❑ Develop an inquiry question
- ❑ Conduct research drawing on multiple sources
- ❑ Refocus inquiry/generate additional questions when appropriate
- ❑ Know how to broaden or narrow an inquiry
- ❑ Synthesize and summarize information
- ❑ Cite a variety of sources

**Question Stems and Prompts:**

- ✓ What question does your report answer?
- ✓ What new questions do you have? How will you explore them for your research?
- ✓ Did you give credit for the information you used?
- ✓ How did you know that the source was credible?
- ✓ What is the correct way to site your sources in your bibliography or citation page?
- ✓ Show me where you found \_\_\_\_\_ information
- ✓ Looking at these two sources, which source would be the most valid? Why?
- ✓

**Academic Vocabulary:**

- sources
- information
- inquiry
- narrow inquiry
- broad inquiry
- format
- bibliography
- citation page
- paraphrase

**Spanish Cognates:**

- información
- investigación
- formato
- bibliografía
- parafrasear



**Anchor Standard**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**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 **including footnotes and endnotes. CA**

**Essential Skills and Concepts:**

- ☐ Gather print and digital information (research)
- ☐ Assess relevance and usefulness of information
- ☐ Assess credibility and accuracy of sources
- ☐ Utilize quotes
- ☐ Paraphrase correctly
- ☐ Cite sources/bibliography
- ☐ Provide footnotes and endnotes

**Question Stems and Prompts:**

- ✓ Did you use “advanced search” to research your material?
- ✓ How do you know the information is credible?
- ✓ How do you know the source is credible?
- ✓ What format did you use when citing sources for your bibliography?
- ✓ How did you site a digital source?
- ✓ Once you read the data, what did you do to summarize the information for easier readability?
- ✓ How do you quote or paraphrase without plagiarizing?

**Academic Vocabulary:**

- thesis
- audience
- source
- credible source
- non credible source
- citation page
- bibliography
- paraphrase
- direct quote
- text structure
- chronological order
- order of importance
- compare and contrast
- multi-media visuals

**Spanish Cognates:**

- tesis
- audience
- 
- 
- 
- 
- bibliografía
- parafrasear
- 
- estructura de texto
- orden cronológico
- orden de importancia
- comparar y contrastar
- muti-medios de comunicación visual

**Anchor Standard**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.9-10. 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”).

**Essential Skills and Concepts:**

- ☐ Analyze literary or informational texts
- ☐ Assess soundness of reasoning and relevance of evidence
- ☐ Utilize evidence to support analysis/research
- ☐ Recognize and understand organizational structures

**Question Stems and prompts:**

- ✓ After reading \_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_ (an essay or substitute) in which you argue \_\_\_\_\_ (content). Support your position with evidence from the text(s). *Argument*
- ✓ After reading \_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_ (a report, essay or substitutes) in which you analyze \_\_\_\_\_ (content), providing examples to clarify your analysis. *Informative/Explanatory*
- ✓ After reading \_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_ (a narrative or substitute) from the perspective of \_\_\_\_\_ (content). *Narrative* (<http://ldc.org/resources>)

**Academic Vocabulary:**

- evidence
- claim
- position
- valid
- validity
- fallacious

**Spanish Cognates:**

- evidencia
- reclamo
- posición
- válido
- validez

**Anchor Standard**

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.

**W.9-10.10**

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

**Essential Skills and Concepts:**

- ☐ Identify and understand the task
- ☐ Identify and understand the purpose
- ☐ Identify and understand the audience
- ☐ Compose a variety of text types
- ☐ Communicate information effectively

**Question Stems and Prompts:**

- ✓ What is the purpose of this task?
- ✓ What is the time frame of the task?
- ✓ Who is the audience? What steps will you take to complete the task?
- ✓ What was the purpose for writing?
- ✓ Will your style be formal? Informal? Why?
- ✓ Is the thesis statement supported by evidence that can be traced throughout the writing?
- ✓

**Academic Vocabulary:**

- purpose
- audience
- evidence/proof
- key points
- counterarguments

**Spanish Cognates:**

- propósito
- audiencia
- evidencia/pruebas
- argumentos en contra

**Anchor Standard**

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**SL.9-10.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), 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.

**Essential Skills and Concepts:**

- ☐ Prepare for discussion by reading and researching topic
- ☐ Make reference to the evidence discovered during reading and researching
- ☐ During group discussions, come to consensus, make decisions, set goals and define individual roles
- ☐ Pose questions designed to move the discussion forward
- ☐ Include everyone in the discussion and build on their ideas as well as challenging them
- ☐ Consider & respond to diverse perspectives
- ☐ Justify your views and make new connections, if necessary, when presented with new evidence

**Question Stems and Prompts:**

- ✓ What preparation or research have you done in order to fully participate in the discussion?
- ✓ What progress has been made as a result of the discussion?

**SL.9-10.1 - (Continued)**

- ✓ My thought(s) before discussion are \_\_\_\_\_.
- ✓ Prepare a question to discuss based on \_\_\_\_\_.
- ✓ How will you make sure that you are all working together collaboratively?
- ✓ What role do you play in the discussion? Does it require any specific actions?
- ✓ How does the information presented connect with other information?
- ✓ How has the new information affected your own views?
- ✓ Has the information or evidence you heard caused a change in your thinking?

**Academic Vocabulary:**

- preparation
- stimulate
- thoughtful
- well-reasoned
- collegial
- consensus
- propel
- incorporate
- clarify
- verify
- peers/companions
- challenge
- diverse
- perspective

**Spanish Cognates:**

- preparación
- stimular
- colegial
- consenso
- incorporar
- aclarar
- verificar
- compañeros
- diverso
- perspectiva

**Anchor Standard**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**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.

**Essential Skills and Concepts:**

- ☐ Present information using a variety of media or formats
- ☐ Integrate multiple sources of information including visual, quantitative and oral
- ☐ Evaluate the credibility of each source
- ☐ Evaluate the accuracy of each source

**Question Stems and Prompts:**

- ✓ How does the topic of the presentation determine use of media?
- ✓ How does the speaker use media?
- ✓ What is the effect of using visual formats to deliver the information?
- ✓ What is the motive of the presentation?
- ✓ Given the speaker's motive, was the use of diverse media effective?
- ✓ Do you think the speaker's motives were political, social, or commercial?
- ✓ Would you have chosen a different format to present this information? Why or why not?
- ✓ What elements of the presentation did you consider in your analysis of the speaker's motive and how the information was presented?

**Academic Vocabulary:**

- integrate
- diverse
- media
- format
- visual
- quantitative
- oral
- evaluate
- credibility
- accuracy
- source

**Spanish Cognates:**

- integrar
- diverso
- medios
- formato
- visual
- cuantitativa
- oral
- evaluar
- credibilidad
- precisión
- fuelle

**Anchor Standard**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**SL.9-10.3**

Evaluate a speaker's or point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Essential Skills:**

- ☐ Identify the speakers point of view
- ☐ Determine if the speaker's reasoning is sound
- ☐ Know rhetorical devices (i.e.; parallelism, restatement, analogy
- ☐ Identify faulty logic, or reasoning based on misleading statements
- ☐ Identify distorted or exaggerated evidence

**Question Stems and Prompts:**

- ✓ Evaluate the effectiveness of the speaker's argument in support of his or her point of view?
- ✓ Is the speaker's argument reasonable and based on logic?
- ✓ Were you able to follow the speaker's reasoning?
- ✓ Analyze the use of rhetorical devices that speaker employed to support his or her claims.
- ✓ Evaluate the effectiveness of which arguments supported the claims by the speaker.
- ✓ Rate the soundness of this presentation.

**Academic Vocabulary:**

- point of view
- credible
- evidence/proof
- exaggeration
- distorted
- reasoning
- rhetorical devices
- parallelism
- restatement
- analogy

**Spanish Cognates:**

- punto de vista
- creíbles
- evidencia/pruebas
- exageración
- distorsionado/a (adj.)
- razonamiento
- paralelismo
- actualización
- analogía

**Anchor Standard**

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**SL.9-10.4**

Present information, findings, and supporting evidence clearly, concisely and logically (**using appropriate eye contact, adequate volume, and clear pronunciation**) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (**e.g., argument, narrative, informative, response to literature presentations**), audience, and task. CA

- a. **Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9<sup>th</sup> or 10<sup>th</sup> grade) CA**
- b. **Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9<sup>th</sup> or 10<sup>th</sup> grade) CA**

**Essential Skills and Concepts:**

- ☐ Present information clearly, concisely, and logically
  - ☐ Use correct eye contact
  - ☐ Adequate volume
  - ☐ Clear pronunciation
- ☐ Present evidence in support of a thesis
- ☐ Draw information from primary and secondary sources, and provide a conclusion
- ☐ Present a recitation
  - ☐ Convey the meaning
  - ☐ Include appropriate performance techniques
- ☐ Organize speech logically

**Question Stems and Prompts:**

- ✓ What is the prompt? (argumentative, narrative, informative, response to literature)
- ✓ How you will plan your presentation?
- ✓ What is your thesis?
- ✓ What evidence did you produce to support the thesis?
- ✓ Where could you add more evidence to support your claim?
- ✓ When you present your claim, is there cohesion from the beginning though the end?

**SL.9-10.4 – (Continued)**

- ✓ What points will you emphasize?
- ✓ Evaluate your use of eye contact, volume, and clear pronunciation in your presentation.

**Academic Vocabulary:**

- eye contact
- volume
- pronunciations
- substance
- style
- informative/explanatory
- primary source
- secondary source
- recitation
- dramatic soliloquy
- performance techniques

**Spanish Cognates:**

- volumen
- pronunciaciones
- estilo
- informativa/explicativa
- recitación
- soliloquio dramático

**Anchor Standard**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**SL.9-10.5**

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Essential Skills and Concepts:**

- ❑ Know and use a variety of digital media formats (i.e.; textual, graphical, audio, visual, and interactive elements)
- ❑ Strategically use digital media to emphasize key points, or findings
- ❑ Understand the effect of each element on your audience
- ❑ Use media to convey your reasoning and evidence used to support your point of view

**Question Stems and Prompts:**

- ✓ What is the message or information you want to convey to your audience?
- ✓ What digital media did you use to enhance your presentation?
- ✓ How did the use of this technology help convey your presentation's message to your audience?
- ✓ What could you do to keep your presentation focused on your subject matter?
- ✓ What other technology can you use to help clarify your presentation?

**Academic Vocabulary:**

- strategic
- digital media
- textual element
- graphical element
- audio element
- visual element
- interactive element
- enhance

**Spanish Cognates:**

- estratégicas
- medios digitales
- elemento textual
- elemento gráfico
- elemento de audio
- elemento visual
- elemento interactivo

**Anchor Standard**

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**SL.9-10.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 9-10 Language standards 1 and 3 for specific expectations.)

**Essential Skills and Concepts:**

- ❑ Identify audience
- ❑ Identify context or situation
- ❑ Adapt speech delivery to audience and purpose
- ❑ Understand presentation elements. (i.e., eye contact, gesture purposefully, enunciate words, and speak using an appropriate volume and rate.)
- ❑ Understand the difference between formal and informal presentations
- ❑ Understand task (i.e.; persuade, to explain, to describe, or to entertain)

**Question Stems and Prompts:**

- ✓ What is the purpose of the speech?
- ✓ Who is your audience, and how will your audience affect your vocabulary?
- ✓ Will you use formal or informal language? Why?
- ✓ What will you do to emphasize the main points of your speech?
- ✓ Will you allow time for questions and answers after you have concluded your speech?
- ✓ Will you be prepared to use appropriate language to answer questions in an appropriate manner?
- ✓ Is there any vocabulary you can change to make your presentation more effective?

**Academic Vocabulary:**

- context
- situation
- audience
- task
- purpose
- presenting
- slang
- filler words
- pace
- tempo

**Spanish Cognates:**

- contexto
- situación
- audiencia
- tarea
- propósito
- presentación
- tempo



**Anchor Standard**

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**L.9-10.1**

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use parallel structure.
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**Essential Skills and Concepts:**

- ☐ Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses)
- ☐ Understand the differences between a phrase and a clause
- ☐ Identify and use various types of phrases
- ☐ Identify and use various types of clauses
- ☐ Know sentence variety patterns
- ☐ Understand how sentence variety (use of clauses and phrases) affects meaning and interest

**Question Stems and Prompts:**

- ✓ Identify the grammatical patterns in this passage.
- ✓ Analyze the grammatical patterns to identify types of phrases and clauses.
- ✓ What are the clauses in this sentence? Are they correctly used /punctuated?
- ✓ Determine the changes necessary to change the sentence, if you wanted to include a gerund, preposition, appositive, infinitive, or participial phrase in this sentence?
- ✓ Analyze the parallel structure of this passage.

**Academic Vocabulary:**

- parallelism
- grammatical patterns
- phrases
- clauses
- prepositional
- appositive
- infinitive
- participial
- gerund
- main(principal) clause
- subordinate clause
- adjective clause
- adverbial clause

**Spanish Cognates:**

- paralelismo
- patrones gramaticales
- frases
- cláusulas
- preposicional
- apositivo
- infinitivo
- participio
- gerundio
- cláusula principal
- cláusula subordinada
- cláusula de adjetivo
- cláusula adverbial

**Anchor Standard**

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**L.9-10.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- a. Spell correctly.

**Essential Skills and Concepts:**

- ☐ Understand and correctly use standard English conventions
- ☐ Correctly use semicolons
- ☐ Correctly use colons
- ☐ Understand and correctly use/punctuate multiple independent clauses
- ☐ Identify and use conjunctive adverbs (i.e. consequently, therefore, however, nevertheless, meanwhile, in the meantime, furthermore, moreover, for example, for instance)
- ☐ Know standard English spelling conventions

**Question Stems and Prompts:**

- ✓ You want to set off this information in this sentence, what punctuation would you use?
- ✓ You left some information out, or omitted some words, but want your reader to know there is more information. What punctuation should you use to indicate this right here?
- ✓ What would be a homophone for this word?

**Academic Vocabulary:**

- subordinate clause
- comma
- main(principal) clause
- semicolon
- appositive
- colon
- salutation
- direct quotation
- independent clause
- conjunctive adverbs
- suffix

**Spanish Cognates:**

- cláusula subordinada
- coma
- cláusula principal
- apositivo
- saludo
- cláusula independiente
- adverbios conjuntivos
- sufijo



**Anchor Standard**

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.9-10.3**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Write and edit work so 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.

**Essential Skills and Concepts:**

- ☐ Identify the context and the appropriate language choice
- ☐ Identify and have knowledge of various style guidelines
- ☐ Consult reference materials (style manuals) for guidelines appropriate to the discipline
- ☐ Know standard English grammar, punctuation, and capitalization
- ☐ Know standard format for citing reference sources in a bibliography or works cited page

**Question Stems and Prompts:**

- ✓ Evaluate the effectiveness of appropriate word choice for the context of the work.
- ✓ Analyze how the word-choice of the text clearly conveys meaning?
- ✓ Identify the appropriate use of MLA formatting of the text.
- ✓ Identify and edit formatting to meet the appropriate citing of references.

**Academic Vocabulary:**

- style
- manual
- italics
- titles
- quotation mark
- capitalization
- articles
- bibliography
- works cited

**Spanish Cognates:**

- estilo
- manual
- títulos
- capitalización
- artículos
- bibliografía

**Anchor Standard**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**L.9-10.4**

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

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as 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*) **and continue to apply knowledge of Greek and Latin roots and affixes. CA**
- c. Consult general and specialized reference materials (e.g., **college-level dictionaries, rhyming dictionaries, bilingual 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. **CA**
- 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).

**Essential Skills and Concepts:**

- ☐ Use context clues to derive word meaning
- ☐ Use Greek and Latin affixes and roots to derive word meaning
- ☐ Use reference materials to derive word meanings
- ☐ Use reference materials to determine correct pronunciation of words
- ☐ Trace the etymology of words
- ☐ Verify word meaning

**Question Stems and Prompts:**

- ✓ When you come to a word you don't understand, you should \_\_\_\_\_?
- ✓ What is the main idea of this sentence? Does it help you understand the word?
- ✓ Do you see a word that is similar or opposite of the word you don't understand that can help you with the meaning?
- ✓ Look at this affix, what does it mean? What does the whole word mean?
- ✓ What is the root meaning? How does that help you identify the word?
- ✓ Look in your thesaurus. Now, what does this word mean.

**L 9-10.4 – (Continued)**

- ✓ Reread the sentence. Which words nearby will help you understand the meaning of the word?

**Academic Vocabulary:**

- context clues
- restatement
- definition
- prefix
- suffix
- root word
- dictionary
- thesaurus

**Spanish Cognates:**

definición  
prefijo  
sufijo  
diccionario  
tesauro

**Anchor Standard**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.9-10.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

**Essential Skills and Concepts:**

- ☐ Understand figurative language ( simile, metaphor personification, euphemism, oxymoron)
- ☐ Understand denotation and connotations

**Question Stems and Prompts:**

- ✓ Can you change this sentence and use a metaphor or a simile to help create image?
- ✓ This would be a good place to use irony. What can you change to add irony to add humor to this sentence?
- ✓ This sentence is written literally; change it to an analogy to convey your idea.
- ✓ Write this sentence using denotation and then using a connotation. Which would be better than the current sentence? What mood are you trying to convey in your writing?

**Academic Vocabulary:**

- simile
- metaphor
- personification
- symbol
- paradox
- oxymoron
- euphemism
- denotation
- connotation
- nuances

**Spanish Cognates:**

símil  
metáfora  
personificación  
símbolo  
paradoja  
oximoron  
eufemismos  
denotación  
connotación

**Anchor Standard**

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

**L.9-10.6**

Acquire and use accurately grade-appropriate 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.

**Essential Skills and Concepts:**

- ☐ Identify, understand, and use general academic terms
- ☐ Identify, understand, and use domain-specific terms
- ☐ Independently build vocabulary

**Question Stems and Prompts:**

- ✓ Look at this sentence. What word should be replaced to convey a domain-specific word instead of a general word?
- ✓ What words should you replace in this text to show academic understanding of your topic? Why is this important?
- ✓ What will you look for if you want to improve your domain- specific vocabulary in science? Social Science? Math?

**Academic Vocabulary:**

- acquire
- academic
- domain-specific
- comprehension
- expression

**Spanish Cognates:**

- adquirir
- académico
- dominio específico
- comprensión
- expresión