

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grades 9-10

<p><b>L.9-10.1</b></p>	<p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p>	<p><b>Essential Components</b>  <b>L.9-10.1.a-b</b>  <b>a. Use parallel structure</b>  <b>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</b>  <b>*Extended Understanding</b>  <b>-Recognize when appropriate to break conventions for effect</b></p>	<p><b>Academic Vocabulary/Language</b>          -absolute phrase          -adjectival phrases and clauses          -adverbial phrases and clauses          -appositive phrase          -command          -coordinating/subordinating clauses          -demonstrate          -grammar          -independent/dependent clauses          -noun phrases and clauses          -parallel structure          -participial phrase          -prepositional phrase          -relative clause          -sentence structure (simple, compound, complex, compound-complex)          -verb phrase          -verbals (gerunds, participles, infinitives)          -convention          -gerund phrase          -infinitive phrase</p>
<p><b>CCR Anchor:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			
<p><b>ULTIMATE LEARNING TARGET TYPE: SKILL</b></p>	<p><b><u>BROAD LEARNING TARGET:</u></b>  <b>The student can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  <b><u>Underpinning Knowledge Learning Targets:</u></b>  <b>The student can identify and understand types of sentences (simple, compound, complex, compound-complex).</b>  <b>The student can identify and understand parallel structure.</b>  <b>The student can identify and understand types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute, appositive, gerund, infinitive).</b>  <b>The student can identify and understand types of clauses (independent, dependent; coordinating, subordinating; noun, relative, adverbial, adjectival).</b></p>		
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>  <b>(CAREER CONNECTIONS)</b></p>	<p><b><u>Underpinning Skill Learning Targets:</u></b>  <b>The student can use parallel structure.</b>  <b>The student can use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute, appositive, gerund, infinitive) and clauses (independent, dependent; coordinating/subordinating; noun, relative, adverbial, adjectival) to convey specific meanings and add variety and interest to writing or presentations.</b></p>		

## Question Ideas

Find the prepositional phrases in the sentence and decide which questions they answer to figure out if they are adjectival or adverbial phrases.

-what kind? which one?--adjectival phrase; how, when, where, why, to what extent? --adverbial phrase

Use the following test to see if the following sentences have prepositional or infinitive phrases. If your prepositional phrase begins with "to," see if it is followed by a verb or a noun. If it is a verb, you do not actually have a prepositional phrase, you have an infinitive phrase that can function as a noun, adjective, or adverb.

Decide what type of verbal is being used to determine what kind of phrase is in each of the following sentences.

-verbal that comes between the preposition and a noun, acts as an adjective--participial phrase

-verbal that comes after the preposition acting as a noun and has "ing"--gerund phrase

-noun or pronoun that follows the first noun or pronoun after the preposition--appositive phrase

Using the following guiding questions, decide which kind of dependent clause is being used. Then model each sentence with an original that stays faithful to the type of clause.

-Does it answer the questions which one? or what kind? and modify a noun or pronoun? If you can answer yes, you have an adjective clause.

-Does it answer the questions how?, when?, where?, why?, to what extent?, or under what condition? and modify a verb, adjective or adverb? If you can answer yes, you have an adverb clause.

-Does it function as the subject, predicate nominative, direct object, indirect object, or object of the preposition? If you can answer yes, you have a noun clause.

When composing your essay, be sure to use the same, parallel structure for the topic sentence of each body paragraph. Use a variety of phrases and clauses.

## Ohio Department of Education [Model Curriculum](#) 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.

**Color-Code the Documents** Students will use a document, either a model text or a text they have created, to color-code specific components of grammar (e.g., conjunctive adverbs=red, use of semicolon=green, etc.). Students should work in pairs to discuss their understanding of the components of grammar and be able to provide an explanation of why they coded the word or phrase as such. This coded document can be used in a shared resource space as a guide for future writing or grammar exercise.

**Quill** The following [website](#), Quill, is equipped with free tools to help students become better writers and reinforcing grammar skills along the way. Students are provided instant feedback tailored to provide differentiated instruction.

## Ohio's Learning Standards Appendices Support

*Appendix A Language Progressive Skills, by Grade:* On page 31 is a progressive list of language skills for grades 3-12.

### L.8.1 (Prior Grade Standard)

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

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.

### L.11-12.1 (Future Grade Standard)

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

- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grades 9-10

<p><b>L.9-10.2</b> <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	<p><b>Essential Components</b>  <b>L.9-10.2.a-c</b>  <b>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</b>  <b>b. Use a colon to introduce a list or quotation.</b>  <b>c. Spell correctly.</b></p> <p><b>Essential Understanding</b>  <b>-Rules of capitalization</b>  <b>-Rules of punctuation</b>  <b>-Spelling conventions</b>  <b>*Extended Understanding</b>  <b>-Use hyphens correctly</b></p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-capitalization</li> <li>-colon</li> <li>-command</li> <li>-conjunctive adverb</li> <li>(<a href="http://grammar.yourdictionary.com/parts-of-speech/adverbs/list-of-conjunctive-adverbs.html">http://grammar.yourdictionary.com/parts-of-speech/adverbs/list-of-conjunctive-adverbs.html</a>)</li> <li>-convention</li> <li>-demonstrate</li> <li>-grammar</li> <li>-punctuation</li> <li>-semicolon</li> <li>-spelling conventions</li> </ul>
<p><b>CCR Anchor:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		

<p><b>ULTIMATE LEARNING TARGET TYPE: SKILL</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>  <b>The student can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b><u>Underpinning Knowledge/Reasoning Learning Targets:</u></b>  <b>The student can identify and understand the varied uses for colons and semicolons.</b></p> <p><b>The student can identify and correct misspelled words, as well as recall and apply spelling conventions.</b></p> <p><b>The student can identify and correct mistakes in punctuation and capitalization, as well as recall and apply punctuation and capitalization rules.</b></p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b>  <b>The student can distinguish between dependent and independent clauses.</b></p> <p><b><u>Underpinning Skill Learning Targets:</u></b>  <b>The student can correctly use colons to introduce a list or quotation.</b></p> <p><b>The student can correctly use semicolons to link two or more closely related independent clauses, with or without conjunctive adverbs.</b></p>
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CSEnglish6-12">https://tinyurl.com/CSEnglish6-12</a>  <b>(CAREER CONNECTIONS)</b></p>	

## Question Ideas

Which sentence in this pair is punctuated correctly?

1. I went to the store and purchased bananas, peaches, plums, and oranges; since I was hungry.
2. I went to the store; purchased bananas, peaches, plums, and oranges since I was hungry.
3. I went to the store and purchased: bananas, peaches, plums, and oranges, since I was hungry.

Insert colons and semicolons, as needed into the following paragraph. When different marks would be appropriate in the same place, be able to defend the choice you make.

Join each of the following sentences using a semicolon and possibly a conjunctive adverb.

Rewrite one of your sentences in paragraph two using a semicolon to vary sentence structure.

Decide if any of these sentences require a colon to introduce the quotations.

Reduce your number of sentences by creating sentences with colons and listed items.

## Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

**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.

**Keeping Grammar Weird** This [PowerPoint](#) from the National Council of Teachers of English shows how to make human sentences using phrases and clauses. Great for kinesthetic learners, the presentation shows how to create the activity in classrooms.

**Khan Academy** Khan Academy offers free videos, practice, and quizzes to help prepare students for the SAT. [Use the grammar videos](#) to supplement lessons on grammar and provide visual applications for students.

## Ohio's Learning Standards Appendices Support

*Appendix A Language Progressive Skills, by Grade:* On page 31 is a progressive list of language skills for grades 3-12.

### L.8.2 (Prior Grade Standard)

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

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

### L.11-12.2 (Future Grade Standard)

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

- a. Observe hyphenation conventions.
- b. Spell correctly.

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grades 9-10

<p><b>L.9-10.3</b></p> <p><b>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.</b></p>	<p><b>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.</b></p>	<p><u>Essential Components</u>  <b>L.9-10.3.a</b>  a. Write work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.  b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.  <u>Essential Understanding</u>  -MLA formatting for documents, in text citations, and works cited pages</p>	<p><u>Academic Vocabulary/Language</u></p> <ul style="list-style-type: none"> <li>-apply</li> <li>-conform</li> <li>-context</li> <li>-grammar</li> <li>-MLA formatting</li> <li><a href="https://owl.english.purdue.edu/owl/resource/747/01/">https://owl.english.purdue.edu/owl/resource/747/01/</a></li> <li>-style</li> <li>-style manual</li> </ul>
<p><b>CCR Anchor:</b> 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.</p>			
<p><b>ULTIMATE LEARNING TARGET TYPE: SKILL</b></p>	<p><u><b>BROAD LEARNING TARGETS:</b></u></p> <p><b>The student can 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.</b></p>		
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>  <b>(CAREER CONNECTIONS)</b></p>	<p><u><b>Underpinning Skill Learning Targets:</b></u></p> <p><b>The student can apply the guidelines of MLA formatting to write and edit works in varied disciplines.</b></p> <p><u><b>Underpinning Reasoning Learning Targets:</b></u></p> <p><b>The student can analyze the context of various texts and determine how language choice affects meaning, style, and comprehension.</b></p>		

## Question Ideas

Follow these five steps for formatting your paper in MLA on the CCS Computers:

1. Change the font to 12pt. You may use Times New Roman, Calibri, or Arial styles.
2. Right click on the mouse – a list of choices will appear. Or, you may go to the Paragraph expandable menu (the small arrow pointing down right inside a box)  
-Change Line Spacing to double and Change spacing 'Before' and 'After' to 0 pt.
3. Go to the Insert tab at the top -Click on "Page Number" (At the top where it says Header & Footer); then, Click "Top of Page" (the top choice) and Choose Plain Number 3  
-Type your Last Name and hit the space bar once – if you have the same last name as another student, you will also type the first initial of your first name;  
then, Double click on the document to leave the header area
4. In the upper left hand corner type the following:  
Your Name  
Teacher Name  
Class Title  
Type the due date of the paper in one of the two following formats only: 28 January 2015 or January 28, 2015
5. Hit Enter: Make sure you're back to the Home tab at the top  
-Choose the Center Text button in the Paragraph box (the second set of lines, under the bullet buttons)  
-Type the title of your paper – do not underline, bold, or italicize. Capitalize only the important words in the title. (Underline only titles of novels; place song, poem, article or chapter titles in quotation marks.)  
-Hit Enter and choose the Align Text Left in the Paragraph box (the first set of lines), then Tab over one time only and begin typing your paper

Check the parenthetical citations your peer used while you are editing his paper. Make sure they are in the correct MLA format and that they match up correctly to a listing on the works cited page. Also check to make sure all of the required bibliographic information is included in the correct format on the works cited page. Be sure that the listed sources are alphabetized.

## Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

**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/>.

**Annotated Bibliography** Students are given a sample bibliography. As a class or in groups, all elements of the bibliography are identified and discussed. This works well as a gallery walk. With the teacher, students analyze the required elements of a citation, exploring why each part is required to give a full explanation of the resource. Students can then explore a topic of interest and identify resources that will best help them to learn about the topic. A bibliography is created for the sources, and the students provided a short explanation for the resource and why they chose to include it. Teachers can even require that the students use only one type of resource (peer-reviewed journals, blogs, or newspaper articles, for example).

**Putting the Pieces Together** Teams are given all the elements needed to create a complete citation. The elements can be on note cards, magnetic strips, or in a virtual environment online. They compete to see which group is able to put it together correctly first. This can be expanded to include all elements of a bibliography.

## Ohio's Learning Standards Appendices Support

*Appendix A Language Progressive Skills, by Grade:* On page 31 is a progressive list of language skills for grades 3-12.

### L.8.3 (Prior Grade Standard)

**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

- a. Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
- b. Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).

### L.11-12.3 (Future Grade 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.**

- a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed.
- b. Apply an understanding of syntax to the study of complex texts when reading.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts-Language, Grades 9-10

<p><b>L.9-10.4</b></p> <p><b>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.</b></p>	<p><b>Essential Components</b> <b>L.9-10.4.a-d</b></p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>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, part of speech, or etymology.</p> <p>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).</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-affixes/roots (Greek and Latin)</li> <li>-clarify</li> <li>-content</li> <li>-context clues</li> <li>-determine</li> <li>-etymology</li> <li>-flexibly</li> <li>-glossary</li> <li>-infer</li> <li>-multiple-meaning</li> <li>-part of speech</li> <li>-phrases</li> <li>-precise</li> <li>-preliminary</li> <li>-pronunciation</li> <li>-reference materials (general and specialized)</li> <li>-strategies</li> <li>-thesaurus</li> <li>-word patterns/groups</li> </ul>
<p><b>CCR Anchor:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>		
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGET:</u></b> The student can 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.</p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <p>The student can identify and understand context (e.g., the overall meaning of a sentence, paragraph, or a text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>The student can understand how to use print and digital reference materials, both general and specialized.</p>	
<p><b>CCS ELA 6-12 PAGE:</b> <a href="https://tinyurl.com/CCSEngLish6-12">https://tinyurl.com/CCSEngLish6-12</a> (<b>CAREER CONNECTIONS</b>)</p>	<p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <p>The student can determine, clarify, or verify the meaning of unknown and multiple-meaning words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, identifying patterns of word changes, and/or consulting reference materials.</p> <p>The student can determine the pronunciation, part of speech, and etymology of words by consulting reference materials.</p>	

## Question/Activity Ideas

Prepare a Frayer Model for each of the words from the passage that are frequently used on the ACT test. (They are in bold). Then make a motion/gesture to associate with that word to help you add it to your vocabulary.

Choose one of the vocabulary words and become that word. In pairs, take turn interviewing each of the vocabulary words.

Look at each of the bold words in the text. Determine the meaning of each word by using context clues.

Read each of the following paragraphs and correct any errors in words that are from the same pattern group with the root “tact/tang.”

Using the dictionaries, determine the pronunciation of each word, its part(s) of speech, and its country of origin.

Take each of the vocabulary words and sort them. Have your partner determine the strategy you used to sort them (e.g., part of speech, similar affixes, same meaning, etc.)

How does the position of the word in the sentence help you determine its meaning?

When a word has multiple meanings in a dictionary, how do you determine which meaning is being used in a passage?

Explain how it is possible for a word to have a meaning that cannot be found in reference materials.

List four tools that you can use to determine the meaning of a word.

## Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

**QHT Vocabulary** Expand prior knowledge of vocabulary. While reading, students will identify the following in the text: Q – questions about terms they do not know H -- words they may have heard and might be able to identify T --words they know well enough to teach other students

**Concept Circles** First, carefully read through a complex piece of text that students will be asked to read and understand in an upcoming unit. Look for a handful of words or terms that carry a significant amount of the meaning of the text, that relate to one another in multiple ways in developing the text’s main concept, and that have meaning that builds over the course of the text. Use the [Concept Circle Guided Template Handout](#) to arrange vocabulary to support student understanding. Place the four supporting words/terms (informed consent, biospecimen, genetic medicine, and commodification) in the areas surrounding the central concept circle, leaving the center blank for students to determine through discussion and inference after reading. Before reading the text, share the Concept Circle Blank Template and elicit students’ prior knowledge about the terms, providing any necessary clarification or additional prompting. Explain to students how they should read the text (read aloud to the group as students follow along, in small groups silently or aloud, or silently as individuals) and give them time to read, take notes, and discuss, as appropriate. Support students in a discussion of the meanings of each of the key terms and how they relate to one another. Have students share findings and how they were able to make connections with text vocabulary.

## Ohio’s Learning Standards Appendices Support

*Appendix A Vocabulary:* On pages 32-35 is an exploration of the importance of vocabulary acquisition and the three tiers of words.

### L.8.4 (Prior Grade Standard)

**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.**

- Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- 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 or part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### L.11-12.4 (Future Grade Standard)

**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.**

- 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.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).
- 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, part of speech, etymology, or standard usage.
- 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).



# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grades 9-10

<p><b>L.9-10.5</b></p> <p><b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p>	<p><b>Essential Components</b>  <b>L.9-10.5.a-b</b>  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.</p> <p><b>Essential Understanding</b>  -Interpret words and phrases  -Identify and understand figurative language</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-analyze</li> <li>-context</li> <li>-demonstrate</li> <li>-denotation/connotation</li> <li>-determine</li> <li>-diction</li> <li>-euphemism</li> <li>-figurative language/figures of speech (See <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a>.)</li> <li>-interpret</li> <li>-nuance</li> <li>-oxymoron</li> </ul>
<p><b>CCR Anchor:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>  The student can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b><u>Underpinning Knowledge Learning Targets:</u></b>  The student can identify and understand figures of speech, (e.g., euphemism, oxymoron) in a text.</p> <p>The student can recognize nuances in the meanings of words with similar denotations.</p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b>  The student can determine the figurative, denotative, and connotative meanings of words and phrases in context.</p> <p>The student can analyze the role of figurative language in a text.</p> <p>The student can determine the meaning of words with similar denotations.</p> <p>The student can analyze the nuances in the meaning of words with similar denotations.</p>	
<p><b>CCS ELA 6-12 PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>  (CAREER CONNECTIONS)</p>		

## Question Ideas

What does the word/phrase \_\_ mean in this selection? Why would \_\_\_ not be an acceptable replacement for the word/phrase?

Without changing the meaning of the sentence, which similar word/phrase can best be used to replace the underlined part?

For each of the following sentences, change the harshness of the tone by using an appropriate euphemism.

What kind of irony (situational, verbal, dramatic) is being used in paragraph 5? Explain its meaning.

Write a brief narrative using the word \_\_\_\_\_ five times. Each time use a different denotative, figurative, or connotative meaning of the word in its context.

Although these words are very similar in meaning, how does their meaning differ?

Highlight each figure of speech you used in your essay. Tell why you chose that figurative language and what role you intended it to have in the overall context of the text?

## Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

**Scanning** Before doing a deep reading, students skim a text, glossary, dictionary, etc. and focus on bold or key words, phrases, or details. In notes, students write the words, phrases, details they have identified and make predictions as to how those words are going to work together. Once they have thoroughly read the text, students can go back and determine how well they predicted the relationships of the words they chose. Students should consider how the prediction affected their understanding of the text and analyze how the actual meaning and relationships of the words differed from the predictions.

## Ohio's Learning Standards Appendices Support

*Appendix A Vocabulary:* On pages 32-35 is an exploration of the importance of vocabulary acquisition and the three tiers of words.

### L.8.5 (Prior Grade Standard)

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

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

### L.11-12.5 (Future Grade Standard)

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

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

# Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grades 9-10

<p><b>L.9-10.6</b></p>	<p><b>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.</b></p>	<p><b>Essential Understanding</b>          -Acquire and use of general academic and domain-specific words and phrases, sufficient for college and career readiness          -Independently gather vocabulary knowledge during reading comprehension</p> <p><b>*Extended Understanding</b>          -Acquire and use accurately above grade-appropriate general academic and domain-specific words and phrases</p>	<p><b>Academic Vocabulary/Language</b></p> <ul style="list-style-type: none"> <li>-acquire</li> <li>-college and career ready</li> <li>-comprehension</li> <li>-consider</li> <li>-demonstrate</li> <li>-domain</li> <li>-expression</li> <li>-gather</li> <li>-phrases</li> <li>-sufficient</li> <li>-tier two words (general academic)</li> <li>-tier three words (domain-specific)</li> <li>-vocabulary</li> </ul>
<p><b>CCR Anchor:</b> 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.</p>			
<p><b>ULTIMATE LEARNING TARGET TYPE: REASONING</b></p>	<p><b><u>BROAD LEARNING TARGETS:</u></b>  <b>The student can 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.</b></p>		
<p><b>CCS ELA 6-12</b>  <b>PAGE:</b>  <a href="https://tinyurl.com/CCSEnglish6-12">https://tinyurl.com/CCSEnglish6-12</a>  <b>(CAREER CONNECTIONS)</b></p>	<p><b>The student can demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p> <p><b><u>Underpinning Reasoning Learning Targets:</u></b>  <b>The student can apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression.</b>  <b>The student can select appropriate resources to aid in gathering vocabulary knowledge.</b></p>		

## Question Ideas

Give examples of how the word explication is used in each of your classes.

What strategies do you use to identify, understand, and use the power word of the day?

Prepare a gallery walk of your word wall. Be sure that you can distinguish between tier two and tier three words for you audience.

Choose one of the vocabulary words and become that word. In pairs, take turn interviewing each of the vocabulary words.

Look at each of the bold words in the text. Determine the meaning of each word by using context clues.

Read through the outline of the speech. Has the speaker used words with which you are not familiar? Add these words to your vocabulary list.

Write a personal narrative essay that highlights your college and career ready vocabulary.

## Ohio Department of Education [Model Curriculum](#) Instructional Strategies and Resources

**Context Clues in Context** Give students passages of text to read (maybe a text they are currently reading) with challenging words boldfaced. Ask students to determine the meaning of the underlined word. What context clues led to your understanding of the word? Highlight and list them. When finished, check answer. Another variation might include providing students with the actual passages from an anchor text that the whole class is reading. Students would then need to determine the meaning of the word as it is used in context and then use a dictionary to find the correct entry to match the context.

## Ohio's Learning Standards Appendices Support

*Appendix A Vocabulary:* On pages 32-35 is an exploration of the importance of vocabulary acquisition and the three tiers of words.

### L.8.6 (Prior Grade Standard)

**Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

### L.11-12.6 (Future Grade Standard)

**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.**