

D.H.H. Lengel Middle School

ELA Department

Curriculum Framework

8th Grade Advanced

Length of Block - 70 minutes

Blocks per cycle - 5

Length of Course - All Year

Developed by: Breanne Ferdoucha (Lead Teacher)

Department Members: Paula Jones, Lisa Holobetz

Course Description: The 8th grade ELA course incorporates reading and writing skills that are aligned with Pennsylvania Common Core standards to enhance rigor and advance student knowledge toward academic success. These goals are met by teaching skills that are related to comprehension, grammar skills, vocabulary, writing techniques, and research. Progress is monitored by gathering data that is used to assess students' strengths and weaknesses. A differentiated curriculum is developed based on the needs of the students.

Resources used in class:

Commonlit.org

IXL

Everything You Need to Ace English Language Arts in One Big Fat Notebook

Prentice Hall Writing and Grammar, Grade 8

Vocabulary.com

Actively Learn

Enduring Understandings:

A rich vocabulary helps to communicate complex ideas effectively.

Vocabulary development assists comprehension.

Examining the context of unfamiliar words helps to promote understanding of a text.

Knowledge of prefixes, suffixes, and roots helps to increase your vocabulary.

Repeated use and application of new vocabulary embeds it in your lexicon.

Essential Questions:

How do you increase my vocabulary?

How do you recognize the meaning of unfamiliar words?

How can knowledge of new vocabulary become permanent?

Why is an extensive vocabulary important?

Marking Period	Unit Name	Objectives	Standards	Assessments	Vocabulary
Ongoing Through out All Units	Vocabulary	<ul style="list-style-type: none">Recognize the meanings of unfamiliar words as they are presented in contextRecognize roots, prefixes, and suffixes and use them to identify appropriate meaning of wordsIdentify synonyms and antonymsDefine and use correctly new	Vocabulary CC.1.2.9.F-K CC.1.3.9.F-K	<ul style="list-style-type: none">Vocabulary QuizzesWriting assessmentsSpeakingPresentations	Synonyms Antonyms Roots Prefixes Suffixes Multiple-meaning words Homonyms

		<p>vocabulary words</p> <ul style="list-style-type: none">● Determine or clarify the meaning of words that have multiple meanings● Acquire and use accurately grade-appropriate academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
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Enduring Understandings:

**Correct grammar in written and verbal communication helps to make a positive impression on the audience.
Rules and conventions of language help readers understand what is being communicated.**

Essential Questions:

**What is the importance of using proper grammar in all forms of communication?
How do rules of language affect communication?
How does the use of correct grammar and conventions affect meaning?**

Marking Period	Unit Name	Objectives	Standards	Assessments	Vocabulary
Ongoing Through out All Units	Grammar and Conventions	<ul style="list-style-type: none"> Students will cut down on redundancy by making more precise word choices Students will examine how a writer uses commas to indicate coordinate adjectives, as well as how adjectives can be separated by the word “and” Students will examine various uses of commas to set off prepositional and participial phrases 	<p>Reading Literature CC.1.3.9.A-C</p> <p>Writing CC1.4.9.E CC1.4.9.F CC1.4.9.K CC1.4.9.L CC1.4.9.R CC1.4.9.G</p> <p>Speaking and Listening CC.1.5.9.A</p>	<ul style="list-style-type: none"> Formative assessments embedded and ongoing in all lessons. Assessed through writing and other assessment tools such as teacher made quizzes 	<p>Parts of Speech</p> <ul style="list-style-type: none"> Active v. passive voice <p>Verbals</p> <ul style="list-style-type: none"> Participles Gerunds Infinitives <p>Punctuation</p> <ul style="list-style-type: none"> Commas Dash Colon Parentheses Semi-Colon <p>Style and Tone</p> <ul style="list-style-type: none"> Ways to enhance writing to make it more

		<ul style="list-style-type: none"> ● Discover how and why clauses and phrases are used in a narrative ● Identify and use different types of clauses in sentences ● Identify and learn different types of phrases ● Students will examine how a writer combines ideas using clauses and phrases and apply this practice to their own writing. ● Students will identify differences between misplaced modifiers and dangling modifiers ● Students will use transition words/phrases to connect ideas coherently and cohesively 			<p>interesting for the reader</p> <ul style="list-style-type: none"> ● Adding nonrestrictive elements
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Essential Questions:

- What are the various types of writing?**
- How do the types differ from each other**
- What are the appropriate uses for the different types?**
- How can discussion increase our knowledge and understanding of an idea(s)?**
- How does the choice of words affect the message?**
- How do good writers express themselves?**
- How does process shape the writer’s product?**
- How do the rules of language affect communication?**
- Why does a writer choose a particular form of writing?**
- How do I figure out a word I do not know?**
- How does fluency affect comprehension?**
- What do readers do when they do not understand everything in a text?**
- Why do readers need to pay attention to a writer’s choice of words?**
- How do readers conduct meaning from text?**
- Why conduct research?**

Marking Period	Unit Name	Objectives	Standards	Assessments	Vocabulary
Ongoing Through out All Units	Writing	<ul style="list-style-type: none"> ● Students will improve writing skills in different types of writing ● Students will incorporate the use of sophisticated transitions into writing ● Students will continue to develop and refine writing styles 	<p>Reading Informational CC1.2.9.A-B CC1.4.9.A-X</p> <p>Writing CC. 1.4.9.A-F CC.1.4.9.M-T</p>	<ul style="list-style-type: none"> ● Essays/Paragraphs ● Responses to literature ● Vocabulary activities ● Reflections ● Thesis based three part paper (Introductory Paragraph/Body) 	<ul style="list-style-type: none"> ● Sentences <ul style="list-style-type: none"> ○ Varied ○ Expanded ○ Compound subjects and predicates ● Paragraph Development <ul style="list-style-type: none"> ○ Topic sentence

		<ul style="list-style-type: none"> ● Students will write a variety of letters and use the appropriate formatting and tone ● Students will apply elements of standard written English 		<p>Paragraphs/Concluding Paragraphs)</p> <ul style="list-style-type: none"> ● Narrative ● Expository ● Persuasive ● Compare/Contrast 	<ul style="list-style-type: none"> ○ Supporting details ○ Supported by one example ○ Supported by several examples ● Types of Paragraphs <ul style="list-style-type: none"> ○ Descriptive ○ Narrative ○ Explanatory ○ How and Why ○ Comparison ○ Cause and Effect ○ Persuasive and Argumentative ● Composition <ul style="list-style-type: none"> ○ Introductory paragraphs ○ Thesis statement ○ Body paragraphs ○ Concluding paragraphs ○ Transitions ○ Word choice ● Report
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					<ul style="list-style-type: none"> ● Letters <ul style="list-style-type: none"> ○ Friendly ○ Business ● Poetry
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Essential Questions:

- How do you listen?
- What impact does listening have?
- How do you speak effectively?
- In what ways are ideas communicated orally?
- How do the visual materials send messages?
- How do visuals impact our thoughts and actions?
- How does one analyze and evaluate visual materials?

Marking Period	Unit Name	Objectives	Standards	Assessments	Vocabulary
Ongoing Through out All Units	Speaking and Listening - Presentations/ Public Speaking/Poetry Recital	<ul style="list-style-type: none"> ● Contribute to discussions by using textual and relevant evidence and by asking probing questions to extend the depth of the discussion ● Distinguish between reliable and fraudulent claims in an argument ● Evaluate the information presented through diverse media 	Speaking CC1.6.9.A-G CC1.6.9.A-G	Presentations that demonstrate the following: <ul style="list-style-type: none"> ● Use of research from a variety of sources ● Coherence and depth of topic ● Use of skills appropriate for audience and purpose 	Delineate Speaker Argument Claim Evidence Reasons Purpose Motive Social Commercial Political Relevance Irrelevant Sufficiency

		<ul style="list-style-type: none"> ● Use diverse media to select and present ideas convincingly using appropriate presentation skills ● Use diverse media to select and present ideas convincingly using appropriate presentation skills <p>(include assignments that require skills such as recording voices, using images, creating videos and incorporating original text)</p>			<p>Collaborative collegial discussion</p> <p>Diverse Topics Issues Evidence Probe Reflect pose a question Elaboration multiple perspectives</p>
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Essential Questions:

- What are the major components of narrative writing?
- How does understanding a text’s structure helps me better understand its meaning?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer’s choice of words?
- How do readers construct meaning from text?
- Why conduct research?
- How do good writers express themselves? How does process shape the writer’s product?
- How do writers develop a well written product?
- How do rules of language affect communication?
- Why does a writer choose a particular form of writing?
- When is appropriate to ask questions?
- How do speakers express their thoughts and feelings?
- How does the choice of words affect the message?
- How do speakers express their thoughts and feelings?
- How does a speaker communicate so others will listen and understand the message?
- Can one hear but not listen?
- What’s the media message?

Marking Period	Unit Name	Objectives	Standards	Assessments	Vocabulary	Resource
1	Plot, Mood, and Tone	<ul style="list-style-type: none"> ■ Students will understand the difference between mood and tone, understand the 	Reading Literature CC.1.3.9.A CC.1.3.9.B CC.1.3.9.C CC.1.3.9.D	Formative Assessment including essay on how mood and tone influence the	Plot <ul style="list-style-type: none"> ● Exposition ● Rising action ● Falling action 	“The Raven” “Annabel Lee” “Tell-Tale Heart”

		<p>plot of the story, and write a well-constructed argumentative paragraph using textual support.</p>	<p>CC.1.3.9.E CC1.3.9.F CC.1.3.9.I CC.1.3.9.G</p> <p>Writing CC. 1.4.9.A-F CC.1.4.9.M-T</p> <p>Vocabulary CC.1.2.9.F-K CC1.3.9.F-K</p> <p>Speaking and Listening CC.1.5.9.A</p>	<p>plot providing textual evidence</p>	<ul style="list-style-type: none"> ● Climax ● Resolutio n <p>Mood Tone</p>	
	<p>Symbolism and Theme</p>	<ul style="list-style-type: none"> ■ Identify and analyze literary elements of a short story and how they interact with the setting, characters, and/or plot ■ Determine author’s purpose and theme(s) in a text and analyze how it is conveyed through relevant details ■ Determine two or more themes over the course of a short story, 	<p>Reading Literature CC.1.3.9.A CC.1.3.9.B CC.1.3.9.C CC.1.3.9.D CC.1.3.9.E CC1.3.9.F CC.1.3.9.I CC.1.3.9.G</p> <p>Writing CC. 1.4.9.A-F CC.1.4.9.M-T</p> <p>Vocabulary CC.1.2.9.F-K CC1.3.9.F-K</p> <p>Speaking and Listening CC.1.5.9.A</p>	<p>Formative Assessment analyzing common theme of two related works</p>	<p>Theme Symbolism Setting Characters Characterization Author’s purpose</p>	<p>“The Cask of Amontillado”</p>

		<p>including its relationship to supporting ideas; provide a subjective summary</p> <ul style="list-style-type: none"> ■ Compare/contrast the structure of two or more texts and analyze how the differing structure of each contributes to its meaning and style 				
2	Novel Analysis	<ul style="list-style-type: none"> ● Analyze and evaluate the effective use of literary techniques (figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic literature. ● Explain relationships between and among literary 	<p>Reading Literature CC.1.3.9.A CC.1.3.9.B CC.1.3.9.C CC.1.3.9.D CC.1.3.9.E CC1.3.9.F CC.1.3.9.I CC.1.3.9.G</p> <p>Writing CC. 1.4.9.A-F CC.1.4.9.M-T</p> <p>Vocabulary CC.1.2.9.F-K CC1.3.9.F-K</p>	Formative Assessments	Symbolism Theme Character Motivation Historical Context/Setting	<i>To Kill a Mockingbird</i>

		<p>elements including character, plot, setting, theme, conflict & resolution and their influence on the effectiveness of the novel.</p> <ul style="list-style-type: none"> • Describe the author's style & its effect on the reader. • Describe the influence of the author's language structure and word choice to convey her viewpoint. • Analyze form, content, purpose, and theme as American lit. and its historical perspective (1930s South). • Discuss & evaluate motive, resulting behavior and consequences 	<p>Speaking and Listening CC.1.5.9.A</p>			
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		<p>demonstrated in novel.</p> <ul style="list-style-type: none">● Expand knowledge or word origins and derivations and use idioms, analogies, metaphors and similes to extend vocab.● development.● Compare the meaning of words and phrases and use analogies to explain the relationships among them.● Use question & predictions to guide reading.● Explain & justify an interpretation of the novel.● Summarize & make generalizations of content.● Paraphrase chapters.● Character sketch of Scout, Jem, Dill, Calpurnia,				
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		<p>Miss Maudie or Atticus.</p> <ul style="list-style-type: none">● Act out character sketches (charades).● Describe an event from Part One & Part Two.● Using figurative language & dialect from the trial.● Narrative essay: describing an event from two different points-of-view.				
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Essential Questions:

What constitutes poetry?

How does poetry differ from other literary forms?

What are the elements of poetry

What do readers do when they do not understand everything in a poem?

Why do readers need to pay attention to the poet's choice of words?

How do readers construct meaning from poems?

How do poets express themselves? How does process shape the poet's work?

Why does a poet choose a particular form of writing?

How does choice of words affect the message?

Marking Period	Unit Name	Objectives	Standards	Assessments	Vocabulary	Resources
3	Poetry - Figurative Language	<ul style="list-style-type: none"> Identify and analyze how figurative language adds meaning and depth to a poem Analyze the impact of rhymes and other repetition sounds (e.g. alliteration) on a specific verse or stanza Compose original poetry using models 	<p>Reading Literature CC.1.3.8.F</p> <p>Vocabulary CC.1.2.8.F-K CC.1.3.8.F-K</p> <p>Writing CC. 1.4.8.A-F CC.1.4.8.M-T</p>	<ul style="list-style-type: none"> Reading quizzes/tests Analysis of selected poetry Figurative language Vocabulary Analysis of and interpretation of selected 	<p>Figurative Language</p> <ul style="list-style-type: none"> Simile Metaphor Personification Alliteration Onomatopoeia Hyperbole Idiom Symbolism Rhythm Meter Alliteration Assonance Consonance 	

		<ul style="list-style-type: none"> ● Include figurative language in each original poem ● Participate in class discussions ● Recite original poetry 	<p>Speaking and Listening CC.1.5.8.A CC.1.5.8.C</p>	<ul style="list-style-type: none"> ● Poems Constructed Responses ● Personal response to poetry ● Composition of original poems ● Recitation of poems 	<ul style="list-style-type: none"> ● Writing <ul style="list-style-type: none"> ○ Poetry Composition 	
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Marking Period	Unit Name	Objectives	Standards	Assessments	Vocabulary
3	Research and Argumentative Writing	<ul style="list-style-type: none"> ● Determine the purpose of research reports ● Identify the structure and features of research reports ● Use areas of interest, search engine tools, social studies and science content, and the research of others to generate ideas for writing ● Develop research questions and a plan about a subject or topic of interest ● Conduct research using relevant, reputable sources including books, reference materials, periodicals, journals, and multiple print digital sources ● Analyze the structures, conventions, and graphic features of research reports for the purpose of incorporating these features in their own writing 	<p>Reading Literature CC.1.3.9.I CC.1.3.9.J</p> <p>Writing CC.1.4.9.A-X</p> <p>Speaking and Listening CC.1.5.9.A-G</p>	<ul style="list-style-type: none"> ● Writing pieces ● Completion of graphic organizers ● Tests/Quizzes 	<ul style="list-style-type: none"> ● Purpose for research report ● Structure and features of research reports ● Research methods ● To determine credible sources ● Paraphrasing ● Plagiarism ● MLA format for citations ● Writing process ● research ● reflection ● revision ● audience ● claim ● coherent ● collaborative ● Collegial ● Decision-making ● evidence ● Justify

		<ul style="list-style-type: none">● Determine the credibility and authenticity of information● Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citations● Report findings to readers for the purpose of deepening their understanding of the presented topic● Analyze data, facts, statistics, quotations, and definitions for the purpose of writing a research-based report● Develop and strengthen writing as needed by planning, revising, and editing● Examine and attend to the formal style of a research report● Use technology, including the internet, to produce and publish writing and present the relationships between			
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		<p>information and ideas efficiently and effectively</p> <ul style="list-style-type: none">● Publish a clear and cohesive research report in which the development and organization are appropriate to purpose and audience			
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Essential Questions:

1. How does one construct an argument?
2. Why is citing reliable evidence to support a claim necessary?
3. How are counter arguments/claims important?
4. How does presentation (speaking tone/enunciation/carriage/confidence) influence an intended audience?

Enduring Understanding/Big Ideas:

1. Students will organize and establish clear relationships among claim(s), counterclaims, reasons, and evidence.
 2. Students will cite strong and thorough textual evidence to support analysis in order to convince a judge, or audience, of their position.
 3. Students will develop claim(s) and counterclaims, and distinguish the claim(s) from alternate or opposing claims in order to demonstrate how their position/claim is better than the counterclaim.
 4. Students will understand that their attire, carriage, presentation (eye contact, confidence, posture) are being evaluated from the moment they walk into a competition room, or stand to walk to the front of the classroom. Intended audiences evaluate demeanor as well as performance.

Marking Period	Unit Name	Objectives	Standards	Assessments	Vocabulary
4	Debates	<ul style="list-style-type: none"> ○ 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, 			<ul style="list-style-type: none"> ● Ad-Lib ● Character Pop ● Cutting ● Duet Acting ● Focal Point ● Improvise ● Individual Events ● Interpret ● Interpretation

		<p>reasons, and evidence.</p> <ul style="list-style-type: none"> ○ Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. ○ Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ○ Establish and maintain a formal style and objective tone while attending to the norms and 			<ul style="list-style-type: none"> ● Introduction ● Motivation ● Muscle Memory● Off Stage Focus ● Pacing ● Pantomime ● Rehearsal ● Script ● Teaser ● Tournament Dress
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		<p>conventions of the discipline in which they are writing.</p> <ul style="list-style-type: none"> ○ Provide a concluding statement or section that follows from or supports the argument presented. 			
	Drama	<ul style="list-style-type: none"> ● Identify Shakespeare’s characteristic plot structure as including both a technical and dramatic climax. ● Define technical climax as the turning point in the action of the play. ● Define dramatic climax as the point of greatest emotional intensity. Distinguish between technical and dramatic climaxes. Recognize that dramatic and technical climaxes occur at different times in a Shakespearean play. ● Explain that Shakespeare uses dramatic conventions to intensify his story. 	<p>PA Core Standards: CCSS.ELA Literacy.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 high end of the range.</p>		“Romeo and Juliet”

		<ul style="list-style-type: none"> ● Explain that Shakespeare uses poetic elements to heighten language. ● Define poetic elements (blank verse, couplet, iambic pentameter, and sonnet). ● Define elements of dramatic structure (aside, monologue, soliloquy, and prologue) ● Define elements of tragedy (fate, flaw, and downfall) ● Analyze effectiveness of sound techniques (rhyme, rhythm, meter, alliteration, iambic pentameter). ● Analyze effectiveness of figurative language (personification, simile, metaphor, and oxymoron). ● Analyze effectiveness of dramatic literary structures (aside, monologue, soliloquy, and prologue). ● Analyze effectiveness of poetic elements (blank verse, couplet, iambic 	<p>CC.1.3.9-10.K CCSS.ELA Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.1.3.9-10.B CCSS.ELA Literacy.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;</p>		
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		<p>pentameter, and sonnet).</p> <ul style="list-style-type: none"> Analyze how Shakespeare’s use of words creates mood and how choice of words advances the theme. Collaborate to decide how to stage a sequence of lines. Explore different ways to interpret characterization. 	<p>provide an objective summary of the text. CC.1.3.9-10.A CCSS.ELA Literacy.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. CC.1.3.9-10.C CCSS.ELA Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and</p>		
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			<p>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). CC.1.3.9-10.F CCSS.ELA Literacy.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</p>		
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			<p>effects as mystery, tension, or surprise.</p> <p>CC.1.3.9-10.E CCSS.ELALiteracy.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.</p> <p>CC.1.3.9-10.D CCSS.ELALiteracy.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</p>		
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each treatment (e.g., Auden's —Musée des Beaux Artsll and Breughel's Landscape with the Fall of Icarus).

CC.1.3.9-10.G

CCSS.ELALite racy.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).

CC.1.3.9-10.H

CCSS.ELALite racy.SL.9-10.1

Initiate and participate effectively in a

			<p>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. CC.1.5.9-10.A CCSS.ELA Literacy.SL.9-10.1 a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from</p>		
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			<p>texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 25 KNOW, UNDERSTAND , DO COURSE: English I TIME FRAME: 25 days UNIT # 10: Shakespearean Drama GRADE: 9 CCSS.ELA.Lite racy.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</p>		
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			<p>more fully when reading or listening.CC.1.3.9-10.1 CCSS.ELALiteracy.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. CC.1.3.9-10.1 CCSS.ELALiteracy.L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a</p>		
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			<p>clue to the meaning of a word or phrase.</p> <p>CC.1.3.9-10.I CCSS.ELALiteracy.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CC.1.3.9-10.F CCSS.ELALiteracy.L.9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>CC.1.3.9-10.F CCSS.ELALiteracy.L.9-10.5b Analyze nuances in the meaning of words with</p>		
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			<p>similar denotations. CC.1.3.9-10.J CCSS.ELA Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or</p>		
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			expression. CC.1.3.9-10.J		
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