

***Pike County School District
Standards Mastery Document***

9th- 10th Grade Reading and Writing
Revised 2019



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9th-10th Grade Reading and Writing

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Interdisciplinary Literacy Practices

1.	Recognize that text is anything that communicates a message.
2.	Employ, develop, and refine schema to understand and create text.
3.	View literacy experiences as transactional, interdisciplinary, and transformational.
4.	Utilize receptive and expressive language arts to better understand self, others, and the world.
5.	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6.	Collaborate with others to create new meaning.
7.	Utilize digital resources to learn and share with others.
8.	Engage in specialized, discipline-specific literacy practices.
9.	Apply high level cognitive processes to think deeply and critically about text.
10.	Develop a literacy identity that promotes lifelong learning.

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Reading Literature

KEY IDEAS AND DETAILS	
RL.9-10.1.1	Cite relevant and thorough textual evidence to support analysis of text says explicitly as well as inferences drawn from the text.
RL. 9-10 .2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
RL. 9-10. 3	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.
CRAFT	
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 and on the text as a whole.
RL. 9-10 .5	Analyze how an author’s choices concerning how to structure, order events within it and manipulate time create such effects as mystery, tension or surprise.
RL. 9-10 .6	Analyze a particular author’s perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.
INTEGRATION OF KNOWLEDGE AND IDEAS	
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.
RL. 9-10.8	(Not applicable to literature)
RL. 9-10.9	Analyze how an author draws on and transforms source material in a specific work.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RL. 9-10.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

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Reading Literature

Guiding Principle 1: Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Standard: RL.9-10.1 Cite **relevant** and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none">➤ What is textual evidence?➤ What is support in a text?➤ What is inference?➤ What is explicit meaning?➤ What are context clues?	<ul style="list-style-type: none">➤ Identify strong and thorough textual evidence➤ Discuss details the text uses to support textual analysis	<ul style="list-style-type: none">➤ Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas➤ Draw inferences from the text in order to understand how textual analysis is developed➤ Cite relevant and thorough textual evidence to support the text (explicit and inferred)

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Reading Literature

Guiding Principle 2: Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase, and direct quotations to support conclusions drawn from the text.

Standard: RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ What are central ideas? ➤ What are specific details? ➤ How to identify themes ➤ How do themes develop throughout a text? ➤ How to provide an objective summary of the text ➤ How to paraphrase a text ➤ How to cite direct quotations 	<ul style="list-style-type: none"> ➤ Identify the central idea or theme within a text Identify specific details that support the development of a theme or central idea as it: <ul style="list-style-type: none"> ➤ emerges ➤ is shaped ➤ is defined ➤ Provide an objective summary 	<ul style="list-style-type: none"> ➤ Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details ➤ Interpret how the text supports key ideas or themes with specific details ➤ Formulate an objective summary that includes how the central idea: <ul style="list-style-type: none"> ➤ emerges ➤ is shaped ➤ is defined

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Guiding Principle 3: Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Standard: RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop themes.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ What are flat, round, dynamic, and static characters? ➤ What motivates characters? ➤ What is internal/external conflict? ➤ What is direct and indirect characterization? ➤ What is the difference between plot, main idea, and theme? ➤ What impact does historical context have on a text? 	<ul style="list-style-type: none"> ➤ Identify: <ul style="list-style-type: none"> ➤ complex characters in a text ➤ evidence in a text that makes the character complex ➤ Identify the theme of a story 	<ul style="list-style-type: none"> ➤ Analyze how characters change over the course of the text ➤ Explain how characters' motivations/traits affect the plot ➤ Describe the conflicts and motivations in character(s) ➤ Analyze how the character(s)' conflicts, motivations, and interactions advance the plot or theme

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Guiding Principle 4: Students will 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.

Standard: 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.

Know: What content does the student need to know to demonstrate the standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ What is diction? ➤ What is figurative language? ➤ What is connotation? ➤ What is tone? ➤ How words and their figurative/connotative meanings impact a text ➤ How an author’s word choice impacts meaning and/or tone of a text ➤ Know difference between formal/informal tones 	<ul style="list-style-type: none"> ➤ Identify: <ul style="list-style-type: none"> ➤ words and phrases ➤ figurative words and phrases ➤ connotative words and phrases in a text ➤ Identify words that impact meaning and tone 	<ul style="list-style-type: none"> ➤ Determine the meaning of words and phrases as they are used in a text ➤ Determine the figurative and connotative meanings of words and phrases as they are used in a text ➤ Analyze the cumulative impact of specific word choice on meaning or tone

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Guiding Principle 5: Students will analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

Standard: RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ What is text structure? ➤ What is mood? ➤ What is tension? ➤ How are plots developed? ➤ What is parallel plot? ➤ What is pacing? ➤ What is foreshadowing? ➤ What is flashback? ➤ Understand structure of texts and how they relate to mood, tension, and time ➤ Understand how plots are developed ➤ Understand pacing of a text 	<ul style="list-style-type: none"> ➤ Identify aspects of text's structure ➤ Identify order of events in text ➤ Identify how author manipulates time ➤ Describe the effect such as: mystery, tension, surprise that the author uses 	<ul style="list-style-type: none"> ➤ Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise

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Guiding Principle 6: Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Standard: RL.9-10.6 Analyze a particular **author's perspective** or cultural experience reflected in a work of literature **by** drawing on a wide reading of world literature.

<p>Know: What content does the student need to know to demonstrate this standard?</p> <ul style="list-style-type: none">➤ Understanding of different cultures and how they relate to understanding of literature➤ Compare/contrast different points of view from world literature	<p>Do: What skill must the student demonstrate?</p> <ul style="list-style-type: none">➤ Define cultural experience➤ Distinguish difference between culture and cultural experience➤ Identify the point of view or cultural experience	<p>Mastery: How does the student demonstrate the learning of the standard?</p> <ul style="list-style-type: none">➤ Cite details or examples of the point of view or cultural experience➤ Examine the relationships of the point of view or cultural experience with those of other cultures as read in texts from world literature➤ Analyze the point of view or cultural experience using contrasting and/or supporting views from a wide array of other world literature
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Guiding Principle 7: Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Standard: 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.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ What are artistic mediums? ➤ What is a "subject" in literature and art? ➤ What is a key scene? ➤ How do artists represent a subject or a scene? ➤ How do artists create effects? ➤ Understand different mediums used in art and literature ➤ Understand the "subject" presented in a scene ➤ Understand how ideas are presented and emphasized for effect 	<ul style="list-style-type: none"> ➤ Identify various artistic mediums ➤ Recognize the literary and artistic use of the terms "subject" & key scene 	<ul style="list-style-type: none"> ➤ Explain how and why an artist/author chooses to represent a subject or scene ➤ Analyze why the artist/author emphasized ideas for effect ➤ Explain what is stressed or missing from a given representation in 2 different artistic mediums

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Guiding Principle 8: Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance, and sufficiency.

Standard: RL.9-10.8 – (Not Applicable to Literature)

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
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Reading Literature

Guiding Principle 9: Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Standard: RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Define literary terms, such as, allusion, metaphor, parable, and parody ➤ What is a primary source? ➤ What is source material? ➤ Understand literary terms, such as, allusion, metaphor, parable, and parody ➤ Understand how an author uses themes from other texts 	<ul style="list-style-type: none"> ➤ Distinguish between theme and topic ➤ Identify difference between primary text and source material ➤ Identify allusion, metaphor, parable, and parody 	<ul style="list-style-type: none"> ➤ Compare/contrast the treatment of similar themes or topics from two or more texts

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Reading Literature

Guiding Principle 10: Students will read, comprehend, and analyze complex literary texts independently and proficiently.

Standard: RL.9-10.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e. questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Read various forms of literature, with scaffolding as necessary ➤ Understand allusions, inferences, themes, fallacies, etc. found throughout various readings, with scaffolding as necessary 	<ul style="list-style-type: none"> ➤ Identify/understand in literary text: <ul style="list-style-type: none"> ➤ key ideas and details ➤ craft and structure ➤ integration of knowledge and ideas ➤ at appropriate complexity as seen in standards 1 - 9 with scaffolding as necessary 	<ul style="list-style-type: none"> ➤ Comprehend in literary text: <ul style="list-style-type: none"> ➤ key ideas and details ➤ craft and structure ➤ integration of knowledge and ideas ➤ at appropriate complexity as seen in standards 1 – 9, with scaffolding as necessary

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Reading Informational Text

Guiding Principle 1: Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Standard: RI.10.1 Cite **relevant** and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Understand, identify, and apply terms, such as: <ul style="list-style-type: none"> ➤ Textual evidence ➤ Analysis ➤ Inference ➤ Summary ➤ Objective ➤ Figurative language ➤ Central idea ➤ Connotation ➤ Denotation 	<ul style="list-style-type: none"> ➤ Identify strong and thorough textual evidence ➤ Discuss details the text uses to support textual analysis 	<ul style="list-style-type: none"> ➤ Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas ➤ Draw inferences from the text in order to understand how textual analysis is developed ➤ Cite strong and thorough textual evidence to support the text (explicit and inferred)

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Reading Informational Text

Guiding Principle 2: Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Standard: RI.9-10.2 Determine central ideas of a text and analyze in detail its development over the course of a text, including how they emerge and are shaped and refined by specific details.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none">➤ Identify central idea➤ Recognize author’s complexity of ideas	<ul style="list-style-type: none">➤ Identify the central idea or theme within a textIdentify specific details that support the development of a theme or central idea as it:<ul style="list-style-type: none">➤ emerges➤ is shaped➤ is refined	<ul style="list-style-type: none">➤ Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details

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Reading Informational Text

Guiding Principle 3: Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Standard: RI.9-10. Analyze how the author unfolds an analysis or series of ideas or events **over the course of a text** including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Understand, identify, and apply terms, such as: <ul style="list-style-type: none"> ➤ Evaluate ➤ Integrate ➤ Accurate ➤ Emphasis ➤ Tone ➤ Point of view ➤ Presentation ➤ How to integrate information from multiple sources and be able to make informed inferences ➤ Evaluate author’s stance, tone, and points of emphasis ➤ Identify premise and evaluate author’s point of view 	<ul style="list-style-type: none"> ➤ Identify organizational patterns (e.g., cause/effect, chronological, sequential, order of importance, c/c, and logical) ➤ Identify paragraph development strategies (e.g., facts, statistics, examples, anecdotes) 	<ul style="list-style-type: none"> ➤ Determine the main ideas or events ➤ Examine the strategies the author uses to: <ul style="list-style-type: none"> ➤ introduce his points ➤ develop his points ➤ Analyze the author's use of organizational patterns and techniques to connect ideas and communicate an overall message

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Reading Informational Text

Guiding Principle 4: Students will 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.

Standard: 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.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Understand, identify, and apply terms, such as: <ul style="list-style-type: none"> ➤ rhetorical techniques ➤ persuasive techniques ➤ How style can influence a text 	<ul style="list-style-type: none"> ➤ Identify: <ul style="list-style-type: none"> ➤ words and phrases ➤ figurative words and phrases ➤ connotative words and phrases ➤ technical words and phrases in a text ➤ Identify tone of a text 	<ul style="list-style-type: none"> ➤ Determine the meaning of words and phrases as they are used in a text, including: <ul style="list-style-type: none"> ➤ figurative ➤ connotative ➤ technical meanings ➤ Analyze the cumulative effect of word choices on: <ul style="list-style-type: none"> ➤ meaning ➤ tone

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Reading Informational Text

Guiding Principle 5: Students will analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

Standard: 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.

<p>Know: What content does the student need to know to demonstrate this standard?</p> <ul style="list-style-type: none">➤ How structure impacts author’s ideas and/or claims	<p>Do: What skill must the student demonstrate?</p> <ul style="list-style-type: none">➤ Identify the author’s ideas or claims➤ Determine the structure/text features of an informational passage	<p>Mastery: How does the student demonstrate the learning of the standard?</p> <ul style="list-style-type: none">➤ Analyze how the author uses particular:<ul style="list-style-type: none">➤ sentences➤ paragraphs➤ ideas or claims
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Reading Informational Text

Guiding Principle 6: Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Standard: RI.9-10.6 Determine an author’s point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none">➤ Identify rhetorical and persuasive techniques➤ How point of view and style affect audience’s perception and understanding of a text	<ul style="list-style-type: none">➤ Define rhetoric➤ Identify rhetorical techniques	<ul style="list-style-type: none">➤ Analyze the author’s use of rhetoric➤ Analyze the rhetorical techniques the author uses to express his/her point of view or purpose➤ Support your analysis with examples from the text

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Reading Informational Text

Guiding Principle 7: Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Standard: RI.9-10.7 Analyze various accounts of a subject **presented** in different **print and non-print formats**, determining which details are emphasized in each account.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none">➤ How an author uses details to develop ideas➤ How an author uses literary devices to influence audience	<ul style="list-style-type: none">➤ Identify different mediums➤ Recognize details emphasized in various sources	<ul style="list-style-type: none">➤ Analyze different accounts of the same subject told in different mediums (e.g., a person's life story in both print and multimedia)➤ Determine emphasized details in various accounts of a subject told in different mediums

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Reading Informational Text

Guiding Principle 8: Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Standard: RI.9-10.8 Evaluate the argument, specific claims and assessing the validity, reasoning, relevancy and sufficiency of the evidence; in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Define false statements ➤ Define fallacious reasoning ➤ Define valid reasoning ➤ Define relevant and sufficient evidence 	<ul style="list-style-type: none"> ➤ Identify false statements ➤ Identify fallacious reasoning ➤ Recognize valid reasoning ➤ Recognize relevant and sufficient evidence 	<ul style="list-style-type: none"> ➤ Delineate the argument and specific claims in a text ➤ Evaluate the argument in a text ➤ Evaluate the specific claim(s) in a text ➤ Assess: <ul style="list-style-type: none"> ➤ the validity of reasoning ➤ the relevance of the evidence ➤ the sufficiency of the evidence ➤ Distinguish between fallacious and valid reasoning

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Guiding Principle 9: Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Standard: RI.9-10.9 Analyze documents of historical and literary significance, including how they address related themes and concepts.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Identify similarities and differences in two texts over same subject ➤ Importance of differing views of one subject addressed in two texts by two different audiences ➤ Whether differences occur in points of fact or in audience’s interpretation ➤ How primary source documents are analyzed for theme, purpose, rhetorical features, etc. 	<ul style="list-style-type: none"> ➤ Identify seminal U.S. documents of historical and literary significance ➤ Identify the purpose related themes and concepts of U.S. documents of historical and literary significance 	<ul style="list-style-type: none"> ➤ Analyze seminal U.S. documents of historical and literary significance e.g., <ul style="list-style-type: none"> ➤ Washington’s Farewell Address ➤ Gettysburg Address ➤ Roosevelt’s Four Freedoms speech ➤ King’s “Letter from Birmingham Jail”) ➤ Including how they address: <ul style="list-style-type: none"> ➤ related themes ➤ concepts

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Guiding Principle 10: Students will read, comprehend and analyze complex informational texts independently and proficiently.

Standard: RI.9-10.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ How to read for purpose and understanding ➤ Read and comprehend complex texts proficiently 	<ul style="list-style-type: none"> ➤ Identify/understand: <ul style="list-style-type: none"> ➤ key ideas and details ➤ craft and structure ➤ integration of knowledge and ideas ➤ at appropriate complexity as seen in standards 1 - 9 with scaffolding as necessary 	<ul style="list-style-type: none"> ➤ Comprehend independently: <ul style="list-style-type: none"> ➤ key ideas and details ➤ craft and structure ➤ integration of knowledge and ideas ➤ at appropriate complexity as seen in standards 1 – 9 with scaffolding as necessary

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Composition

Guiding Principle 1: Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Standard: C.9-10.1 Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
- c. 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.
- d. Link the major sections of the text cohesively, and clarify the relationships among claim(s), counter-claims, reasons and evidence.
- e. Establish and maintain a task appropriate writing style.
- f. Provide a concluding statement or section that follows from and supports the argument presented.
- g. 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.

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Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Recognize development, organizational patterns, style, task, purpose, and audience in writing ➤ Define and understand precise claims and counterclaims and their relationships ➤ Define and generate substantive topics or texts ➤ Recognize relevant and sufficient evidence ➤ Define rhetorical audience ➤ Identify fair and unfair claims and counterclaims ➤ Recognize : <ul style="list-style-type: none"> ➤ transitional words, phrases, and clauses ➤ formal style and objective tone ➤ concluding statements or sections that support the argument presented ➤ Explain audience awareness, including knowledge level and concerns 	<ul style="list-style-type: none"> ➤ Analyze a substantive topic or text to determine if it is suitable for a written argument ➤ Determine method to introduce precise claim(s) and distinguish the claim (s) from alternate or opposing claims ➤ Determine the relationships between claims and counterclaims ➤ Select an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons, and evidence ➤ Develop claims and counterclaims fairly ➤ Analyze the knowledge level and concerns of the rhetorical audience ➤ Evaluate strengths and limitations of claims and counterclaims ➤ Link major sections of the text and create cohesion using words, phrases, and clauses ➤ Clarify relationships <ul style="list-style-type: none"> ➤ among claims and reasons, ➤ between reasons and evidence, and 	<ul style="list-style-type: none"> ➤ Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which: <ul style="list-style-type: none"> ➤ introduces precise claim(s) ➤ distinguishes claims from alternate or opposing claims ➤ creates an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence ➤ develops claim(s) and counterclaims fairly, with evidence ➤ points out strengths and limitations of claims and counterclaims ➤ anticipates the audience’s knowledge level and concerns ➤ uses words, phrases, and clauses to link sections of text, create cohesion, and clarify relationship ➤ establishes and maintains formal style and objective tone ➤ attends to the norms and conventions of the discipline

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<ul style="list-style-type: none">➤ Identify norms and conventions of disciplines➤ Identify common fallacies	<ul style="list-style-type: none">➤ between claims and counterclaims using words, phrases and clauses➤ Develop formal writing style and objective tone while attending to the norms and conventions of the discipline➤ Plan a concluding statement or section that follows from and supports the argument presented	<ul style="list-style-type: none">➤ provides a concluding statement that follows from and supports the argument presented
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Composition

Guiding Principle 2: Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization, and analysis of content.

Standard: C.9-10.2 Write informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Produce writing in which the development and organization are appropriate to task and purpose.
- b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
- c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- h. 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.

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Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Identify: <ul style="list-style-type: none"> ➤ complex ideas ➤ appropriate formatting ➤ supporting details ➤ effective transitions ➤ precise language ➤ domain specific language ➤ various mediums used for communication ➤ Identify a conclusion for the topic that follows and supports the information or explanation presented. 	<ul style="list-style-type: none"> ➤ Determine organization of complex ideas ➤ Determine appropriate: <ul style="list-style-type: none"> ➤ formatting ➤ graphics ➤ multimedia to aid comprehension ➤ Determine: well chosen, relevant, sufficient: <ul style="list-style-type: none"> ➤ facts ➤ definitions ➤ details ➤ quotations appropriate to the audience's knowledge of the topic ➤ Determine appropriate and varied transitions that: <ul style="list-style-type: none"> ➤ link sections ➤ create cohesion ➤ clarify relationships among complex ideas/concepts ➤ Evaluate word choice for managing complexity of tone ➤ Determine formal style and objective tone while attending to the norms and conventions of informative writing ➤ Determine an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented 	<ul style="list-style-type: none"> ➤ Write informative/explanatory text which: <ul style="list-style-type: none"> ➤ examines/conveys complex ideas, concepts, ➤ information demonstrates clear and accurate information uses the discipline in which they are writing ➤ Provide a concluding statement or section that follows from and supports the information or explanation presented

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Composition

Guiding Principle 3: Students will compose narratives to develop real or imagined experiences or events, using effective techniques, well-chosen details, and well-structured event sequences.

Standard: C.9-10.3: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose including but not limited to introducing an idea and/or supporting a claim.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
- b. 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.
- c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
- d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
- g. 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.

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Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Identify multiple points of view in narratives ➤ Define and identify multiple plot lines ➤ Determine which events and experiences contribute to effective narrative writing ➤ Identify descriptive language ➤ Distinguish a narrative conclusion from other writing formats 	<ul style="list-style-type: none"> ➤ Analyze multiple points of view of various narratives ➤ Analyze the use of multiple plot lines in narratives ➤ Use a variety of techniques to logically and sequence and connect events ➤ Analyze multiple points of view of various narratives ➤ Analyze the use of multiple plot lines in narratives ➤ Use a variety of techniques to logically and sequence and connect events 	<ul style="list-style-type: none"> ➤ Write a narrative to develop real or imagined experiences or events that: <ul style="list-style-type: none"> ➤ engages the reader with a problem, situation, or observation and ➤ introduces a narrator and/or characters ➤ establishes multiple points of view ➤ uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters ➤ uses a variety of transitions to develop a coherent sequence of events ➤ uses appropriate precise, descriptive, and sensory language ➤ includes a reflective conclusion that flows from what is experienced, observed, or resolved

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Composition

Guiding Principle 4: Students will use digital resources to create and publish products as well as to interact and collaborate with others.

Standard: C.9-10.4: Use digital resources to create, publish and update individual or shared products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Identify appropriate mediums for sharing, publishing, and linking information. ➤ Use appropriate and current citation format to cite sources. 	<ul style="list-style-type: none"> ➤ Create a product to share digitally ➤ Share a product digitally ➤ Update an individual or shared product ➤ Practice documenting sources correctly using appropriate format (ex. MLA, APA, Chicago) 	<ul style="list-style-type: none"> ➤ Publish, edit, share, and update as needed a product that takes advantage of technology’s capacity to link and display information ➤ Document sources correctly using appropriate format (ex. MLA, APA, Chicago)

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Composition

Guiding Principle 3: Students will compose narratives to develop real or imagined experiences or events, using effective techniques, well-chosen details, and well-structured event sequences.

Standard: C.9-10.3: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose including but not limited to introducing an idea and/or supporting a claim.

- h. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
- i. 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.
- j. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
- k. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- l. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- m. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
- n. 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.

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Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Identify multiple points of view in narratives ➤ Define and identify multiple plot lines ➤ Determine which events and experiences contribute to effective narrative writing. ➤ Identify descriptive language ➤ Distinguish a narrative conclusion from other writing formats 	<ul style="list-style-type: none"> ➤ Analyze multiple points of view of various narratives ➤ Analyze the use of multiple plot lines in narratives ➤ Use a variety of techniques to logically and sequence and connect events ➤ Analyze multiple points of view of various narratives ➤ Analyze the use of multiple plot lines in narratives ➤ Use a variety of techniques to logically and sequence and connect events 	<ul style="list-style-type: none"> ➤ Write a narrative to develop real or imagined experiences or events that: <ul style="list-style-type: none"> ➤ engages the reader with a problem, situation, or observation and ➤ introduces a narrator and/or characters ➤ establishes multiple points of view ➤ uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters ➤ uses a variety of transitions to develop a coherent sequence of events ➤ Uses appropriate precise, descriptive, and sensory language ➤ Includes a reflective conclusion that flows from what is experienced, observed, or resolved

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Composition

Guiding Principle 4: Students will use digital resources to create and publish products as well as to interact and collaborate with others.

Standard: C.9-10.4 Use digital resources to create, publish and update individual or shared products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Identify appropriate mediums for sharing, publishing, and linking information ➤ Use appropriate and current citation format to cite sources 	<ul style="list-style-type: none"> ➤ Create a product to share digitally ➤ Share a product digitally ➤ Update an individual or shared product ➤ Practice documenting sources correctly using appropriate format (ex. MLA, APA, Chicago) 	<ul style="list-style-type: none"> ➤ Publish, edit, share, and update as needed a product that takes advantage of technology’s capacity to link and display information ➤ Document sources correctly using appropriate format (ex. MLA, APA, Chicago)

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Composition

Guiding Principle 5: Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standard: C.9-10.5 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.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Understand the difference between reliable and unreliable sources ➤ Understand how to use databases ➤ Understand how to include direct quotations, paraphrases, and in-text citations ➤ Understand how to use signal phrases ➤ Know how to avoid intentional and unintentional plagiarism 	<ul style="list-style-type: none"> ➤ Narrow an inquiry while using multiple reliable sources ➤ Use databases to locate reliable sources and avoid unreliable sources ➤ Integrate direct quotations, paraphrases, and in-text citations ➤ Use signal phrases ➤ Maintain academic integrity 	<ul style="list-style-type: none"> ➤ Create a product, appropriate in scope, synthesizing multiple sources and demonstrating an understanding of the subject ➤ Use of reliable sources that are appropriate to the problem, question, or inquiry

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Composition

Guiding Principle 6: Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection, and research while avoiding plagiarism.

Standard: W.9-10.6 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.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Know a variety of ways to use technology and the Internet to produce, update, and publish products ➤ Be able to recognize the credibility and accuracy of a source 	<ul style="list-style-type: none"> ➤ Evaluate feedback for value as new arguments or information ➤ Correctly integrate information while avoiding plagiarism 	<ul style="list-style-type: none"> ➤ Create a product that incorporates information into a text selectively, while avoiding plagiarism and overreliance on the source ➤ Follow a standard format for citation

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Composition

Guiding Principle 7: Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes, and audiences.

Standard: C.9-10.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none">➤ Identify the intended task, purpose, and audience of a writing	<ul style="list-style-type: none">➤ Develop writings using the intended appropriate task, purpose, and audience	<ul style="list-style-type: none">➤ Successfully create a writing using the intended correct task, purpose, and audience

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Language

Guiding Principle 1: Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

Standard: L.9-10.1 In both written and oral expression:

- a. Demonstrate appropriate use of parallel structure.
- b. Demonstrate appropriate use of 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.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Define and identify parallel structure ➤ Identify the parts of speech. Define phrase ➤ Recognize various types of phrases: noun, verb, adjectival, adverbial, participial, prepositional, and absolute ➤ Define clause ➤ Identify types of clauses: independent, dependent noun, relative, and adverbial 	<ul style="list-style-type: none"> ➤ Demonstrate command of the conventions of standard English grammar and usage when writing ➤ Incorporate parallel structure ➤ Use various phrases and clauses to add variety and interest to writing and convey specific meanings in writing 	<ul style="list-style-type: none"> ➤ Demonstrate command of the conventions of standard English grammar and usage when speaking ➤ Use parallel structure ➤ Uses various phrases and clauses to: add variety and interest to presentations and convey specific meanings in presentations ➤ Examples could be writing, speaking, presentations, etc.

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Language

Guiding Principle 2: Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Standard: L.9-10.2 When writing:

- a. Demonstrate appropriate use of a semicolon with and without conjunctive adverb to link two or more closely related independent clauses.
- b. Demonstrate appropriate use of a colon to introduce a list or quotation.
- c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Know rules for capitalization ➤ Know rules for punctuation ➤ Know spelling rules. ➤ Identify independent and subordinate (dependent) clauses ➤ Know rules for semicolon use ➤ Know rules for colon use. 	<ul style="list-style-type: none"> ➤ Apply correct capitalization, punctuation, and spelling when writing ➤ Use a semicolon to link two or more closely related independent clauses ➤ Use a conjunctive adverb to link two or more closely related independent clauses ➤ Use a colon to introduce a list/quotation ➤ Recall and apply spelling rules ➤ Identify and correct misspelled words 	<ul style="list-style-type: none"> ➤ Demonstrate a command of capitalization, punctuation, and spelling when writing ➤ Demonstrate a command of the use of semicolons, conjunctive adverbs, and colons when writing ➤ Examples could be writing and presentations

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Language

Guiding Principle 3: Students will 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.

Standard: 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 that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Know how language functions within different contexts ➤ Know various methods of research and citation formats, i.e. MLA, APA, Chicago and use of updated manuals ➤ Know when various styles of research are appropriate to task and discipline 	<ul style="list-style-type: none"> ➤ Understand how language functions in different contexts ➤ Identify and understand various guidelines in style manuals ➤ Recognize that the style of a written work should be appropriate to the discipline and writing type 	<ul style="list-style-type: none"> ➤ Appropriate use of MLA style in a writing with research ➤ Appropriate use of language in different contexts, such as writing, discussions, presentations, etc.

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Language

Guiding Principle 4: Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

Standard: 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 **an array** of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Know how to use a dictionary, both in print and electronic formats ➤ Know how to use a thesaurus ➤ Know how to recognize context clues 	<ul style="list-style-type: none"> ➤ Identify words and phrases with multiple meanings ➤ Recognize patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) ➤ Consult general and specialized reference materials (print and digital) to find: word pronunciation, meaning part of speech etymology 	<ul style="list-style-type: none"> ➤ Apply context clues (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 ➤ Determine or clarify the meaning of unknown or multiple meaning words and phrases ➤ Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple meaning word or phrase ➤ Verify preliminary determination of the meaning of a word or phrase (e.g., by checking inferred meaning in context or a dictionary).

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		<p>➤ Use word patterns that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)</p>
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Language

Guiding Principle 5: Students will demonstrate understanding of word relationships and nuances in word meanings.

Standard: L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech **in context, including but not limited to** euphemism **and** oxymoron, **and analyze their rhetorical function** in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

Know: What content does the student need to know to demonstrate this standard?	Do: What skill must the student demonstrate?	Mastery: How does the student demonstrate the learning of the standard?
<ul style="list-style-type: none"> ➤ Define figurative language, such as euphemism, oxymoron, etc. ➤ Define denotation ➤ Define nuance ➤ Know rhetorical strategies how they function within texts 	<ul style="list-style-type: none"> ➤ Recognize and understand the meaning of figurative language (e.g., euphemism, oxymoron) ➤ Recognize and understand the different types of relationships of words ➤ Recognize and understand nuances in word meanings 	<ul style="list-style-type: none"> ➤ Interpret the role of figurative language in the text ➤ Analyze the text’s use of language and rhetorical strategies ➤ Analyze nuances of words with similar denotations to understand words in context