




DIGITAL LITERACY AND CITIZENSHIP CURRICULUM - Standards Alignment Chart

GRADES 9-10 Common Core State Standards Initiative – English Language Arts <input type="checkbox"/> Unit 1 <input type="checkbox"/> Unit 2 <input type="checkbox"/> Unit 3 <input type="checkbox"/> Unit 4																				
		Digital Life 102	Oops! I Broadcast It on the Internet	Copyrights and Wrongs	Feeling On Display	Turn Down the Dial on Cyberbullying and Online Cruelty	My Online Code	Who Are You Online?	Building Community Online	Overexposed: Sexting and Relationships	Risky Online Relationships	Rights, Remixes, and Respect	Taking Perspectives on Cyberbullying	What's the Big Deal About Internet Privacy?	Becoming a Web Celeb	College Bound	Private Today, Public Tomorrow	Does It Matter Who Has Your Data?	Breaking Down Hate Speech	Retouching Reality	Collective Intelligence
College and Career Readiness Anchor Standards for Reading																				
Key Ideas and Details																				
<input type="checkbox"/>	A.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.																		
<input type="checkbox"/>	A.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.																		
<input type="checkbox"/>	A.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.																		
Craft and Structure																				
<input type="checkbox"/>	A.R.4	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.																		
<input type="checkbox"/>	A.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.																		
<input type="checkbox"/>	A.R.6	Assess how point of view or purpose shapes the content and style of a text.																		
Integration of Knowledge and Ideas																				
<input type="checkbox"/>	A.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.																		
<input type="checkbox"/>	A.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.																		
<input type="checkbox"/>	A.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.																		
Range and Level of Text Complexity																				
<input type="checkbox"/>	A.R.10	Read and comprehend complex literary and informational texts independently and proficiently.																		

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Reading Standards for Literature

Key Ideas and Details

<input type="checkbox"/>	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.																		
<input type="checkbox"/>	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.																		
<input type="checkbox"/>	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.																		

Craft and Structure

<input type="checkbox"/>	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).																		
<input type="checkbox"/>	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.																		
<input type="checkbox"/>	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.																		

Integration of Knowledge and Ideas

<input type="checkbox"/>	RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).																		
	RL.9-10.8	(Not applicable to literature)																		
<input type="checkbox"/>	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).																		

Range and Level of Text Complexity

<input type="checkbox"/>	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.																		
<input type="checkbox"/>		By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.																		

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Reading Standards for Informational Text

Key Ideas and Details

<input type="checkbox"/>	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.																		
<input type="checkbox"/>	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.																		
<input type="checkbox"/>	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.																		

Craft and Structure

<input type="checkbox"/>	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 (e.g., how the language of a court opinion differs from that of a newspaper).																		
<input type="checkbox"/>	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).																		
<input type="checkbox"/>	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.																		

Integration of Knowledge and Ideas

<input type="checkbox"/>	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.																		
<input type="checkbox"/>	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.																		
<input type="checkbox"/>	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.																		

Range and Level of Text Complexity

<input type="checkbox"/>	RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.																		
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College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

<input type="checkbox"/>	A.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	.							.									
<input type="checkbox"/>	A.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	.	.	.	.	.		.	.			.		.	.	.	.	.
<input type="checkbox"/>	A.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.							.		.		.			.

Production and Distribution of Writing

<input type="checkbox"/>	A.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	A.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	.		.	.	.		.	.		.	.	.	.	.	.	.	.
<input type="checkbox"/>	A.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.

Research to Build Knowledge

<input type="checkbox"/>	A.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			.	.			.	.	.		.					.	.
<input type="checkbox"/>	A.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			.	.			.	.	.							.	.
<input type="checkbox"/>	A.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			.	.			.	.	.		.					.	.

Range of Writing

<input type="checkbox"/>	A.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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Writing Standards

Text Types and Purposes

<input type="checkbox"/>	W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.																	
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<input type="checkbox"/>	W.9-10.1a	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.	•					•														
<input type="checkbox"/>	W.9-10.1b	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.	•					•														
<input type="checkbox"/>	W.9-10.1c	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.	•					•														
<input type="checkbox"/>	W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	•					•														
<input type="checkbox"/>	W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.																				
<input type="checkbox"/>	W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.																				
<input type="checkbox"/>	W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	•	•	•		•	•					•	•			•	•		•		
<input type="checkbox"/>	W.9-10.2b	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.	•	•	•		•	•					•				•	•		•		
<input type="checkbox"/>	W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	•	•	•		•	•					•				•	•		•		
<input type="checkbox"/>	W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.																				
<input type="checkbox"/>	W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	•	•	•		•	•					•				•	•		•		
<input type="checkbox"/>	W.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	•	•	•		•	•					•				•	•		•		
<input type="checkbox"/>	W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.																				
<input type="checkbox"/>	W.9-10.3a	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.									•		•							•		

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<input type="checkbox"/>	W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.								•			•						•		
<input type="checkbox"/>	W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.								•			•						•		
<input type="checkbox"/>	W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.								•			•						•		
<input type="checkbox"/>	W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.								•			•						•		
Production and Distribution of Writing																					
<input type="checkbox"/>	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	•	•		•	•			•	•	•	•	•		•	•		•	•	•
<input type="checkbox"/>	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	•			•	•			•		•	•			•	•		•		
<input type="checkbox"/>	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	•	•	•	•	•			•	•	•	•			•	•		•	•	•
Research to Build Knowledge																					
<input type="checkbox"/>	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				•	•			•	•	•		•						•	•
<input type="checkbox"/>	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.				•	•			•	•	•	•						•	•	•
<input type="checkbox"/>	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.																			
<input type="checkbox"/>	W.9-10.9a	Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).				•	•			•	•		•						•		

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<input type="checkbox"/>	W.9-10.9b	Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).							•				•							•	•
Range of Writing																					
<input type="checkbox"/>	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	•					•	•		•	•	•		•		•				
College and Career Readiness Anchor Standards for Speaking and Listening																					
Comprehension and Collaboration																					
<input type="checkbox"/>	A.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	A.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	A.SL.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.																			
Presentation of Knowledge and Ideas																					
<input type="checkbox"/>	A.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	•	•		•	•	•	•	•		•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	A.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	•	•				•	•	•			•		•	•	•	•	•	•	•
<input type="checkbox"/>	A.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Speaking and Listening Standards																					
Comprehension and Collaboration																					
<input type="checkbox"/>	SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.																			

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<input type="checkbox"/>	SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Presentation of Knowledge and Ideas																					
<input type="checkbox"/>	SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
College and Career Readiness Anchor Standards for Language																					
Conventions of Standard English																					
<input type="checkbox"/>	A.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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<input type="checkbox"/>	A.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																			
Knowledge of Language																					
<input type="checkbox"/>	A.L.3	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																			
Vocabulary Acquisition and Use																					
<input type="checkbox"/>	A.L.4	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.	•																		
<input type="checkbox"/>	A.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.																			
<input type="checkbox"/>	A.L.6	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 encountering an unknown term important to comprehension or expression.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Language Standards																					
Conventions of Standard English																					
<input type="checkbox"/>	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																			
<input type="checkbox"/>	L.9-10.1a	Use parallel structure.*																			
<input type="checkbox"/>	L.9-10.1b	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.																			
<input type="checkbox"/>	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																			
<input type="checkbox"/>	L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.																			
<input type="checkbox"/>	L.9-10.2b	Use a colon to introduce a list or quotation.																			

GRADES 9-10

Common Core State Standards Initiative – English Language Arts



Unit 1 Unit 2 Unit 3 Unit 4

		Digital Life 102	Oops! I Broadcast It on the Internet	Copyrights and Wrongs	Feeling On Display	Turn Down the Dial on Cyberbullying and Online Cruelty	My Online Code	Who Are You Online?	Building Community Online	Overexposed: Sexting and Relationships	Risky Online Relationships	Rights, Remixes, and Respect	Taking Perspectives on Cyberbullying	What's the Big Deal About Internet Privacy?	Becoming a Web Celeb	College Bound	Private Today, Public Tomorrow	Does It Matter Who Has Your Data?	Breaking Down Hate Speech	Retouching Reality	Collective Intelligence
<input type="checkbox"/>	L.9-10.2c	Spell correctly.																			
Knowledge of Language																					
<input type="checkbox"/>	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.																			
<input type="checkbox"/>	L.9-10.3a	Write and edit 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.																			
Vocabulary Acquisition and Use																					
<input type="checkbox"/>	L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.																			
<input type="checkbox"/>	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 clue to the meaning of a word or phrase.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).																			
<input type="checkbox"/>	L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.												•							
<input type="checkbox"/>	L.9-10.4d	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).	•																		
<input type="checkbox"/>	L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.																			
<input type="checkbox"/>	L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	•																		
<input type="checkbox"/>	L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.																			
<input type="checkbox"/>	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 expression.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•