

# English Language Arts, Grade 9, Unit 1

UNIT 1: WE ALL SEE THE SAME SUNSET	UNIT FOCUS
<p><b>PRIMARY RESOURCE:</b> <i>The Outsiders</i> by S.E. Hinton (750L)</p> <p><b>RELATED TEXTS:</b></p> <p><b>Literary Texts (Fiction)</b></p> <ul style="list-style-type: none"> <li><i>Lord of the Flies</i>, William Golding (770L)</li> <li><i>That Was Then, This is Now</i>, S.E. Hinton (780L)</li> </ul> <p><b>Narrative Nonfiction Novels:</b></p> <ul style="list-style-type: none"> <li><i>Outcasts United: The Story of a Refugee Soccer Team that Changed a Town</i>, Warren St. John (980L)</li> <li><i>The Blind Side: Evolution of a Game</i>, Michael Lewis (980L)</li> <li><i>Juvenile in Justice</i>, Richard Ross (N/A)</li> <li><i>The Greatest: Muhammad Ali</i>, Walter Dean Myers (1030L)</li> <li><i>Once Upon a Quinceanera</i>, Julia Alvarez (1100L)</li> </ul> <p><b>Non-Print Text (Video):</b></p> <ul style="list-style-type: none"> <li>Roos, F. &amp; Frederickson, G. (Producer), &amp; Francis Ford Coppola (Director). (1983). <i>The Outsiders</i></li> </ul>	<p>*Teachers should write, in this section, a narrative on how to use this curriculum for their own needs.</p> <p>*This is a 3-tiered curriculum. <b>To learn more, you can watch a video on how to implement this curriculum on: <a href="http://www.everydayitmatters.com">www.everydayitmatters.com</a></b></p> <p>*Reference materials: <a href="http://corestandards.org">corestandards.org</a>, articles are PDFs and/or from <a href="http://commonlit.org">commonlit.org</a>, and <a href="http://nj.gov/education">nj.gov/education</a></p> <p>*Media can be found on YouTube or need to be purchased online (usually denoted by a dollar sign)</p> <p><b>PRIMARY FOCUS STANDARDS</b></p> <p><b>Reading:</b> L.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.6</p> <p><b>Reading Informational Text:</b> RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.6</p> <p><b>Writing:</b> W.9-10.1a-f, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9, W.9-10.10</p> <p><b>Speaking &amp; Listening:</b> SL.9-10.1a-d, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.6</p> <p><b>Language:</b> L.9-10.1a-b, L.9-10.2a-c, L.9-10.3a, L.9-10.4a-d, L.9-10.5a-b, L.9-10.6</p> <p><b>CURRICULAR FRAMEWORK</b></p> <ul style="list-style-type: none"> <li><b>Time Frame:</b> 4-6 weeks</li> <li><b>Reading Text Type Focus:</b> One extended text; 3-5 short texts</li> <li><b>Writing Focus:</b> Narrative and descriptive writing</li> <li><b>Speaking &amp; Listening Focus:</b> Conduct discussions &amp; report findings</li> <li><b>Language Focus:</b> Write and edit work so that it conforms to the MLA guidelines</li> </ul>
BIG IDEA(S):	
<ul style="list-style-type: none"> <li>Class conflict is pointless, unwarranted, and destructive</li> <li><b>“TOGETHER. We can initiate conversations. We can advocate for change. We will prevent bullying. FOR GOOD”</b> –National Bullying Prevention Center</li> </ul>	

# Unit 1 Overview

## UNIT FOCUS

### Topic

Defying stereotypes

### Overarching Theme(s)

It takes courage to grow up and become who you really are

### Learning Guide

**Tier 1:** Exploration and Explanation

**Tier 2:** Guided Learning

**Tier 3:** Independent Practice / Assessment

### Standard-Based Essential Questions

1. What is Ponyboy's biggest desire? What is his greatest fear? How does he develop throughout the book?
2. How does the author's choice of incorporating foreshadowing build interest and suspense?
3. What are the similarities and differences between fiction and narrative nonfiction novels?

## SUMMATIVE WRITING ASSESSMENTS

### Culminating Writing Task

Narrative Essay

### Practice Writing Tasks

Descriptive Writing

### Extension Tasks

1. Describe and draw the major characters and how they changed throughout the novel
2. Create a board game using details and characters from the story (minimum 30 cards with questions and answers)
3. Create a debate on "Who is Responsible for Bob's Death?": Ponyboy & Johnny VS the Socs
4. Write an essay that compares the book and the movie
5. Write the first chapter of what you think the sequel should be about
6. Create a presentation on: the effects of bullying

## Daily Tasks<sup>1</sup>

**Lesson 1:** Understanding 1960s slang and pop culture

**Lesson 2:** *The Outsiders* chapters 1-4

**Lesson 3:** Descriptive writing (figurative language)

**Lesson 4:** Anti-bullying project

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**Lesson 5:** *The Outsiders* chapter 5-7

**Lesson 6:** 1 related text

**Lesson 7:** *The Outsiders* chapters 8-9

**Lesson 8:** 1 related text, continued

**Lesson 9:** Narrative writing format and techniques

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**Lesson 10:** *The Outsiders* chapters 10-12

**Lesson 11:** *The Outsiders* (video)

**Lesson 12:** Culminating writing task

**Lesson 13:** Extension tasks (optional)














**Tier 1**

**Tier 2**

**Tier 3**

<sup>1</sup>**Note:** One lesson does not equal one day. Teachers should determine how long to take, depending on each unique class.

# Tier 1 Common Core Standards

Reading: Literature Standards	
 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.
 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.
 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.
 RL.9-10.4	Determine the meaning of words and phrases as they are used in a 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).
Writing Standards	
 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.
 W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 W.9-10.3.D	Use precise words and phrases, sensory details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Speaking & Listening Standards	
 SL.9-10.1.A	Come to discussion prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 SL.9-10.1.B	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
Language Standards	
 L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 L.9-10.2.B	Use a colon to introduce a list or quotation.
 L.9-10.2.C	Spell Correctly
 L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Tier 1 Breakdown: Lessons 1-4

Unit 1	<i>The Outsiders</i>	
Thematic Essential Questions	1. Why do stereotypes exist? Why is there a battle between lower and higher social classes? Does it determine how people should be treated because they belong in those classes? 2. Why do people find violence to be the answer? What are the other ways to find solutions?	
Concepts and Skills to be Mastered	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• MLA in-text citations; inferences</li> <li>• Theme; objective summary</li> <li>• Character development</li> <li>• Context clues</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Narrative writing</li> <li>• Narrative techniques</li> <li>• Sensory language</li> </ul> <p><b>Speaking &amp; Listening:</b></p> <ul style="list-style-type: none"> <li>• Come to discussions prepared</li> <li>• Work with peers to set rules for collegial discussions</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• Semi-colon</li> <li>• Colon</li> <li>• Spell correction</li> <li>• Figurative language</li> </ul>	<p><b>Reading Standards Aligned:</b></p> <ul style="list-style-type: none"> <li>• RL.9-10.1</li> <li>• RL.9-10.2</li> <li>• RL.9-10.3</li> <li>• RL.9-10.4</li> </ul> <p><b>Writing Standards Aligned:</b></p> <ul style="list-style-type: none"> <li>• W.9-10.1</li> <li>• W.9-10.2</li> <li>• W.9-10.3.D</li> </ul> <p><b>Speaking &amp; Listening Standards Aligned:</b></p> <ul style="list-style-type: none"> <li>• SL.9-10.1.A</li> <li>• SL.9-10.1.B</li> </ul> <p><b>Language Standards Aligned:</b></p> <ul style="list-style-type: none"> <li>• L.9-10.2.A</li> <li>• L.9-10.2.B</li> <li>• L.9-10.2.C</li> <li>• L.9-10.5</li> </ul>

## Tier 1 Breakdown, continued

### Learning Targets

#### Students can...

##### Reading

- + Cite evidence using the MLA format from *The Outsiders* that supports the analysis of what the text says explicitly; draw inferences from *The Outsiders*
- + Determine the theme(s) of *The Outsiders* and explain how literary devices contribute to the theme; provide an objective summary without adding personal opinions or details
- + Analyze how Ponyboy develops over the course of four chapters and how he contributes to developing the theme
- + Analyze how figurative and connotative language can help shape the meaning of the passage; analyze how Hinton uses flashbacks to build interest and suspense

##### Writing

- + Write narratives where ideas are structured with event sequences
- + Write a narrative using techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
- + Write a narrative using sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.












##### Speaking & Listening


- + Exchange well-reasoned ideas in class discussions
- + Set clear goals, deadlines, and individual roles (within groups)

##### Language










- + Use a semi-colon to link two more closely related independent clauses
- + Use a colon to introduce a list or quotation
- + Spell correctly
- + Demonstrate understanding of figurative language

## Tier 2 Common Core Standards

Reading: Literature Standard	
 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.
Reading: Informational Text Standards	
 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.
 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.
 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).
 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).
 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.
 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.
 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.
Writing Standards	
 W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 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.

 W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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## Tier 2 Common Core Standards, continued

Speaking & Listening Standards	
 SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader issues or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 SL.9-10.1.D	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
 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.
 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.
 SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language Standards	
 L.9-10.1.A	Use parallel structure.
 L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
 L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
 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.

**Tier 2 Breakdown: Lessons 5-9**

<b>Unit 1</b>	<b><i>The Outsiders</i></b>
<b>Thematic Essential Questions</b>	<ol style="list-style-type: none"><li>1. What makes up a person's identity?</li><li>2. What are the elements of the writing process for a narrative? Why do we write narrative?</li></ol>

SAMPLE



<b>Concepts and Skills to be Mastered</b>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Point of view</li> </ul> <p><b>Reading Informational Text:</b></p> <ul style="list-style-type: none"> <li>Central idea; objective summary</li> <li>Author analysis</li> <li>Determine the meaning of words</li> <li>Author's ideas and claims</li> <li>Point of view; rhetoric used</li> <li>Details being emphasized</li> <li>Delineate and evaluate arguments</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Writing techniques</li> <li>Organization and style</li> <li>Purpose and audience</li> <li>Draw evidence</li> </ul> <p><b>Speaking &amp; Listening:</b></p> <ul style="list-style-type: none"> <li>Propel conversations</li> <li>Respond thoughtfully</li> <li>Integrate multiple sources of information</li> <li>Point of view</li> <li>Adapt speech to a variety of contexts</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>Parallel structure</li> <li>Phrases and clauses</li> <li>Nuances</li> <li>General academic and domain-specific words</li> </ul>	<p><b>Reading Standards Aligned:</b></p> <ul style="list-style-type: none"> <li>RL.9-10.6</li> </ul> <p><b>Reading Informational Text Standards Aligned:</b></p> <ul style="list-style-type: none"> <li>RI.9-10.2</li> <li>RI.9-10.3</li> <li>RI.9-10.4</li> <li>RI.9-10.5</li> <li>RI.9-10.6</li> <li>RI.9-10.7</li> <li>RI.9-10.8</li> </ul> <p><b>Writing Standards Aligned:</b></p> <ul style="list-style-type: none"> <li>W.9-10.3.C</li> <li>W.9-10.4</li> <li>W.9-10.5</li> <li>W.9-10.9</li> </ul> <p><b>Speaking &amp; Listening Standards Aligned:</b></p> <ul style="list-style-type: none"> <li>SL.9-10.1.C</li> <li>SL.9-10.1D</li> <li>SL.9-10.2</li> <li>SL.9-10.3</li> <li>SL.9-10.6</li> </ul> <p><b>Language Standards Aligned:</b></p> <ul style="list-style-type: none"> <li>L.9-10.1.A</li> <li>L.9-10.1.B</li> <li>L.9-10.5.B</li> <li>L.9-10.6</li> </ul>
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## Tier 2 Breakdown: Lessons 5-9, continued

## Learning Targets

### Students can...

#### Reading

- ✚ Analyze a point of view in a work of literature outside the United States and compare and contrast themes from *The Outsiders*

#### Reading Informational Texts

- ✚ Analyze the central idea, including how it shapes and refines specific moments for Ponyboy, Johnny, Sodapop, and Darry
- ✚ Analyze how Hinton unfolds the series of events between the Greasers and the Socs
- ✚ Determine the meaning of words and phrases: including figurative language, connotation, and technical meanings
- ✚ Analyze Hinton's ideas and use of literary devices that help refine the central idea
- ✚ Analyze Hinton's point of view and how she uses rhetoric to advance Ponyboy and Johnny's point of view
- ✚ Analyze various accounts, about defying stereotypes, examining which details are emphasized
- ✚ Delineate and evaluate arguments and specific claims when reading related texts

#### Writing

- ✚ Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- ✚ Produce clear and coherent writing in which the organization and style when writing a narrative
- ✚ Produce clear and coherent writing in which the style is appropriate to the task, purpose, and audience
- ✚ Draw evidence from informational or literary texts to support analysis















#### Speaking & Listening

- ✚ Propel conversations by responding to questions, actively incorporating others to discuss the topic, and clarify or challenge ideas
- ✚ Respond thoughtfully, summarizing points of agreement and disagreements, and make new connections
- ✚ Integrate multiple sources of media and/or formats to evaluate the credibility and accuracy of each source
- ✚ Evaluate a speaker's point of view, reasoning, and evidence used
- ✚ Demonstrate command of standard English

#### Language

- ✚ Use parallel structure
- ✚ Use various types of phrases and clauses to convey specific meanings
- ✚ Write and edit work so that it conforms to the MLA guidelines
- ✚ Analyze nuances in the meaning of words with similar denotations
- ✚ Accurately use general academic and domain-specific words and phrases

# Tier 3 Common Core Standards

Reading: Literature Standards	
 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.
Reading Informational Text Standards	
 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.
Writing Standards	
 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.
 W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
 W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 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.
Speaking & Listening Standards	
 SL.9-10.4	Present information, ideas, 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.
 SL.9-10.5	Make strategic use of digital media (textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Language Standards <sup>2</sup>	
 L.9-10.4.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.
 L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
 L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

<sup>2</sup>Note: For the culminating writing task, teachers may add more language standards from Tier 1 and Tier 2

## Tier 3 Breakdown: Lessons 10-13

Unit 1	<i>The Outsiders</i>	
Thematic Essential Questions	1. How can we resist peer pressure? Why is it important to recognize that all people have common life experiences that are both positive and negative? 2. What makes a narrative engaging? What literary techniques help produce suspense?	
Concepts and Skills to be Mastered	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Author's choices; text structure</li> </ul> <p><b>Reading Informational Text:</b></p> <ul style="list-style-type: none"> <li>• Inferences</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Narrative writing</li> <li>• Narrator and character introduction</li> <li>• Narrative writing techniques</li> <li>• Sequence of events</li> <li>• Precise words</li> <li>• Conclusion</li> <li>• Technology component</li> </ul> <p><b>Speaking &amp; Listening:</b></p> <ul style="list-style-type: none"> <li>• Present information</li> <li>• PowerPoint, Prezi, and/or videos</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• Context clues</li> <li>• Word change</li> <li>• Figures of speech</li> </ul>	<p><b>Reading Standards Aligned:</b></p> <ul style="list-style-type: none"> <li>• RL.9-10.5</li> </ul> <p><b>Reading Informational Text Standards Aligned:</b></p> <ul style="list-style-type: none"> <li>• RI.9-10.1</li> </ul> <p><b>Writing Standards Aligned:</b></p> <ul style="list-style-type: none"> <li>• W.9-10.1</li> <li>• W.9-10.2</li> <li>• W.9-10.3.B</li> <li>• W.9-10.3.C</li> <li>• W.9-10.3.D</li> <li>• W.9-10.3.E</li> <li>• W.9-10.6</li> </ul> <p><b>Speaking &amp; Listening Standards Aligned:</b></p> <ul style="list-style-type: none"> <li>• SL.9-10.4</li> <li>• SL.9-10.5</li> </ul> <p><b>Language Standards Aligned:</b></p> <ul style="list-style-type: none"> <li>• L.9-10.4.A</li> <li>• L.9-10.4.B</li> <li>• L.9-10.5.A</li> </ul>

## Tier 3 Breakdown: Lessons 10-13, continued

### Learning Targets

#### Students can...

##### Reading

- ✚ Analyze Hilton's choices on how she structures a text to create mystery, tension, and suspense between: the Socs and the Greasers, Johnny and Dally's death, and the rumble

##### Reading Information Texts

- ✚ Draw inferences from *The Outsiders* of what happened after the book ended to the Greasers and the Socs

##### Writing

- ✚ Write a narrative essay that includes: setting out a problem, situation, or observation; establishing one or multiple point(s) of view, introducing a narrator and/or characters; relating smooth progression of experiences or events; use narrative techniques to enhance the story, provide figurative language and dialogue; and a conclusion.
- ✚ Write a narrative essay using technology

##### Speaking & Listening

- ✚ Present information clearly and logically on what was learned from the readings, so listeners can follow the reasoning and organization
- ✚ Use digital media in presentations to enhance understandings of findings

##### Language

- ✚ Incorporate context clues when using
- ✚ Identify word changes that indicate different meanings of parts of speech
- ✚ Write figurative language in the culminating writing task

**SAMPLE**