

**Instructor Manuals and Student Books**

<p><b>ETC:</b>  <b>(A)</b> Establish the Course Year 1  <b>(B)</b> Establish the Course End Year 1  <b>(C)</b> Establish the Course Year 2  <b>(D)</b>: Establish the Course End Year 2</p> <p><b>TPS:</b> The Prediction Strategy</p>	<p><b>PS:</b> Possible Selves for Readers  <b>TBS:</b> The Bridging Strategy  <b>SS:</b> Summarization Strategy  <b>SI:</b> Strategy Integration  <b>PASS:</b> The PASS Strategy  <b>VP:</b> Vocabulary Process  <b>TPSSB:</b> The Prediction Strategy Student Book  <b>TBSRW:</b> The Bridging Strategy Reading Workout  <b>SSSB:</b> Summarization Strategy Student Book</p>
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**Reading: Literature**

**Key Ideas and Details**

<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>ETC(A)</b> L4-23, p. 4-41  <b>ETC(B)</b> L1-4, p. 68  <b>ETC(C)</b> L2-25, p. 89-101  <b>ETC(D)</b> L1-4, p. 109</p> <p><b>TPS</b> L1-10, p. 2-107  <b>TPS</b> Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107  <b>PS</b> L1-6, p. 5-43  <b>TBS</b> L1-20, p. 1-198  <b>SI</b> L1-5, p. 3-70  <b>SS</b> L1-10, p. 1-122  <b>PASS</b> L1-6, p. 3-57  <b>TPSSB</b> Passages A1A-6E; Tests A1A-6E  <b>TBSRW</b> 1A-6E  <b>SSSB</b> Passages A1A-6E; Comprehension Tests A1A-6E</p>
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<p>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.</p>	<p><b>ETC(A)</b> L4-23, p. 4-41  <b>ETC(B)</b> L1-4, p. 68  <b>ETC(C)</b> L2-25, p. 89-101  <b>ETC(D)</b> L1-4, p. 109  <b>TPS</b> L1 10, p. 2-107  <b>PS</b> L1-6, p. 5-43  <b>SI</b> L1-5, p. 3-70  <b>TBS</b> L1-20, p. 1-198  <b>TBS</b> Book Study Option L6, p. 67; L10, p. 111; L15, p. 158;L18, p. 181;L20, p. 193  <b>SS</b> L1-10, p. 1-122  <b>PASS</b> L1-6, p. 3-57  <b>TPSSB</b> Passages A1A-6E; Tests A1A-6E  <b>TBSRW</b> A1A-6E</p>
<p>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.</p>	<p><b>ETC(A)</b> L4-23, p. 4-41  <b>ETC(B)</b> L1-4, p. 68  <b>ETC(C)</b> L2-25, p. 89-101  <b>ETC(D)</b> L1-4, p. 109</p> <p><b>TPS</b> L1 10, p. 2-107  <b>PS</b> L1-6, p. 5-43  <b>SI</b> L1-5, p. 3-70  <b>TBS</b> L1-20, p. 1-198  <b>TBS</b> Book Study Option L6, p. 67; L10, p. 111; L15, p. 158;L18, p. 181;L20, p. 193  <b>PASS</b> L1-6, p. 3-57  <b>TPSSB</b> Passages A1A-6E; Tests A1A-6E  <b>TBSRW</b> A1A-6E; <b>SS</b> L1-10, p. 1-122</p>

<p>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).</p>	<p><b>ETC(A)</b> L4-23, p. 4-41  <b>ETC(B)</b> L1-4, p. 68  <b>ETC(C)</b> L2-25, p. 89-101  <b>ETC(D)</b> L1-4, p. 109</p> <p><b>TPS</b> L1-10, p. 2-107  <b>TBS</b> L1-20, p. 1-198  <b>SI</b> L1-5, p. 3-70  <b>SS</b> L1-10, p. 1-122  <b>PASS</b> L1-6, p. 3-57  <b>TBSRW</b> Scrimmages A1A-6E  <b>TPSSB</b> A1A-6E  <b>VP</b> begins in ETC L6, p45 and every lesson of TPS, PS, TBS, SI, SS, PASS</p>
<p>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.</p>	<p><b>ETC(A)</b> L4-23, p. 4-41  <b>ETC(B)</b> L1-4, p. 68  <b>ETC(C)</b> L2-25, p. 89-101  <b>ETC(D)</b> L1-4, p. 109;  <b>ETC(A)</b> Book Study Option L18-23, p. 55-63  <b>ETC(C)</b> Book Study Option L5-9, p. 95-96  <b>ETC(D)</b> Book Study Option L1-4, p. 109;</p> <p><b>TPS</b> L1-10, p. 2-107  <b>TPS</b> Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107  <b>PS</b> L1-6, p. 5-43  <b>TBS</b> Book Study Options L6, p. 67; L10, p. 111; L15, p. 158; L18, p. 181; L20, p. 193  <b>PS</b> L1-6, p. 5-43  <b>TBS</b> L1-20, p. 1-198  <b>SI</b> L1-5, p. 3-70  <b>SI</b> Book Study Option L2, p17; L3, p. 34; L4, p. 52;  <b>SS</b> Book Study Options L5, p. 70; L6, p. 84; L7, p. 97, L8, p. 110; L10, p. 122  <b>TPSSB</b> Passages A1A-6E; Tests A1A-6E  <b>TBSRW</b>: 1A-6E</p>

<p>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 <i>Landscape with the Fall of Icarus</i>).</p>	<p><b>ETC(A)</b> Book Study Option L18-23, p. 55-63  <b>ETC(C)</b> Book Study Option L5-9, p. 95-96  <b>ETC(D)</b> Book Study Option L1-4, p. 109</p> <p><b>TPS</b> Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107  <b>PS</b> L1-6, p. 5-43  <b>TBS</b> Book Study Options L6, p. 67; L10, p. 111; L15, p. 158; L18, p. 181; L20, p. 193  <b>SI</b> Book Study Option L2, p17; L3, p. 34; L4, p. 52  <b>SS</b> Book Study Options L5, p. 70; L6, p. 84; L7, p. 97, L8, p. 110; L10, p. 122</p>
<p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>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.</p>	<p>Posttest Assessments:  <b>ETC(D)</b> L1-4, p. 109 Posttest Assessments  <b>ETC(D)</b> Book Study Option 1-4, p. 109</p> <p><b>PASS</b> L5, p. 47 Book Study Option; <b>PASS</b> L6, p. 57 Posttest Assessments</p>

**Reading: Informational Text**

**Key Ideas and Details**

<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>ETC (A)</b> L2, p. 38  <b>ETC (A)</b> Book Study Option L18-23, p. 55-63  <b>ETC (C)</b> L5-9, p. 95-96  <b>ETC (D)</b> Book Study Option L1-4, p. 109</p> <p><b>TPS</b> L2, p. 21; L4, p. 46; L5, p. 56; L6, p. 66; L10, p. 107  <b>TPS</b> Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107  <b>PS</b> L1, p. 5; L2, p. 12  <b>TBS</b> L2, p. 9; L15, p. 158; L20, p. 191  <b>SI</b> L1-5, p. 3-70  <b>SI</b> Book Study Option L2-5, p. 17-70  <b>SS</b> L2, p. 20; L3, p. 32; L4, p. 48; L5, p. 70  <b>PASS</b> L1, p. 3; L2, p. 14; L4, p. 34; L6, p. 57  <b>TPSSB</b> Passages A1A-6E; Comprehension Tests A1A-6E  <b>TBSRW</b> Scrimmage A1A-6E  <b>SSSB</b> A1A-6E</p>
<p>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.</p>	<p><b>ETC(A)</b> Book Study Option L18-23, p. 55-63  <b>ETC(C)</b> L5-9, p. 95-96  <b>ETC(D)</b> Book Study Option L1-4, p. 109</p> <p><b>TPS</b> L2, p. 21; L4, p. 46; L5, p. 56; L6, p. 66; L10, p. 107  <b>TPS</b> Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107  <b>PS</b> L1, p. 5; L2, p. 12  <b>TBS</b> L2, p. 9; L15, p. 158; L20, p. 191  <b>SI</b> Book Study Option L2-5, p. 17-70  <b>SS</b> L2, p. 20; L3, p. 32; L4, p. 48; L5, p. 70 <b>PASS</b> L1, p. 3; L2, p. 14; L4, p. 34; L6, p. 57  <b>TPSSB</b> Passages A1A-6E; Comprehension Tests A1A-6E  <b>TBSRW</b> Scrimmage A1A-6E <b>SI</b> L1-5, p. 3-70  <b>SSSB</b> A1A-6E</p>

<p>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.</p>	<p><b>ETC(A)</b> Book Study Option L18-23, p. 55-63  <b>ETC(C)</b> Book Study Option L5-9, p. 95-95  <b>ETC(D)</b> Book Study Option L1-4, p. 109</p> <p><b>TPS</b> L2, p. 21; L4, p. 46; L5, p. 56; L6, p. 66; L10, p. 107  <b>TPS</b> Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107  <b>TBS</b> L2, p. 9; L15, p. 158; L20, p. 191  <b>SI</b> L1-5, p. 3-70  <b>SI</b> Book Study Option L2-5, p. 17-70  <b>SS</b> L2, p. 20; L3, p. 32; L4, p. 48; L5, p. 70  <b>PASS</b> L1, p. 3; L2, p. 14; L4, p. 34; L6, p. 57</p>
<p>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).</p>	<p><b>ETC(A)</b> L4-23, p. 4-41  <b>ETC(B)</b> L1-4, p. 68  <b>ETC(C)</b> L2-25, p. 89-101  <b>ETC(D)</b> L1-4, p. 109</p> <p><b>TPS</b> L1-10, p. 2-107  <b>TBS</b> L1-20, p. 1-198  <b>SI</b> L1-5, p. 3-70  <b>SS</b> L1-10, p. 1-122  <b>PASS</b> L1-6, p. 3-57  <b>VP</b> begins in ETC(A) L6, p. 45 and every lesson of ETC:B,C,D; TPS; PS; TBS; SI; SS; PASS  <b>TPSSB</b> Passages A1A-6E; Comprehension Tests A1A-6E; PS L1, p. 5; L2, p. 12  <b>TBSRW</b> Scrimmage A1A-6E <b>SSSB</b> A1A-6E  <b>TBSRW</b> Scrimmages A1A-6E <b>TPSSB</b> A1A-6E</p>
<p>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).</p>	<p><b>ETC(A)</b> Book Study Option L18-23, p. 55-63  <b>ETC(C)</b> Book Study Option L5-9, p. 95-95  <b>ETC(D)</b> Book Study Option L1-4, p. 109;</p> <p><b>TPS</b> Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107; PS L1-6, p. 5-43  <b>TBS</b> Book Study Options L6, p. 67; L10, p. 111; L15, p. 158; L18, p. 181; L20, p. 193  <b>SI</b> Book Study Option L2, p17; L3, p. 34; L4, p. 52  <b>SS</b> Book Study Options L5, p. 70; L6, p. 84; L7, p. 97, L8, p. 110; L10, p. 122</p>

<p>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.</p>	<p><b>ETC(A)</b> L4-23, p. 4-41  <b>ETC(B)</b> L1-4, p. 68  <b>ETC(C)</b> L2-15, p. 89-101  <b>ETC(D)</b> L1-4, p. 109  <b>ETC(A)</b> Book Study Option L18-23, p. 55-63  <b>ETC(C)</b> Book Study Option L5-9, p. 95-95  <b>ETC(D)</b> Book Study Option L1-4, p. 109;</p> <p><b>TPS</b> L1-10, p. 2-107  <b>TPS</b> Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107  <b>PS</b> L1-6, p. 5-43  <b>PS</b> Book Study Option L1, p. 5; L3, p. 21; L4, p. 29  <b>TBS</b> L1-20, p. 1-198  <b>SI</b> L1-5, p. 3-70  <b>SS</b> L1-10, p. 1-122  <b>PASS</b> L1-6, p. 3-57</p>
<p><b>Range of Reading and Level of Complexity</b></p>	
<p>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.</p> <p>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.</p>	<p><b>ETC(A)</b> Book Study Option L18-23, p. 55-63  <b>ETC(B)</b> L1-4, p. 68 Posttest Assessments  <b>ETC(D)</b> L1-4, p. 109 Posttest Assessments  <b>ETC(D)</b> Book Study Option 1-4, p. 109</p> <p><b>PASS</b> L5, p. 47 Book Study Option  <b>PASS</b> L6, p. 57 Posttest Assessments</p>

Speaking and Listening	
Comprehension and Collaboration	
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>	<p><b>ETC(A)</b> L4-23, p. 4-41  <b>ETC(B)</b> L1-4, p. 68  <b>ETC(C)</b> L2-15, p. 89-101  <b>ETC(D)</b> L1-4, p. 109  <b>TPS</b> L1-10, p. 2-107  <b>TBS</b> L1-20, p. 1-198  <b>PS</b> L1-6, p. 5-43  <b>SI</b> L1-5, p. 3-70  <b>SS</b> L1-10, p. 1-122  <b>PASS</b> L1-6, p. 3-57  <b>TPSSB</b> Passages A1A-6E  <b>TBSRW:</b> 1A-6E  <b>SSSB</b> Passages A1A-6E</p>
<p>A. 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.</p>	<p><b>ETC(D)</b> 10-11, p. 114  <b>PS</b> L2-6, p. 12-43  <b>ETC(A)</b> Book Study Option L18-23, p. 55-63  <b>ETC(C)</b> Book Study Option L5-9, p. 95-95  <b>ETC(D)</b> L1-4, p. 109  <b>TPS</b> L2-10, p. 21-107  <b>TPS</b> Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107  <b>PS</b> L1-6, p. 5-43  <b>TBS</b> Book Study Options L6, p. 67; L10, p. 111; L15, p. 158; L18, p. 181; L20, p. 193  <b>SI</b> Book Study Option L2, p. 17; L3, p. 34; L4, p. 52  <b>SS</b> Book Study Options L5, p. 70; L6, p. 84; L7, p. 97, L8, p. 110; L10, p. 122  <b>TPSSB</b> Passages A1A-6E</p>



<p>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.</p>	<p><b>ETC(A)</b> L5, p. 43; L18, p. 55  <b>ETC(C)</b> L1, p. 87; L2, p. 89; L3, p. 91</p> <p><b>TPS</b> L2-10, p. 21-107  <b>TBS</b> L1, p. 5</p>
<p>C. 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.</p>	<p><b>ETC(A)</b> Book Study Option L18-23, p. 55-63  <b>ETC(C)</b> Book Study Option L5-9, p. 95-95  <b>ETC(D)</b> L1-4, p. 109</p> <p><b>TPS</b> L2-10, p. 21-107  <b>TPS</b> Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107  <b>PS</b> L1-6, p. 5-43  <b>TBS</b> Book Study Options L6, p. 67; L10, p. 111; L15, p. 158; L18, p. 181; L20, p. 193  <b>SI</b> Book Study Option L2, p.17; L3, p. 34; L4, p. 52  <b>SS</b> Book Study Options L5, p. 70; L6, p. 84; L7, p. 97, L8, p. 110; L10, p. 122  <b>TPSSB</b> Passages A1A-6E</p>
<p>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.</p>	<p><b>Thinking Reading:</b>  <b>ETC(A)</b> L4-23, p. 4-41  <b>ETC(B)</b> L1-4, p. 68  <b>ETC(C)</b> L2-15, p. 89-101  <b>ETC(D)</b> L1-4, p. 109</p> <p><b>TPS</b> L1-10, p. 2-107  <b>PS</b> L1-6, p. 5-43  <b>TBS</b> L1-20, p. 1-198  <b>SI</b> L1-5, p. 3-70  <b>SS</b> L1-10, p. 1-122  <b>PASS</b> L1-6, p. 3-57  <b>TPSSB</b> Passages A1A-6E  <b>TBSRW:</b> 1A-6E  <b>SSSB</b> Passages A1A-6E</p>

<p>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.</p>	<p><b>ETC(A)</b> Book Study Option L18-23, p. 55-63  <b>ETC(C)</b> Book Study Option L5-9, p. 95-95  <b>ETC(D)</b> Book Study Option L1-4, p. 109  <b>TPS</b> Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107  <b>PS</b> L1-6, p. 5-43  <b>TBS</b> Book Study Options L6, p. 67; L10, p. 111; L15, p. 158; L18, p. 181; L20, p. 193  <b>SI</b> Book Study Option L2, p. 17; L3, p. 34; L4, p. 52  <b>SS</b> Book Study Options L5, p. 70; L6, p. 84; L7, p. 97, L8, p. 110; L10, p. 122</p>	
<p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><b>ETC(A)</b> L4-23, p. 4-41  <b>ETC(B)</b> L1-4, p. 68  <b>ETC(C)</b> L2-15, p. 89-101  <b>ETC(D)</b> L1-4, p. 109  <b>ETC(A)</b> Book Study Option L18-23, p. 55-63  <b>ETC(C)</b> Book Study Option L5-9, p. 95-95  <b>ETC(D)</b> Book Study Option L1-4, p. 109</p>	<p><b>TPS</b> L1-10, p. 2-107  <b>TPS</b> Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107  <b>PS</b> L1-6, p. 5-43  <b>PS</b> Book Study Option L1, p. 5; L3, p. 21; L4, p. 29  <b>TBS</b> L1-20, p. 1-198  <b>SI</b> L1-5, p. 3-70  <b>SS</b> L1-10, p. 1-122  <b>PASS</b> L1-6, p. 3-57</p>
<p><b>Presentation of Knowledge and Ideas</b></p>		
<p>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.</p>	<p><b>ETC(A)</b> L4-23, p. 4-41  <b>ETC(B)</b> L1-4, p. 68  <b>ETC(C)</b> L2-15, p. 89-101  <b>ETC(D)</b> L1-4, p. 109  <b>ETC(A)</b> Book Study Option L18-23, p. 55-63  <b>ETC(C)</b> Book Study Option L5-9, p. 95-95  <b>ETC(D)</b> Book Study Option L1-4, p. 109  <b>TPS</b> L1-10, p. 2-107  <b>PS</b> L1-6, p. 5-43  <b>TBS</b> L1-20, p. 1-198  <b>SI</b> L1-5, p. 3-70  <b>SI</b> Book Study Option L2, p. 17; L3, p. 34; L4, p. 52  <b>SS</b> L1-10, p. 1-122  <b>SS</b> Book Study Options L5, p. 70; L6, p. 84; L7, p. 97, L8, p. 110; L10, p. 122  <b>PASS</b> L1-6, p. 3-57  <b>TPSSB</b> Passages A1A-6E  <b>TBSRW</b>: 1A-6E  <b>SSSB</b> Passages A1A-6E</p>	

<p>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.</p>	<p><b>ETC(A)</b> L4-23, p. 4-41  <b>ETC(B)</b> L1-4, p. 68  <b>ETC(C)</b> L2-15, p. 89-101  <b>ETC(D)</b> L1-4, p. 109  <b>TPS</b> L1-10, p. 2-107  <b>PS</b> L1-6, p. 5-43  <b>TBS</b> L1-20, p. 1-198</p>	<p><b>SI L1-5, p. 3-70</b>  <b>SS L1-10, p. 1-122</b>  <b>PASS L1-6, p. 3-57</b>  <b>TPSSB</b> Passages A1A-6E  <b>TBSRW</b> 1A-6E  <b>SSSB</b> Passages A1A-6E</p>
<p><b>Language: Vocabulary Acquisition</b></p>		
<p>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.</p>	<p><b>ETC(A)</b> L3-9 (Vocab), p. 16-26; L10-13 (Book Study), p. 28-34  <b>ETC(C)</b> L3-9, p. 77-84  <b>ETC-Vocabulary</b>, p. 137-149  <b>ETC-Book Study</b>, p. 156, 159</p> <p>Online Vocabulary Module - ETC-Vocabulary Process</p>	
<p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><b>ETC(A)</b> L3-9 (Vocab), p. 16-26; L10-13 (Book Study), p. 28-34  <b>ETC(C)</b> L3-9, p. 77-84  <b>ETC-Vocabulary</b>, p. 137-149  <b>ETC-Book Study</b>, p. 156, 159</p> <p>Online Vocabulary Module - ETC-Vocabulary Process</p>	
<p>B. 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>).</p>	<p><b>ETC(A)</b> L3-9 (Vocab), p. 16-26; L10-13 (Book Study), p. 28-34  <b>ETC(C)</b> L3-9, p. 77-84  <b>ETC-Vocabulary</b>, p. 137-149  <b>ETC-Book Study</b>, p. 156, 159</p> <p>Online Vocabulary Module - ETC-Vocabulary Process</p>	
<p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<p><b>ETC(A)</b> L3-9 (Vocab), p. 16-26; L10-13 (Book Study), p. 28-34  <b>ETC(C)</b> L3-9, p. 77-84  <b>ETC-Vocabulary</b>, p. 137-149  <b>ETC-Book Study</b>, p. 156, 159</p> <p>Online Vocabulary Module - ETC-Vocabulary Process</p>	

<p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>ETC(A)</b> L3-9 (Vocab), p. 16-26; L10-13 (Book Study), p. 28-34  <b>ETC(C)</b> L3-9, p. 77-84  <b>ETC-Vocabulary</b>, p. 137-149  <b>ETC-Book Study</b>, p. 156, 159</p> <p>Online Vocabulary Module - ETC-Vocabulary Process</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>ETC(A)</b> L3-9 (Vocab), p. 16-26; L10-13 (Book Study), p. 28-34  <b>ETC(C)</b> L3-9, p. 77-84  <b>ETC-Vocabulary</b>, p. 137-149  <b>ETC-Book Study</b>, p. 156, 159</p> <p>Online Vocabulary Module - ETC-Vocabulary Process</p>
<p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p><b>ETC(A)</b> L3-9 (Vocab), p. 16-26; L10-13 (Book Study), p. 28-34  <b>ETC(C)</b> L3-9, p. 77-84  <b>ETC-Vocabulary</b>, p. 137-149  <b>ETC-Book Study</b>, p. 156, 159</p> <p>Online Vocabulary Module - ETC-Vocabulary Process</p>
<p>B. Analyze nuances in the meaning of words with similar denotations.</p>	<p><b>ETC(A)</b> L3-9 (Vocab), p. 16-26; L10-13 (Book Study), p. 28-34  <b>ETC(C)</b> L3-9, p. 77-84  <b>ETC-Vocabulary</b>, p. 137-149  <b>ETC-Book Study</b>, p. 156, 159</p> <p>Online Vocabulary Module - ETC-Vocabulary Process</p>
<p>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.</p>	<p><b>ETC(A)</b> L3-9 (Vocab), p. 16-26; L10-13 (Book Study), p. 28-34  <b>ETC(C)</b> L3-9, p. 77-84  <b>ETC-Vocabulary</b>, p. 137-149  <b>ETC-Book Study</b>, p. 156, 159</p> <p>Online Vocabulary Module - ETC-Vocabulary Process</p>