EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English I　　　　　　　Days:
Topic: Drama　　　　　　　　　　　　Grade Level: 9

Key Learning How an author's choices made within a drama impact the development of character motivation, plot structure, theme, and use of irony.

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Unit Essential Question
How does an author's purpose and beliefs about a subject develop within their choices to display the theme of a dramatic work?

Concept	Concept	Concept
Stage Direction	Dialogue	Author's Purpose
Standards: CC.1.3.9.B CC.1.3.9.D	**Standards:** CC.1.3.9.C CC.1.3.9.F	**Standards:** CC.1.3.9.K CC.1.3.9.A
⬇	⬇	⬇
Lesson Essential Question How do you analyze a beat analysis and evaluate how it leads to dynamic and motivated movement?	**Lesson Essential Question** How do dialogue, soliloquy, and monologue convey an author's purpose and solidify character motivations?	**Lesson Essential Question** How do you evaluate how setting, characterization, and dialogue contribute to the author's intended theme?
⬇	⬇	⬇
Vocabulary Characterization Motive Stage Direction Beat Analysis	**Vocabulary** Dialogue Monologue Soliloquy	**Vocabulary** Theme Character Motivation

Concept Plot Structure	**Concept** Situational, Verbal, and Dramatic Irony
Standards: CC.1.3.9.E CC.1.3.9.H	**Standards:** CC.1.3.9.F
⬇	⬇
Lesson Essential Question How do you compare and analyze the dramatic plot and its utilization?	**Lesson Essential Question** How do you analyze the use of irony and how irony alters the way in which the audience will interpret and respond to character motivations and the dramatic context of the text?
⬇	⬇
Vocabulary Incentive moment Unity of action Deus ex machine Climax Resolution	**Vocabulary** Irony Verbal Situational

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English I   Days: 15
Topic: Informative/Explanatory Essay   Grade Level: 9

Key Learning
Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message

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Unit Essential Question **How does a writer produce composition that has a coherent message that explains a concept by utilizing research with an intended purpose, perspective and intended audience?**

Concept Thesis:	**Concept** Text Structure	**Concept** Textual Evidence
Standards: CC.1.4.9A CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly	**Standards:CC.1.4.9.D** How to organize ideas and information and make important connections How to use varied transitions	CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding
⬇	⬇	⬇
Lesson Essential Question How do you write an informative/explanatory Essay to examine and convey complex ideas, concepts, and information clearly	**Lesson Essential Question** How is an Informative/Explanatory essay structured?	**Lesson Essential Question** How do you define a complex term incorporating secondary research?
⬇	⬇	⬇
Vocabulary Purpose, Placement, Structure	**Vocabulary** Compare/ Contrast Chronological Cause/Effect	**Vocabulary** Primary Source, Secondary Source, Source

Concept Transitions:	**Concept** Topic sentences	**Concept** MLA formatting
Standards: CC.1.4.9.D How to organize ideas and information and make	**Standards:CC.1.4.9.B** How to write with focus How to write for various	**Standards: CC.1.4.9.E** How to use precise language

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important connections How to use varied transitions	audience types	How to establish and maintain a formal and objective style
⬇	⬇	⬇
Lesson Essential Question How do you organize ideas and information and make important connections? How do you use varied transitions?	**Lesson Essential Question** How do you write with focus and for various audience types?	**Lesson Essential Question** How do you use precise language? How do you establish and maintain a formal and objective style?
⬇	⬇	⬇
Vocabulary Key/Supporting Details Informational Text	**Vocabulary** Text Organization/Structure	**Vocabulary** Sequence of Steps, Syntax, Tone,

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English I   Days:
Topic: Narrative Essay   Grade Level: 9

Key Learning
Construct a narrative that conveys real or imagined experiences or events by maintaining a consistent tone, using precise language to establish style, establishing point of view and narrative techniques to convey vivid pictures, and creating a smooth progression of experiences or events by using a variety of techniques to sequence events and provide a conclusion that reflects on what is experienced or observed.

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Unit Essential Question
How do you construct a narrative that conveys real or imagined experiences or events by maintaining a consistent tone, using precise language to establish style, establishing point of view and narrative techniques to convey vivid pictures, and creating a smooth progression of experiences or events by using a variety of techniques to sequence events and provide a conclusion that reflects on what is experienced or observed?

Concept Author's Purpose	**Concept** Narrator & Point of View	**Concept** Tone & Style
Standards: CC.1.4.19.B How to write with a sharp distinct focus identifying topic, task, and audience	**Standards:** CC.1.4.19.N How to introduce a problem, situation, or observation, establish multiple points of view, and introduce a narrator and characters	**Standards:** CC.1.4.9.I How to use precise language and establish a formal style and objective tone
CC.1.4.9.C How to develop and analyze a topic by selecting the most significant and relevant facts, extended definitions, concrete details, and quotations appropriate to the audience's knowledge of the topic	CC.1.4.9.O How to use narrative techniques to convey a vivid picture of the experiences, events, settings, and characters	CC.1.4.9.K How to write with stylistic awareness of task, extablishing formal and objective tone
CC.1.4.9.M How to construct a narrative so as to convey real or imagined experiences	CC.1.4.9.M How to construct a narrative so as to convey real or imagined experiences	

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EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Lesson Essential Question	Lesson Essential Question	Lesson Essential Question
How do you develop and analyze a topic by selecting the most significant and relevant facts, extended definitions, concrete details, and quotations appropriate to the audience's knowledge of the topic? How do you write with a sharp distinct focus identifying topic, task, and audience? How do you construct a narrative so as to convey real or imagined experiences?	How do you introduce a problem, situation, or observation, establish multiple points of view, and introduce a narrator and characters? How do you use narrative techniques to convey a vivid picture of the experiences, events, settings, and characters? How do you construct a narrative so as to convey real or imagined experiences?	How do you maintain an effective and consistent tone? How do you use precise language and establish a formal style and objective tone? How do you write with stylistic awareness of task, extablishing formal and objective tone?

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Vocabulary	Vocabulary	Vocabulary
Author's Purpose Narrative "All About Me" College Essay "All About You" College Essay	Narrative Narrator Point of View First Person Third Person Imagery Dialogue Description Reflection Sequencing	Formal Style Informal Style Objective Tone Subjective Tone Stylistic Awareness Consistent Tone

Concept	Concept	Concept
Structure (Essay Format)	Transitions	Conventions & Grammar
Standards: CC.1.4.9.D How to organize complex ideas, concepts, and information so that each	**Standards:** CC.1.4.9.P How to create a smooth progression of experiences or events using a variety of	**Standards:** CC.1.4.9.F How to write with a command of the conventions of standard

new element builds on that which precedes it, and to use appropriate and varied transitions CC.1.4.9.M How to construct a narrative so as to convey real or imagined experiences	techniques to sequence events and provide a conclusion that reflects on what is experienced or observed	English grammar, usage, capitalization, punctuation, and spelling CC.1.4.9.R How to demonstrate a command of the conventions of English grammar

Lesson Essential Question How do you organize complex ideas, concepts, and information so that each new element builds on that which precedes it, and to use appropriate and varied transitions? How do you construct a narrative so as to convey real or imagined experiences?	**Lesson Essential Question** How do you create a smooth progression of experiences or events using a variety of techniques to sequence events and provide a conclusion that reflects on what is experienced or observed?	**Lesson Essential Question** How do write with a command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? How do you demonstrate a command of the conventions of English grammar?

Vocabulary Thesis Focus Structure Topic Sentence Audience	**Vocabulary** Transitions Transitional Words Transitional Phrases	**Vocabulary** Conventions

Additional Information/Resources:

Course/Subject: English I   Days:
Topic: Nonfiction   Grade Level: 9

Key Learning
Use appropriate strategies to construct meaning; actively and skillfully interpret, analyze, evaluate, and synthesize information; and determine how audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Unit Essential Question
How do you use appropriate strategies to construct meaning; actively and skillfully interpret, analyze, evaluate, and synthesize information; and determine how audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques?

Concept	Concept	Concept
Author's Purpose	Structure	Fact/Opinion
Standards:	**Standards:**	**Standards:**
CC.1.2.9-10.D	CC.1.2.9.C	CC.1.2.9.L
How an author's point of view and rhetoric advances the document	How the author structures ideas and events in the order in which points are made	How to read independently and proficiently
CC.1.2.9.B	CC.1.2.9.L	CC.1.2.9.J
How to cite strong textual evidence to support the author's assumptions and beliefs	How to read independently and proficiently	Use of academic vocabulary to demonstrate comprehension
CC.1.2.9.L		CC.1.2.9.K
How to read independently and proficiently		How to clarify the meaning of unknown and multiple-meaning words using context clues
Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
How do you identify author's purpose?	How do you cite specific textual evidence to support generalizations?	How do you make inferences and/or draw conclusions from the text?
How do you identify		

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textual examples to support the author's purpose?	How do you summarize key details and events in part or as a whole?	
⬇	⬇	⬇
Vocabulary Author's Purpose Point of View	**Vocabulary** Generalization Summary Text Structure/Organization	**Vocabulary** Fact Opinion

Concept Main Idea	**Concept** Speeches (Persuasion & Point of View)	**Concept** Political Documents
Standards: CC.1.2.9.A How to determine the central idea of a text Provide an objective summary of the text CC.1.2.9.K How to clarify the meaning of unknown and multiple-meaning words using context clues CC.1.2.9.J Use of academic vocabulary to demonstrate comprehension CC.1.2.9.L How to read independently and proficiently	**Standards:** CC.1.2.9.D Rhetorical devices and how they advance the author's point of view CC.1.2.9.F How words and phrases shape meaning and tone in text CC.1.2.9.J Use of academic vocabulary to demonstrate comprehension CC.1.2.9.L How to read independently and proficiently	**Standards:** CC.1.2.9.I Why United States documents are recognized as being significant in the literary world CC.1.2.9.L How to read independently and proficiently
⬇	⬇	⬇
Lesson Essential Question How do you identify stated and implied main ideas through supporting details? How do you identify the	**Lesson Essential Question** How does diction influence the reader? How do you draw conclusions about the	**Lesson Essential Question** How do you read and analyze political documents from the history of the United States?

interrelationships of ideas and events in text to determine how one idea or even may interact and influence another?	connotations of words?	

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Vocabulary Key/Supporting Details Main Idea Context Clues Key Words	**Vocabulary** Connotation Diction Point of View	**Vocabulary** Cultural Significance Propaganda Literary Form

Concept Literary Time Period & Historical Context	**Concept**	**Concept**
Standards: CC.1.3.9.H How an author draws on and transforms themes, topic, character types, and/or text elements based on historical context.	**Standards:**	**Standards:**

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Lesson Essential Question How do you analyze how literary form relates to and/or influences meaning of text? How do you make connections between texts from the same literary time period? How do you evaluate the characteristics that	**Lesson Essential Question**	**Lesson Essential Question**

distinguish fiction from literary nonfiction?		
⬇	⬇	⬇
Vocabulary Historical Context Literary Form Literary Period	**Vocabulary**	**Vocabulary**

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: ENG I   Days:
Topic: POETRY   Grade Level: 9

Key Learning Textual details help to shape meaning in poetry

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Unit Essential Question How do words and phrase shape meaning and tone within a poem?

Concept **Poetic forms**	Concept **Stanza form**	Concept **Meter**
Standards: **CC.1.3.9.A** **How theme emerges and is shaped and refined by textual evidence** **CC.1.3.9.F** **How words and phrases shape meaning and tone in text**	**Standards:** **CC.1.3.9.A** **How theme emerges and is shaped and refined by textual evidence** **CC.1.3.9.F** **How words and phrases shape meaning and tone in text**	**Standards:** **CC.1.3.9.A** **How theme emerges and is shaped and refined by textual evidence** **CC.1.3.9.F** **How words and phrases shape meaning and tone in text**
⬇	⬇	⬇
Lesson Essential Question **How do you identify and describe poetic forms and their constructions**	**Lesson Essential Question** **How do you identify and describe tone/style and/or mood**	**Lesson Essential Question** How do you identify the relationship between tone, style, mood, and poetic devices
⬇	⬇	⬇
Vocabulary **Lyric** **Poem of praise** **Free verse** **Imagist**	**Vocabulary** **Couplet** **Quatrain** **Cinquain** **Refrain**	**Vocabulary** **Foot/Iamb** **Tetra** **Penta**

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STUDENT LEARNING MAP

Concept **Rhyme**	**Concept** **Figurative language**	**Concept** **Sound devices**
Standards: **CC.1.3.9.A** **How theme emerges and is shaped and refined by textual evidence** **CC.1.3.9.F** **How words and phrases shape meaning and tone in text**	**Standards:** **CC.1.3.9.A** **How theme emerges and is shaped and refined by textual evidence** **CC.1.3.9.F** **How words and phrases shape meaning and tone in text**	**Standards:** **CC.1.3.9.A** **How theme emerges and is shaped and refined by textual evidence** **CC.1.3.9.F** **How words and phrases shape meaning and tone in text**
⬇	⬇	⬇
Lesson Essential Question **How do you identify how voice/choice of speaker affects mood, tone, meaning of text**	**Lesson Essential Question** How do you identify how diction, syntax, figurative language, and sentence variety determine author's style/ meaning	**Lesson Essential Question** **How do you identify textual details contributing to the development of theme and an objective summary**
⬇	⬇	⬇
Vocabulary **Exact** **Slant** **True** **End** **Internal** **Blank**	**Vocabulary** **Apostrophe** **Conceit** **Personification** **Imagery** **Allusion**	**Vocabulary** **Assonance** **Consonance** **Alliteration**

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English I
Topic: Research

Days:
Grade Level: 9

Key Learning
Conduct effective research by using varied resources to gain or expand knowledge

Unit Essential Question
How do you conduct effective research by using varied resources to gain or expand knowledge?

Concept Inquiry-Based Research (Strategies & Formulation of Research Question)	**Concept** Varying Source Types & Purposes (Print, Digital, Online)	**Concept** Validity & Credibility of Sources
Standards: CC.1.4.9.W How to conduct advanced searches. CC.1.4.9.V How to conduct short research projects. How to conduct sustained research projects. How to narrow or broaden an inquiry. How to synthesize multiple sources.	**Standards:** CC.1.4.9.W How to gather relevant information from multiple authoritative print and digital sources. CC.1.4.9.V How do you synthesize multiple sources?	**Standards:** CC.1.4.9.W How to assess the credibility of sources. How to identify and avoid plagiarism.
Lesson Essential Question How do you conduct advanced research projects? How do you conduct short research projects? How do you conduct sustained research	**Lesson Essential Question** How do you distinguish essential from nonessential information? How do you differentiate between fact and opinion?	**Lesson Essential Question** What is plagiarism? How do you assess the credibility of sources?

projects? How do you narrow or broaden an inquiry? How do you create a thesis?		

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Vocabulary	**Vocabulary**	**Vocabulary**
Research Thesis Topic Sentence	Fact Opinion Essential vs. Nonessential Information	Plagiarism Credibility

Concept	**Concept**	**Concept**
Incorporation of Researched Information into Writing	Proper Use of MLA Citation	
Standards: CC.1.4.9.W How to integrate sources into text.	**Standards:** CC.1.4.9.W How to follow a standard format for citation.	**Standards:**

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Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
How do you make inferences and/or draw conclusions based on analysis of a text?	How do you put a paper into MLA format? How do you cite various types of sources?	

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Vocabulary	**Vocabulary**	**Vocabulary**
Integration	MLA In-text Citations Works Cited	

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English I　　　　　　　Days:
Topic: Grammar　　　　　　　　　　　Grade Level: 9

Key Learning Learn the rules of grammar and language conventions support clarity of communications between writers and speakers as well as readers and listeners.

Unit Essential Question How do learners make decisions concerning formal and informal language in social and academic settings and how do grammar and the conventions of language influence spoken and written communication?

Concept Phrase	**Concept** Agreement in number and gender	**Concept** Objective Case
Standards: CC.1.5.9.G How to demonstrate command of the conventions of standard English when speaking. CC1.4.9.F How to demonstrate command of the conventions of standard English when writing.	**Standards:** CC.1.5.9.G How to demonstrate command of the conventions of standard English when speaking. CC1.4.9.F How to demonstrate command of the conventions of standard English when writing.	**Standards:** CC.1.5.9.G How to demonstrate command of the conventions of standard English when speaking. CC1.4.9.F How to demonstrate command of the conventions of standard English when writing.
Lesson Essential Question How do using phrases correctly aid correct punctuation and demonstrate proper use of language?	**Lesson Essential Question** How do number and gender agreements demonstrate proper use of language?	**Lesson Essential Question** How does the objective case demonstrate proper use of language?
Vocabulary Prepositional, Participial, Gerund, Infinitive, Appositive, Misplaced Modifiers	**Vocabulary**	**Vocabulary**

Additional Information/Resources:

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EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English I   Days:
Topic: Literary Analysis   Grade Level: 9

Key Learning
Comprehend and evaluate complex texts across a range of types of disciplines as critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Unit Essential Question
How do you create a written document that analyzes an author's work?

Concept CC1.4.9.B Thesis	**Concept CC1.4.9.B** Transitions	**Concept CC.1.4.9.C** Topic Sentence
Standards: How to write with focus	**Standards:** How to be aware of text	**Standards:** How to write for various audience types
Lesson Essential Question How do you write a paper with clear and concise focus?	**Lesson Essential Question** How do you properly use transitions to provide effective fluency between ideas?	**Lesson Essential Question** How do you successfully evaluate your audience before beginning your project.
Vocabulary Bias Purpose Voice	**Vocabulary** Key words Affix Compare Contrast Resolution	**Vocabulary** Author's Purpose Text Structure Placement

Concept CC.1.4.9.C Textual Evidence	**Concept CC.1.4.9.D** Text Structure	**Concept CC.1.4.9.F** Quoting vs. Paraphrasing
Standards: How to develop a topic with well-chosen facts and details	**Standards:** How to establish and maintain a formal and objective style	**Standards:** How to demonstrate appropriate command of the English language.

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

⬇	⬇	⬇
Lesson Essential Question What makes clear and effective writing?	**Lesson Essential Question** How do strategic readers create meaningful and informational literary text?	**Lesson Essential Question** How does a reader know a source can be trusted?
⬇	⬇	⬇
Vocabulary Literary form Literary device	**Vocabulary** In-text citation Works cited	**Vocabulary** Draw Conclusions Explain Author's style

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English I

Days:

Topic: Novel

Grade Level: 9

Key Learning

Use appropriate strategies to construct meaning by skillfully interpreting, analyzing, evaluating, and synthesizing information, and determine how audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

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Unit Essential Question

How does one use appropriate strategies to construct meaning by skillfully interpreting, analyzing, evaluating, and synthesizing information, and determine how audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Concept	**Concept**	**Concept**
Strategies	Character	Structure
Standards:	**Standards:**	**Standards:**
CC.1.3.9.B	CC.1.3.9.C	CC.1.3.9.I
What a text says explicitly as well as inferences based on author's purpose and beliefs about a subject	How complex characters develop over the course of a text, interact with other characters, and advance plot or develop theme	How context helps define and shape meanings of words
CC.1.3.9.K		
How to read literary fiction		
⬇	⬇	⬇
Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
How does one identify author's intended purpose?	How does one determine how complex characters develop over the course of the text?	How does one summarize key details and events in part or as a whole to understand structure?
How does one identify and explain text that supports author's intended purpose?	How does one determine how characters interact with each other and advance plot or develop theme?	
How does one cite strong and thorough textual evidence to support author's intended purpose?		
How does one read to comprehend literature?		
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STUDENT LEARNING MAP

Vocabulary	**Vocabulary**	**Vocabulary**
Author's Purpose Analysis Elements of Fiction Foreshadowing flashback	Character Characterization Universal Character	Text Structure Organization Summarize

Concept	**Concept**	**Concept**
Theme	Symbolism	Irony
Standards: CC.1.3.9.A How theme emerges and is shaped and refined by textual details	**Standards:** CC.1.3.9.J How figurative language, connotation, and denotation convey meaning in text	**Standards:** CC.1.3.9.J How figurative language, connotation, and denotation convey meaning in text
⬇	⬇	⬇
Lesson Essential Question How does one determine a theme or central idea of a text? How does one analyze textual details to reveal theme?	**Lesson Essential Question** How does identifying symbolism through supporting details help to shape the meaning of the text?	**Lesson Essential Question** How does identifying irony help to shape the meaning of the text?
⬇	⬇	⬇
Vocabulary Interpret theme	**Vocabulary** Symbolism Interpret Allegory	**Vocabulary** Connotation Context Clues Irony Interpret
Concept Historical Context	**Concept** Setting	**Concept** Tone/Mood
Standards: CC.1.3.9.I How context helps define and shape meanings of words	**Standards:** CC.1.3.9.I How context helps define and shape meanings of words	**Standards:** CC.1.3.9.F How words and phrases shape meaning and tone in text

Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
What is the significance of reading a novel by an American author? How does understanding the historical context help to shape the meaning of the text?	How does identifying setting help to shape the meaning of the text?	How does identifying tone and mood help to shape the meaning of the text? How are tone and mood related?
Vocabulary Connotation Context Clues Cultural Significance Literary Movement	**Vocabulary** Setting Dialect	**Vocabulary** Tone mood

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English I   Days:
Topic: Short Stories   Grade Level: 9

Key Learning Become a critical consumer of short stories across a range of disciplines while identifying audience and the influence a writer's choice of organizational pattern, language, theme, and literary techniques and what it says about the writer.

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Unit Essential Question How do you become a critical consumer of short stories across a range of disciplines while identifying audience and the influence a writer's choice of organizational pattern, language, theme, and literary techniques and what it says about the writer?

Concept Cultural Detail	**Concept** Emotional Appeal	**Concept** Strategies
Standards: CC.1.3.9.B What a text says explicitly as well as inferences based on author's purpose and beliefs about a subject.	**Standards:** CC.1.3.9.B What a text says explicitly as well as inferences based on author's purpose and beliefs about a subject.	**Standards:** CC.1.3.9.J How figurative language, connotation, and denotation convey meaning in text. CC.1.3.9.F How words and phrases shape meaning of text. CC.1.3.9.I How context helps define and shape meanings of words.
⬇	⬇	⬇
Lesson Essential Question How do varying short stories represent movements in American literature?	**Lesson Essential Question** How does author's purpose appeal to the intended audience?	**Lesson Essential Question** How does the author use language to support his purpose?
⬇	⬇	⬇
Vocabulary	**Vocabulary**	**Vocabulary** Foreshadowing, Flashback

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Concept Character	**Concept** Structure	**Concept** Theme
Standards: CC.1.3.9.C	**Standards:** CC.1.3.9.I	**Standards:** CC.1.3.9.H

How complex characters develop over the course of a text, interact with other characters, and advance plot or develop theme.	How context helps define and shape meanings of words.	How theme is developed through textual elements.
⬇	⬇	⬇
Lesson Essential Question How do characters influence stories in part and as a whole?	**Lesson Essential Question** How do stated and implied meanings of words shape the author's purpose and theme of the story?	**Lesson Essential Question** How do textual details reveal theme?
⬇	⬇	⬇
Vocabulary Development, Dialogue	**Vocabulary**	**Vocabulary**

Concept Symbolism	**Concept** Irony	**Concept** Setting
Standards: CC.1.3.9.J How figurative language, connotation, and denotation convey meaning in text.	**Standards:** CC.1.3.9.J How figurative language, connotation, and denotation convey meaning in text.	**Standards:** CC.1.3.9.I How context helps define and shape meanings of words.
⬇	⬇	⬇
Lesson Essential Question How does the author use symbols to convey meaning?	**Lesson Essential Question** How does the author use irony to convey meaning?	**Lesson Essential Question** How does the setting shape the overall meaning of the story?
⬇	⬇	⬇
Vocabulary	**Vocabulary**	**Vocabulary**

Concept Literary Time Period/Historical Context	**Concept** Narrative Accounts	**Concept** Essays
Standards: CC.1.3.9.B What a text says explicitly as well as inferences based	**Standards:** CC.1.3.9.B What a text says explicitly as well as inferences based	**Standards:** CC.1.3.9.B What a text says explicitly as well as inferences based

on author's purpose and beliefs about a subject.	on author's purpose and beliefs about a subject.	on author's purpose and beliefs about a subject.
⬇	⬇	⬇
Lesson Essential Question How does the historical context aid the author's purpose and reader's comprehension?	**Lesson Essential Question** How do narrative accounts aid the author's purpose and reader's comprehension?	**Lesson Essential Question** How do essays context aid the author's purpose and reader's comprehension?
⬇	⬇	⬇
Vocabulary	**Vocabulary** Exploration, Slave, Diaries, Journals, Letters	**Vocabulary**

Additional Information/Resources:

Course/Subject: English I   Days:
Topic: Vocabulary   Grade Level: 9

Key Learning Through reading, listening, use of context clues, discussion, and use of prior knowledge, and direct teaching, students will be able to determine meaning while using a variety of resources to better understand the vocabulary used within a published work.

Unit Essential Question
How do you determine the meanings of unfamiliar vocabulary words?

Concept CC1.5.9.G Phrase	**Concept CC1.5.9.G** Agreement in Number and Gender	**Concept CC1.4.9.F** Objective Case
Standards: How do demonstrate command of the conventions of standard English when speaking.	**Standards:** How do demonstrate command of the conventions of standard English when speaking.	**Standards:** How do demonstrate command of the conventions of standard English when writing.
Lesson Essential Question How can a better understanding of vocabulary increase my reading and comprehensive skills?	**Lesson Essential Question** What reading strategies can I use that will help me understand what words I am reading?	**Lesson Essential Question** How does the author's use of words affect the meaning of the work?
Vocabulary Context clues, discussion, definitions, parts of speech, word usage, background knowledge, relate, prefix, suffix, root word, etymologies, dictionary, thesaurus	**Vocabulary** Background knowledge, graphic organizer, knowledge of text structure, prediction, purpose, main idea, central theme.	**Vocabulary** Mood, tone, voice, point of view, perspective, explain, persuade, entertain

Revised 1/17/14

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Concept	**Concept**	**Concept**
Standards:	**Standards:**	**Standards:**
⬇	⬇	⬇
Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
⬇	⬇	⬇
Vocabulary	**Vocabulary**	**Vocabulary**

Additional Information/Resources: