

Critical Thinking Works

Smart Resources for Forward-Thinking Schools

“The Telltale Heart,”

– Edgar Allan Poe



“The Telltale Heart” –Edgar Allen Poe

English

Grades 9 – 12

4 Day Lesson Cycle + Vocabulary Development Activities

DAY 1

Hook Question: 10 minutes

OBJECTIVE: Pose and respond to questions that relate the conversation to broader themes and larger ideas (SL.9_12.1c.)

To hook students’ interest in the theme of the text and engage them in discussion, the teacher may choose one of the following hook questions to open the class’s study of the text.

- What is sanity?
- What is insanity?
- If you are insane do you or do you not know it?
- What is the line between sanity and insanity?

The teacher may approach hook questions either as a freewriting exercise or an open discussion. Either approach allows students to activate prior knowledge and engage with the lessons to follow.

OBJECTIVE: Students will write routinely for a range of tasks, purposes, and audiences. (W.11_12.10.)

FREEWITTING:

- 3 minute freewrite:
The teacher chooses one of the hook questions or quote prompts and engages students in timed writing.
- 7 minute sharing:
The teacher asks student volunteers to share what they have written and asks follow up questions.

Freewriting is a timed writing exercise in which students write without stopping, editing, or crossing out. Students should use a writing journal to contain their freewriting for the class and should be taught to write as fast as they can without stopping, taking their pen off the paper, or self-censoring with worries about grammar, logic, or content. During freewriting, if students get stuck or cannot think of what to write, they should be taught to repeat the prompt or write something like, “I don’t know what to write, but I’ll think of something soon.” Students should not worry about transitions

or writing conventions during a freewrite. The important thing is for students to keep their pens moving.

Following freewriting, the teacher facilitates a sharing discussion of the students' responses. During this discussion, students engage in verbal discourse about their connections to the chosen hook question. This is not time for students merely to read what they wrote during freewriting. The teacher and students should ask follow up questions and deepen class discussion.

OPEN DISCUSSION:

- 10 minute open discussion:
Teacher poses one of the questions or quote prompts and elicits verbal student responses.

The teacher elicits responses from students in open discussion, at this point, allowing for any kind of response to the hook question. Students may pose personal, speculative, interpretive, evaluative, or even factual responses to the question. During open discussion, the teacher acts as a facilitator of responses that may or may not have evidence in any shared body of knowledge. The key is that the teacher encourages all kinds of answers without limiting, affirming, or denying students' contributions.

Oral Reading

OBJECTIVE: Students will integrate and evaluate information (SL.9_12.2.)

The teacher reads the whole text aloud and gives students the choice to follow along or to listen. Before reading, the teacher reminds students about the value of asking questions and indicates that they should be prepared to volunteer questions about the text at the end of the reading.

Student-Generated Questions

OBJECTIVE: Students will participate effectively in conversation to build on others' ideas and express their own clearly and persuasively (SL.9_12.1.)

By deliberately thinking about what confuses, puzzles, or interests them, students get in the habit of monitoring comprehension and develop their own areas of interest in the story. Scaffold student questioning by accepting students' notes of confusing passages and half-formed questions, participate effectively in conversation, and asking uptake questions to help students clarify their questions.

First, share out and collect questions; then work with them to answer them or to carry them forward to use for further reading and reflection. At later stages, the teacher facilitates the students' delineation of factual, speculative, evaluative, and interpretive questions.

Collect Questions:

Students ask questions about the text the class has just read, and the teacher records the students' questions on the board or on an easel.

The teacher records all questions and avoids answering questions at this time. At this point in the lesson, it is important that the teacher remember that students may be uncomfortable asking questions and that adequate wait time is essential. If students are particularly reluctant to share questions, the teacher may model by offering a question that s/he was wondering about the text.

For beginners, ask students to point out passages that confused or surprised them, or point out such a passage yourself.

Work with Questions:

Follow these three steps:

1. Quickly clear up questions about story facts and about vocabulary.

- Questions about story facts should be answered by students finding and explaining passages in which the fact appears.
- Vocabulary questions should be resolved by referring to textual clues and the dictionary. Once the word meaning is settled, ask students if they had a further question about the passage.

2. Discuss more complex questions.

- Ask students to propose answers, and use uptake questions to encourage them to cite passages in the story supporting their answers.
- Ask the group follow-up questions to encourage students to consider alternative answers.
- Keep the discussion brief, just long enough to see if questions are answered or merit further exploration.

3. Prioritize questions:

- Ask students to choose priority questions for further work. Aim for three or four priority questions if possible.
- At later stages, ask students to label questions as factual, interpretive, evaluative or speculative.

Exit Ticket

OBJECTIVE: Students will write routinely for a range of tasks, purposes, and audiences. (W.11-12.10.)

Options include:

- Students pose a new question or chose one of the student-generated questions and respond.
- Students choose a priority question and explain in a few questions why it interests them.

Homework

OBJECTIVE: Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text while (RL.11_12.1.)

- Focused Annotation should be assigned as student homework.

While reading the text independently, students mark the text for places where:

- The narrator is characterized as sane (S) and where the narrator is characterized as insane (I).
- The narrator is telling the truth (T) and where the narrator is not telling the truth (NT).
- The narrator is characterized as smart / clever or prideful / boastful.
- The text creates a particular mood (M); annotate the text to describe the mood.

DAY 2

Focused Annotation: Scaffolded Second Reading

OBJECTIVE: Students will participate in a discussion following scaffolded second reading of the text [Students will cite strong and thorough text evidence while speaking and listening during a collaborative discussion that extends students' comprehension by prompting students to present information, findings, and supporting evidence so that listeners can follow their individual lines of reasoning] (RL.11_12.1.) (SL.9_12.1.) (SL.9_12.2) (SL.9_10.3.) (SL.9_10.4.)

At the beginning of the class period, students write down a note they took for homework and their rationale. While students are completing this assignment the teacher should circulate through the class looking for evidence that students have completed their homework. Students who have not completed their homework will have a harder time completing the Do Now but should still be held accountable to doing so.

Discussion of Annotations

Focused annotation and making notes in the text precedes the discussion of students' rationale. After students have marked the text, the teacher asks for students to volunteer passages that they have marked and discuss their rationale using the following framework:

1. **Locate:** Where in the text their annotation is.
2. **Read:** Students are asked to read what they marked.
3. **Claim:** Students are asked to share how they marked the passage.
4. **Warrant / Rationale:** Students are asked to explicate why they marked the passage as they did.
5. **Share:** Teacher asks if other students marked the same passage.

6. **Deliberate:** Students weigh in on other students' notes and rationale. Teacher asks if other students marked the passage the same way or differently? If you marked it the same way, did you mark it the same way for the same reason or for a different reason? If you marked it differently, why? If you didn't mark it at all, how would you mark it now?
7. Teacher repeats this discussion process and elicits discussion in relation to multiple text annotations. Teachers do this in various ways. Some teachers elicit comments page by page, some teachers open up the whole text to discussion, some teachers read aloud and ask students to stop them when s/he gets to a place that students have marked.

NOTE: Not every note has to be taken to the level of depth outlined in the chart below. Teachers will learn to balance depth versus breadth.

Students will be able to:	Teacher talk moves and questions for eliciting students' responses	Exemplar student responses
Locate where in the text their annotation is	Ok, what page are you on and what paragraph are you in?	Page 1, paragraph 3
Read what they marked	Can you read what you underlined?	"I was never kinder to the old man during the whole week before I killed him"
Make a claim about how they marked it	So, how did you mark that?	"I marked it with an S" "I marked it with an I" "I marked it both I and S"
Provide a rational or warrant as to <i>why</i> they marked what they marked i.e. explicate	Why did you mark it that way?	"I marked it with an S because he was conscious of his actions" "I marked it with an I because being super nice before you kill someone is just sick!" "I marked it both because..."
Deliberate as to whether they agree or disagree with the way it was marked	Did anyone else mark that place? Did you mark it the same way or differently? Did you mark it the same way for the same reason or a different one? Why did you mark it differently?	

Exit Ticket or Homework Option

OBJECTIVE: Students will write routinely for a range of tasks, purposes, and audiences. (W.11_12.10.)

- In writing, students choose one of their annotations and explain how they marked it and why they marked it that way. If the student chooses a new place in the text that s/he had not marked previously, s/he should discuss why the new passage is significant.

DAY 3

Interpretive Discussion

OBJECTIVE: Students will participate in interpretive discussion of the text [Students will pose and respond to questions that relate the conversation to broader themes and larger ideas, citing strong and thorough text evidence while speaking and listening during a collaborative discussion that extends students' comprehension by prompting students to develop arguments to support claims in an analysis of substantive texts, synthesizing and weaving interpretations] (SL.9_12.1c.) (RL.11_12.1.) (RL.9_10.2.) (SL.9_12.1.) (SL.9_12.2) (SL.9_10.3.) (SL.9_10.4.)

At the beginning of class, the teacher directs students to write down an initial response to the interpretive question that s/he has developed for interrogating the selection. Students are encouraged to write down their initial ideas and support their answers with evidence from the text.

- Why is the narrator trying to persuade the reader that he is not a “madman”?

During interpretive discussion, the teacher actively fosters the habits of mind that develop students' critical thinking proficiencies. The teacher does this by using wait time, asking students to clarify their word choices, asking students to clarify their own thinking, encouraging students to listen actively to what others are saying and paraphrase others' ideas, and directing students back to the text to text to find evidence for their responses.

Inquiry Challenge Questions

The following quotes are examples of how teachers can use the text to problematize students' responses to the interpretive question and illuminate different perspectives. A skillful facilitator will weave significant quote questions and spontaneous follow-up (enhance / deepen) questions to address the complexity of the interpretive question and the text.

- Why does the narrator say, “the disease had sharpened my senses, not destroyed, not dulled them”? (p. 1, paragraph 1)
- Why does the narrator call himself “nervous” but not “mad”? (p. 1, paragraph 1)
- Why does the narrator say, “I think it was his eye” as reason for killing him? (p. 1, paragraph 2)

- Why does the narrator decide to “take the life of the old man”? (p. 1, paragraph 2)
- Why does the narrator say “You fancy me mad. Madmen know nothing”? (p. 1, paragraph 3)
- Why is he offering as evidence for his sanity “the wise precautions that [he] took for the concealment of the body”? (This question can be extended to multiple quotes and places in the text.)
- Why does the narrator say “Ha! Would a madman have been so wise as this?” (p. 1, paragraph 3)
- Why does the narrator ask, “have I not told you that what you mistake for madness is but over-acuteness of the senses?” (p.2, paragraph 6)
- Why does the narrator say that “the beating of the old man's heart...increased [his] fury as the beating of a drum stimulates the soldier into courage?” (p.2, paragraph 6)
- Why does the narrator say, “The old man's terror must have been extreme! It grew louder, I say, louder every moment!”? (p. 3, paragraph 1)
- Why does the narrator say, “And now a new anxiety seized me -- the sound would be heard by a neighbour!”? (p. 3, paragraph 1)
- Why does the narrator say, “I then smiled gaily, to find the deed so far done”? (p. 3, paragraph 1)
- Why does the narrator say, “I then replaced the boards so cleverly so cunningly, that no human eye -- not even his -- could have detected anything wrong”? (p. 3, paragraph 3)
- Why does the narrator say that the police officers introduced themselves “with perfect suavity”? (p. 3, paragraph 4)
- Why does the narrator say, “I showed them his treasures, secure, undisturbed. In the enthusiasm of my confidence, I brought chairs into the room, and desired them here to rest from their fatigues, while I myself, in the wild audacity of my perfect triumph, placed my own seat upon the very spot beneath which reposed the corpse of the victim”? (p 3, paragraph 6)
- Why does the narrator say, “I placed my own seat upon the very spot beneath which reposed the corpse of the victim”? (p 3, paragraph 5)
- Why does the narrator say that, “The officers were satisfied. My MANNER had convinced them”? (p. 3, paragraph 6)
- Why does the narrator say, “I was singularly at ease”? (p. 3, paragraph 6)
- Why does the narrator say, “My head ached, and I fancied a ringing in my ears”? (p. 3, paragraph 6)
- According to the text, is the narrator correct when he says, “Was it possible they heard not? Almighty God! -- no, no? They heard! -- they suspected! -- they KNEW!”? (p 4. Paragraph1)
- Why does the narrator say, “anything was better than this agony”? (p. 4, paragraph 1)
- Why does the narrator call the police officers “villians”? (p. 4, paragraph 2)
- Why does the narrator say, “dissemble no more”? (p. 4, paragraph 2)

Up-Take Questions

Uptake questions “take up” what a student has said, cuing the student to further clarify, explain, or support ideas. These questions give students the opportunity to bring out their complete thoughts; and they also scaffold for students the full process of thinking about text. These questions are spontaneous and encourage other students to follow up on what one student has stated or asked. They cue students to listen to and to weigh other ideas, creating a true discussion among the students rather than a question-and-answer session with the teacher.

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|--|--|
| Check for agreement | <ul style="list-style-type: none">• Are you saying the same thing or are you saying something different? |
| Ask for evidence | <ul style="list-style-type: none">• What in the text makes you think that?• Is your reason the same or different? |
| Clarification | <ul style="list-style-type: none">• What do you mean by ... ?• Is your reason the same or different? |
| Allowing students time to process | <ul style="list-style-type: none">• Wait time |
| Eliciting participation | <ul style="list-style-type: none">• Dorian, what do you think about Emily’s idea?• How would you answer Stephanie’s question? |
| Pushing students’ thinking | <ul style="list-style-type: none">• Can you say more about that?• What’s at stake in what you’re saying? |

Exit Ticket

- In writing, students readdress the interpretive discussion question, providing text evidence for their response. Students should discuss their rationale for changing, augmenting, or maintaining their original response.

Homework

OBJECTIVE: Students will draw evidence from texts to support their writing. (W.9_12.9.)

For homework, students write a significance statement which may be included in their reading journals. Significance Statements are brief (no more than one page) and allow students to summarize what they have learned about the text through the lens of a particular quote that they have chosen as “the most important” or “the most significant” to them.

SIGNIFICANCE STATEMENT DIRECTIONS: Your analysis should be no longer than one page.

- Choose a quotation (a line or two of poetry or a passage of at least a few lines from a prose work) that you find especially meaningful.
- Write it down (or type it) at the top of the page.

- Briefly explain the context: Who is speaking? Is this character speaking to someone else? What has happened in the story or poem that leads up to this quotation?
- Explain your chosen quotation’s relationship to the work as a whole. Does this quotation capture one of the themes in the text? Is it part of any particular patterns of imagery or symbolism (motifs) that are important in the work?
- Why is this quote particularly meaningful or effective for you?

DAY 4

Writing Prompt

For homework, the teacher assigns a Significance Statement for the text. Alternately, the writing prompt may be completed in class on Day 4. The Significance Statements produced throughout the unit form a record of the student’s reading and can be refined or adapted into the analytical essay assigned at the conclusion of the unit.

When students bring their completed Significance Statements to class, the teacher asks student to share their writing. “Publication” of the significance statements can be done through oral sharing or could also be done through class blogs or other informal digital media.

There are a number of ways in which the teacher can elicit student sharing for Significance Statements.

- The teacher may start the class by asking the class what quotations they chose for their significance statements and recording the specific quotations students chose.
- The teacher can have the students read their significance statements aloud either in a whole-class setting or in smaller groups.
- Students can be grouped together if they chose the same quotation to write about.
- Students can be grouped with different quotations.

Whatever method the teacher chooses, however, this writing exercise does not provide a basis for peer review and revision which we provide through a summative unit essay project.

Homework

OBJECTIVE: Students will write arguments to support analytical claims (W.11_12.1.)
Students will write narratives to develop real or imagined experiences or events (W.11_12.3.)

- In their writing journals, students infer probable setting for the text. Where is the narrator as he tells this story? What evidence from the text supports this as a setting choice?
- The teacher may choose to do this as a creative assignment.

VOCABULARY DEVELOPMENT: SAT WORDS AND LITERARY TERMINOLOGY

Vocabulary exercises to develop students' functional vocabulary and their command of literary terms are not specifically built into the text's lesson cycle. In a rigorous classroom, vocabulary development is ongoing, and the teacher builds instructional activities to fulfill the goal of increasing students' functional vocabulary as well as increasing students' ability to use content-specific terms.

The teacher will need to assess the class's ability to use the following key literary terms. If students are not familiar with the terms, the teacher will need to provide instruction regarding their meaning prior to the start of the lesson cycle.

Key Literary Terms

OBJECTIVE: Students will acquire and use academic language key to literary analysis. (L.9-12.6.)

The teacher must ensure that students know and can use the following literary terms in their discussion of the text:

- **Characterization:** The creation of imaginary persons so that they seem lifelike. An author creates a character through (1) *exposition*, or the narrator's direct statements about the character, (2) *the character's actions*, (3) *the character's thoughts and feelings*, and (4) *what other characters say* about that character.
- **Mood:** In a literary work, the mood is the emotional-intellectual attitude of the author toward the subject. If a distinction exists between *mood* and tone, it will be the fairly subtle one between *mood* as the attitude of the author toward the subject and tone as the attitude of the work.
- **Setting:** The background against which action takes place. Includes place, time, living conditions of the characters, and social environment.

Vocabulary Development

OBJECTIVE: Students will determine or clarify the meaning of unknown and multiple-meaning words to strengthen their functional vocabulary. (L.9-12.4.)

Vocabulary is best developed in the context of reading. Teachers may choose how to incorporate structured vocabulary development into the lesson cycle. Ultimately, vocabulary development is ongoing, and the teacher will need to find his or her own method to support it. We recommend the following best practices:

- The teacher chooses ten to fifteen of the following vocabulary words, identified as words that students may not know and that appear frequently on the SAT.
- Students are introduced given the week's vocabulary words on the first day of the lesson cycle.

- At the mid-point of the lesson cycle, students review word meanings, including connotation as appropriate, and share example sentences using the words. This vocabulary meaning review should take no more than 15 minutes.
- During oral reading, the teacher asks students to underline words in the text that they do not know. After reading, the teacher guides the students to use context as a clue to the meaning of unfamiliar words. Students should verify the denotation of new words using a variety of resources, both print and digital.
- At the end of the lesson cycle, the teacher prepares a vocabulary quiz. Vocabulary quizzes should incorporate synonyms and antonyms, as this practice builds linkages between and among words. Vocabulary quizzes should also incorporate original sentences.
- Suggested vocabulary quiz format: Out of fifteen words, a vocabulary quiz can be structured around ten synonym multiple choice questions and five antonym multiple choice questions. Students should choose between three to five words and write original sentences.

The teacher can find a [word list for “The Tell-Tale Heart”](#) published on [visualthesaurus.com](#).

The teacher should select a list of vocabulary words from the text and construct a weekly vocabulary development assignment and quiz.

Suggested vocabulary for instruction include (vocabulary in **boldface** appear frequently on the SAT words):

Acute	Hypocritical	Supposition
Cease	(Hypocrisy)	Vain
Derision (Deride)	Repose	Vex
Dissemble	Resolve	Wane
Fancy (v)	Stifle	Wary
	Suavity	

OBJECTIVES

Skills and objectives addressed during the execution of this lesson cycle, expressed are in terms of the Common Core.

- RL.11_12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 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.11_12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11_12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- 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.
- RL.11_12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RL.9_12.10. Read and comprehend complex literary and informational texts independently and proficiently.
- RL.11_12.11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.
- W.11_12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.
- W.11_12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11_12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- W.11_12.1c. Use words, phrases, and clauses as well as varied syntax 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.
- W.11_12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11_12.1e. Provide a concluding statement or section that follows from and supports the argument presented.
- W.11_12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11_12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11_12.5. 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.11_12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.9_12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11_12.10. 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.
- SL.9_12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9_12.1a. 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.

- SL.9_12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.9_12.1c. 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; probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.9_12.1d. 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; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.9_12.1e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
- SL.9_12.2. Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting discrepancies among the data.
- 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_10.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- L.9_12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9_12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9_12.3. 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.
- L.9_12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- L.9_12.4a. 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.
- L.9_12.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- L.9_12.4c. 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, its etymology, or its standard usage.
- L.9_12.4d. 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).
- L.9_12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.9_12.5a. Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their role in the text.
- L.9_12.5b. Analyze nuances in the meaning of words with similar denotations.
- L.9_12.6. 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.