

Curricular Framework English Language Arts-Grade 9

Overview	Reading	Writing	Speaking and Listening	Language
<u>Unit 1</u>	Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.6 RI.9-10.6	Primary Focus Standards: W.9-10.1A,B,C,D,E,F W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: At least one extended text 3-5 short texts	Writing Focus: <ul style="list-style-type: none"> • Informative and explanatory writing • Research writing • Routine writing 	Task Type: <ul style="list-style-type: none"> • Conduct discussions • Report findings 	Skill Focus: <ul style="list-style-type: none"> • Study and apply grammar • Study and apply vocabulary
<u>Unit 2</u>	Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9	Primary Focus Standards: W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: <ul style="list-style-type: none"> • At least one extended text • 3-5 short texts 	Writing Focus: <ul style="list-style-type: none"> • Argumentative writing • Research writing • Routine writing 	Task Type: <ul style="list-style-type: none"> • Conduct discussions • Report findings 	Skill Focus: <ul style="list-style-type: none"> • Study and apply grammar • Study and apply vocabulary
<u>Unit 3</u>	Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RL.9-10.7 RI.9-10.9 RL.9-10.9	Primary Focus Standards: W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7,	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6

Curricular Framework English Language Arts-Grade 9

Overview	Reading	Writing	Speaking and Listening	Language
		W.9-10.8, W.9-10.9A,B		
	Text Type: <ul style="list-style-type: none"> At least one extended text 3-5 short texts 	Writing Focus: <ul style="list-style-type: none"> Narrative writing Research writing Routine writing 	Task Type: <ul style="list-style-type: none"> Conduct discussions Report findings 	Skill Focus: <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary
Unit 4	Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RL.9-10.9 RI.9-10.9 RL.9-10.10 RI.9-10.10	Primary Focus Standards: W.9-10.1A,B,C,D,E,F W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: At least one extended text 3-5 short texts	Writing Focus: <ul style="list-style-type: none"> Research writing Routine writing 	Task Type: <ul style="list-style-type: none"> Conduct discussions Report findings 	Skill Focus: <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary
Suggested Open Educational Resources	Reading <ul style="list-style-type: none"> Close Reading Informational Text. "Up From Slavery" (Chapter 1) 9th and 10th Grade Close Reading Units Developing Core Proficiencies from Engage New York Analyzing Famous Speeches as Arguments Analyzing Character Development in Three Short Stories About Women Grade 9 and 10 Common Core Text Exemplars EBSCOHOST- High Schools Lessons to Use with Popular Stories 	Writing & Language <ul style="list-style-type: none"> Writing Explanatory Text in Response to President Lincoln's Second Inaugural Address Writing an Argumentative Essay About the First Chapter of "Up From Slavery" Developing Persuasive Arguments Through Ethical Inquiry. Two Pre-Writing Strategies Spend a Day in My Shoes. Exploring the Role of Perspective in Narrative PARCC Scoring Rubric for PROSE Constructed Response Items 	Speaking & Listening <ul style="list-style-type: none"> ELA Grade 9 Speaking & Listening Conver-Stations. A Discussion Strategy Using Debate to Develop Thinking and Speaking Analyzing Famous Speeches as Arguments For Arguments Sake. Playing "Devil's Advocate" with Non Fiction Texts The Pros and Cons of Discussion Developing Core Proficiencies from Engage New York Lessons to Use with 	Critical Thinking <ul style="list-style-type: none"> Blogtopia. Blogging About Your Own Utopia Teaching Channel Presents. Inquiry-Based Teaching Inquiry Graphic Organizer Review Redux. Introducing Literary Criticism Through Reception Moments Assessing Cultural Relevance. Exploring Personal Connections to a Text Developing Core Proficiencies from

Curricular Framework English Language Arts-Grade 9

Overview	Reading	Writing	Speaking and Listening	Language
	<ul style="list-style-type: none"> • Lessons to Use with Anthologies • English Language Arts Methods. Grades 9-12 Model Lessons • Planning to Assess. How to Align Your Instruction • Close Reading of Literary Texts • UDL Resources 	<ul style="list-style-type: none"> • Purdue Online Writing Lab • Vocabulary Paint Chips • Vocabulary Graphic Organizer • ELA Grade 9 Language Conventions • The Passion of Punctuation • Developing Core Proficiencies from Engage New York • Lessons to Use with Popular Stories • Lessons to Use with Anthologies • English Language Arts Methods. Grades 9-12 Model Lessons 	<ul style="list-style-type: none"> • Popular Stories • Lessons to Use with Anthologies • English Language Arts Methods. Grades 9-12 Model Lessons • Literacy TA 	<ul style="list-style-type: none"> • Engage New York • Lessons to Use with Popular Stories • Lessons to Use with Anthologies • English Language Arts Methods. Grades 9-12 Model Lessons • How to Encourage Higher Order Thinking • Bloom's Taxonomy & Depth of Knowledge

Unit 1 Grade 9			
Unit 1 -Reading Standards		Unit 1 Reading Critical Knowledge and Skills	
<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> • Analyze the text for inferred and literal meanings • Make personal connections, make connections to other texts, and/or make global connections when relevant • Identify explicit and implicit textual evidence • Determine the difference between strong and insufficient (unreliable) details • Use direct quotes, paraphrase, summarize objectively • Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience • Support inference using several examples from the text • Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text 	
<p>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, and provide an objective summary of the text.</p>	<p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> • Determine a theme and central idea • Analyze how details develop the theme/central idea • Make inferences using explicit and implicit text evidence • Use the text to draw conclusions about the theme/central idea • Formulate an objective (free of personal bias) summary of the text • Determine how the theme/central idea emerges and is refined or strengthened by key details • Provide an objective summary of the text 	

Curricular Framework English Language Arts-Grade 9

Unit 1 Grade 9

<p>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.</p>	<p>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.</p>	<p>RL.9-10.3:</p> <ul style="list-style-type: none"> Identify the details that develop characters as dynamic or complex versus static or flat Identify multiple/conflicting character motivations Analyze character interactions as they develop plot Evaluate simple and complex relationships and/or events on plot development <p>RI.9-10.3:</p> <ul style="list-style-type: none"> Identify a series of ideas or events that are connected Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text Understand the relationship between a series of ideas or events Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events
<p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>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).</p>	<ul style="list-style-type: none"> Identify key words and determine figurative meaning Identify key words and determine connotative meaning Understand how word choice impacts meaning (For example, how language evokes a sense of time and place) Determine formal vs. informal tone Identify cumulative impact of word choice on meaning and tone
<p>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.</p>	<p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States Read multiple texts from world literature Analyze how a particular point of view or cultural experience is reflected in a text <p>RI.9-10.6:</p> <ul style="list-style-type: none"> Identify rhetorical devices and text structures that may develop the purpose of piece Determine the author's overall purpose Analyze how an author uses various rhetorical strategies to advance the purpose
<p>Unit 1 Writing Standards</p>		<p>Unit 1 Writing Critical Knowledge and Skills</p>
<p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.9-10.2.A. Introduce a topic; organize complex ideas, concepts, and</p>	<ul style="list-style-type: none"> Use relevant and sufficient facts, definitions, details, and quotes Use sources that are appropriate to task, audience, and purpose Select precise words and domain-specific vocabulary Introduce a topic arranging ideas, concepts, and information to show 	

Curricular Framework English Language Arts-Grade 9

Unit 1 Grade 9

<p>information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.9-10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.9-10.2.C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>interrelationships</p> <ul style="list-style-type: none"> • Format effectively • Develop a topic • Organize graphics • Provide multimedia when useful • Use transitions to link together the major sections of the text • Write a concluding statement that supports the information presented • Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) • Decide what organization is most effective for purpose, audience, and task • Determine how many facts, definitions, details, quotations and other information are needed
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> • Identify writing task type and its organizational structure • Identify and understand the writing purpose • Determine and address the audience appropriately • Understand and utilize appropriate style
<p>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.</p>	<ul style="list-style-type: none"> • Develop and use appropriate planning templates • Understand and utilize revision techniques • Understand writing as a process • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
<p>W.9-10.6. Use technology, including the Internet, to produce, share, 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.</p>	<ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Choose and evaluate appropriate platform • Link and cite sources • Create shared writing products
<p>W.9-10.7.(Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> • Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information
<p>W.9-10.8. (Choice) Gather relevant information from multiple authoritative</p>	<ul style="list-style-type: none"> • Gather print and digital information

Curricular Framework English Language Arts-Grade 9

Unit 1 Grade 9

<p>print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> • Assess credibility and accuracy of sources • Assess whether information from reliable and authoritative sources is relevant • Utilize quotes within writing to further claims • Paraphrase correctly • Follow a standard format for citation (MLA, APA, etc.)
<p>W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]"). W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>	<ul style="list-style-type: none"> • Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. • Utilize evidence to support analysis, reflection, and research
<p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision • Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences • Synthesize research gathered over shorter time frames into a long-term research project • Manage a long-term research project that incorporates research, reflection, and revision
<p>Unit 1 Speaking and Listening Standards</p>	<p>Unit 1 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.9-10.1.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. SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. SL.9-10.1.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,</p>	<ul style="list-style-type: none"> • Effectively participate in one-on-one, group, and teacher-led discussions • Articulate ideas clearly and persuasively in a discussion • Prepare for discussions • Read and research materials beforehand • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Collaborate with peers to set guidelines for class discussions • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Establish goals and roles for group members and adhere to assigned roles • Participate in friendly discussions and decision-making activities • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • Summarize where others agree and disagree with ideas and perspectives

Curricular Framework English Language Arts-Grade 9

Unit 1 Grade 9	
<p>verify, or challenge ideas and conclusions. SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> • Continue to propel conversations by posing and responding to questions that connect to broader ideas • Reflect, evaluate and respond to comments made by peers during discussion
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> • Listen to and evaluate multiple sources of information in diverse formats and media • Evaluate the credibility and accuracy of each source
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading • Move from passive listener to active participant • Use text/source to show fallibility in speaker’s reasoning
<p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> • Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation
<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> • Adapt speech delivery to audience and purpose • Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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.</p>	<ul style="list-style-type: none"> • Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively • Understand the differences between a phrase and a clause • Identify and use various types of phrases and clauses • Vary sentence structure to convey specific meaning and interest in writing and presentation
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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.</p>	<ul style="list-style-type: none"> • Use a semicolon or conjunctive adverb to link two or more closely related independent clauses • Use a colon to introduce a list or quotation • Know and use standard English spelling conventions

Curricular Framework English Language Arts-Grade 9

Unit 1 Grade 9

<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different situations • Apply knowledge of language to make effective choices to shape the meaning and style • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>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 clue to the meaning of a word or phrase.</p> <p>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) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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>L.9-10.4.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>	<ul style="list-style-type: none"> • Use context clues to derive word meaning (connotation, denotation, word function and position) • Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns • Consult reference materials to derive word meanings and correct pronunciation of words • Trace the etymology of words
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> • Interpret and analyze the use of figurative language within a text • Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)
<p>L.9-10.6. Acquire and use accurately grade-appropriate 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>	<ul style="list-style-type: none"> • Acquire general academic words from content-specific written texts • Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level

Unit 1 Grade 9 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<i>Formative assessment informs instruction and is ongoing throughout a unit to</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills</i>

Curricular Framework English Language Arts-Grade 9

Unit 1 Grade 9

<i>determine how students are progressing against the standards.</i>		<i>taught during a particular unit.</i>
District/School Texts		District/School Supplementary Resources
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>		<i>Districts or schools choose supplementary resources that are not considered “texts.”</i>
District/School Writing Tasks		
Primary Focus <i>This is connected to the types of writing as indicated in the standards. Informational or Literary.</i>	Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i>	Routine Writing <i>This is daily writing or writing that is done several times over a week.</i>
Instructional Best Practice and Exemplars		
<i>This is a place to capture examples of standards integration and instructional best practices.</i>		

Unit 2 Grade 9

Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections , to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> Analyze the text for inferred and literal meanings Make personal connections, make connections to other texts, and/or make global connections when relevant Identify explicit and implicit textual evidence Determine the difference between strong and insufficient (unreliable) details Use direct quotes, paraphrase, summarize objectively Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience Support inference using several examples from the text Analyze relationship between implicit and explicit text evidence and how it

Curricular Framework English Language Arts-Grade 9

Unit 2 Grade 9

Unit 2 Grade 9		
<p>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, and provide an objective summary of the text.</p>	<p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>	<p>contributes to the meaning of the text</p> <ul style="list-style-type: none"> • Determine a theme and central idea • Analyze how details develop the theme/central idea • Make inferences using explicit and implicit text evidence • Use the text to draw conclusions about the theme/central idea • Formulate an objective (free of personal bias) summary of the text • Determine how the theme/central idea emerges and is refined or strengthened by key details • Provide an objective summary of the text
<p>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.</p>	<p>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.</p>	<p>RL.9-10.3:</p> <ul style="list-style-type: none"> • Identify the details that develop characters as dynamic or complex versus static or flat • Identify multiple/conflicting character motivations • Analyze character interactions as they develop plot • Evaluate simple and complex relationships and/or events on plot development <p>RI.9-10.3:</p> <ul style="list-style-type: none"> • Identify a series of ideas or events that are connected • Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text • Understand the relationship between a series of ideas or events • Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events
<p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>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).</p>	<ul style="list-style-type: none"> • Identify key words and determine figurative meaning • Identify key words and determine connotative meaning • Understand how word choice impacts meaning (For example, how language evokes a sense of time and place) • Determine formal vs. informal tone • Identify cumulative impact of word choice on meaning and tone
<p>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 specific</p>	<p>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).</p>	<p>RL.9-10.5:</p> <ul style="list-style-type: none"> • Understand and describe how an author has chosen to structure a text and order events within it • Analyze how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader

Curricular Framework English Language Arts-Grade 9

Unit 2 Grade 9

<p>effects (e.g. as mystery, tension, or surprise).</p>		<p>RI.9-10.5:</p> <ul style="list-style-type: none"> Investigate how an author structures the text and develops ideas Analyze how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text
<p>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.</p>	<p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States Read multiple texts from world literature Analyze how a particular point of view or cultural experience is reflected in a text Analyze how culture impacts a particular point of view <p>RI.9-10.6:</p> <ul style="list-style-type: none"> Determine the author's overall purpose Analyze how an author uses various rhetorical strategies to advance the purpose Identify rhetorical devices and text structures that advance the purpose of the piece
	<p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<ul style="list-style-type: none"> Compare and contrast how various accounts of a subject are told in two different mediums Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message
	<p>RI.9-10.8. Describe 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.</p>	<ul style="list-style-type: none"> Evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof Pinpoint any statements that are false and judge if any of the author's reasoning is misleading. Understand what a reliable source is and what makes one questionable
	<p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate</p>	<ul style="list-style-type: none"> Study and evaluate influential U.S. documents Evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge

Curricular Framework English Language Arts-Grade 9

Unit 2 Grade 9

Unit 2 Grade 9	
	in terms of themes and significant concepts.
Unit 2 Writing Standards	Unit 2 Writing Critical Knowledge and Skills
<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.1.A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.9-10.1.B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>W.9-10.1.C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.9-10.1.D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.1.E. Provide a concluding paragraph or section that supports the argument presented.</p>	<ul style="list-style-type: none"> • Understand how much evidence is needed to satisfactorily support a point • Learn how to introduce argument(s) clearly and accurately with regard to counterclaims • Structure arguments so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence • Treat claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have • Develop unity and consistency in the essay with words and structure, paying attention to the relationships created between the claims, counterclaims, evidence, and reason • Maintain an appropriate style and tone for the task – omitting personal bias • Use relevant and sufficient facts, definitions, details, and quotes • Use sources that are appropriate to task, audience, and purpose • Choose precise words and domain-specific vocabulary • Introduce a topic arranging ideas, concepts, and information to show interrelationships • Format effectively • Develop a topic • Organize graphics • Provide multimedia when useful • Use transitions to link together the major sections of the text • Write a concluding statement that supports the information presented • Choose a formal style and objective tone • Decide what organization is most effective for purpose, audience, and task • Determine how many facts, definitions, details, quotations and other information are needed • Use text evidence to develop analysis and enhance content of argument
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> • Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience appropriately • Understand and utilize appropriate style
<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> • Develop and use appropriate planning templates • Understand and utilize revision techniques • Understand writing as a process • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience

Curricular Framework English Language Arts-Grade 9

Unit 2 Grade 9

<p>W.9-10.6. Use technology, including the Internet, to produce, share, 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.</p>	<ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Choose and evaluate appropriate platform • Link and cite sources • Create shared writing products
<p>W.9-10.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> • Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information
<p>W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> • Gather print and digital information • Assess credibility and accuracy of sources • Assess whether information from reliable and authoritative sources is relevant • Utilize quotes within writing to further claims • Paraphrase correctly • Follow a standard format for citation (MLA, APA, etc.)
<p>W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>	<ul style="list-style-type: none"> • Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. • Utilize evidence to support analysis, reflection, and research
<p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision • Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences • Synthesize research gathered over shorter time frames into a long-term research project • Manage a long-term research project that incorporates research, reflection, and revision
<p>Unit 2 Speaking and Listening Standards</p>	<p>Unit 2 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10</p>	<ul style="list-style-type: none"> • Effectively participate in one-on-one, group, and teacher-led discussions • Articulate ideas clearly and persuasively in a discussion

Curricular Framework English Language Arts-Grade 9

Unit 2 Grade 9

<p>topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.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>SL.9-10.1.B.Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>SL.9-10.1.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>SL.9-10.1.D.Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> • Prepare for discussions • Read and research materials beforehand • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Collaborate with peers to set guidelines for class discussions • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Establish goals and roles for group members and adhere to assigned roles • Participate in friendly discussions and decision-making activities • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas • Reflect, evaluate and respond to comments made by peers during discussion
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> • Listen to and evaluate multiple sources of information in diverse formats and media • Evaluate the credibility and accuracy of each source
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading • Move from passive listener to active participant • Use text/source to show fallibility in speaker’s reasoning
<p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> • Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation
<p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> • Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements

Curricular Framework English Language Arts-Grade 9

Unit 2 Grade 9	
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> • Adapt speech delivery to audience and purpose • Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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.	<ul style="list-style-type: none"> • Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively • Understand the differences between a phrase and a clause • Identify and use various types of phrases and clauses • Know sentence variety patterns • Understand how sentence variety (use of clauses and phrases) affects meaning and interest • Vary sentence structure to convey specific meaning and interest in writing and presentation
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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.	<ul style="list-style-type: none"> • Use a semicolon or conjunctive adverb to link two or more closely related independent clauses • Use a colon to introduce a list or quotation • Know and use standard English spelling conventions
L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.	<ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different situations • Apply knowledge of language to make effective choices to shape the meaning and style • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work
L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. 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 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) and continue to apply knowledge of Greek and Latin roots and affixes. L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation	<ul style="list-style-type: none"> • Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns • Consult reference materials to derive word meanings and correct pronunciation of words • Trace the etymology of words • Use context clues to derive word meaning (connotation, denotation, word function and position)

Curricular Framework English Language Arts-Grade 9

Unit 2 Grade 9

<p>of a word or determine or clarify its precise meaning, its part of speech, or its etymology. L.9-10.4.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>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> • Interpret and analyze the use of figurative language within a text • Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)
<p>L.9-10.6. Acquire and use accurately grade-appropriate 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>	<ul style="list-style-type: none"> • Acquire general academic words from content-specific written texts • Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level

Unit 2 Grade 9 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>
District/School Texts	District/School Supplementary Resources
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>	<i>Districts or schools choose supplementary resources that are not considered “texts.”</i>

District/School Writing Tasks

Primary Focus <i>This is connected to the types of writing as indicated in the standards. Informational or Literary.</i>	Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i>	Routine Writing <i>This is daily writing or writing that is done several times over a week.</i>
--	---	---

Instructional Best Practices and Exemplars

<i>This is a place to capture examples of standards integration and instructional best practices.</i>

Curricular Framework English Language Arts-Grade 9

Unit 3 Grade 9

Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections , to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> Analyze the text for inferred and literal meanings Make personal connections, make connections to other texts, and/or make global connections when relevant Identify explicit and implicit textual evidence Determine the difference between strong and insufficient (unreliable) details Use direct quotes, paraphrase, summarize objectively Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience Support inference using several examples from the text Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of 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, and provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> Determine a theme and central idea Analyze how details develop the theme/central idea Make inferences using explicit and implicit text evidence Use the text to draw conclusions about the theme/central idea Formulate an objective (free of personal bias) summary of the text Determine how the theme/central idea emerges and is refined or strengthened by key 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.	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.	RL.9-10.3: <ul style="list-style-type: none"> Identify the details that develop characters as dynamic or complex versus static or flat Identify multiple/conflicting character motivations Analyze character interactions as they develop plot Evaluate simple and complex relationships and/or events on plot development
		RI.9-10.3: <ul style="list-style-type: none"> Identify a series of ideas or events that are connected Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text Understand the relationship between a series of ideas or events Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative,	<ul style="list-style-type: none"> Identify key words and determine figurative meaning Identify key words and determine connotative meaning Understand how word choice impacts meaning (For example, how language

Curricular Framework English Language Arts-Grade 9

Unit 3 Grade 9

<p>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>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>evokes a sense of time and place)</p> <ul style="list-style-type: none"> • Determine formal vs. informal tone • Identify cumulative impact of word choice on meaning and tone
<p>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 specific effects as mystery, tension, or surprise.</p>	<p>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).</p>	<p>RL.9-10.5:</p> <ul style="list-style-type: none"> • Understand and describe how an author has chosen to structure a text and order events within it • Analyze how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader <p>RI.9-10.5:</p> <ul style="list-style-type: none"> • Investigate how an author structures the text and develops ideas • Analyze how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text
<p>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.</p>	<p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> • Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States • Read multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text • Analyze how a particular point of view or cultural experience is reflected in a text • Analyze how culture impacts a particular point of view <p>RI.9-10.6:</p> <ul style="list-style-type: none"> • Identify rhetorical devices and text structures that may develop the purpose of the piece • Determine the author’s overall purpose • Analyze how an author uses various rhetorical strategies to advance that purpose
<p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p>		<ul style="list-style-type: none"> • Compare and contrast how various accounts of a subject are told in two different mediums • Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message
<p>RL.9-10.9. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source</p>		<ul style="list-style-type: none"> • Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text • Understand allusions • Identify allusions

Curricular Framework English Language Arts-Grade 9

Unit 3 Grade 9

<p>material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p>		<ul style="list-style-type: none"> • Compare and contrast use of common ideas/topics between texts or allusions within texts
Unit 3 Writing Standards		Unit 3 Writing Critical Knowledge and Skills
<p>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.</p> <p>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.</p> <p>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.</p> <p>W.9-10.3.C. Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete, and comprehensive piece.</p> <p>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.</p> <p>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.</p>		<ul style="list-style-type: none"> • Convey experiences, real or imagined • Use time as the deep structure of the narrative • Form or structure based on a progression of events that build upon each other • Use effective details using precise language • Construct clear point(s) of view established through a narrator, provide characters, and present a situation • Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures • Provide a conclusion to the events they set out at the beginning of their narrative
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<ul style="list-style-type: none"> • Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience appropriately • Understand and utilize appropriate style
<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>		<ul style="list-style-type: none"> • Develop and use appropriate planning templates • Understand and utilize revision techniques • Understand writing as a process • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
<p>W.9-10.6. Use technology, including the Internet, to produce, share, 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.</p>		<ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Choose and evaluate appropriate platform • Link and cite sources • Create shared writing products
<p>W.9-10.7.(Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>		<ul style="list-style-type: none"> • Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question

Curricular Framework English Language Arts-Grade 9

Unit 3 Grade 9	
	<ul style="list-style-type: none"> • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information
<p>W.9-10.8.(Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> • Gather print and digital information • Assess credibility and accuracy of sources • Assess whether information from reliable and authoritative sources is relevant • Utilize quotes within writing to further claims • Paraphrase correctly • Follow a standard format for citation (MLA, APA, etc.)
<p>W.9-10.9.(Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>	<ul style="list-style-type: none"> • Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. • Utilize evidence to support analysis, reflection, and research
<p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision • Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences • Synthesize research gathered over shorter time frames into a long-term research project • Manage a long-term research project that incorporates research, reflection, and revision
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.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>SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate</p>	<ul style="list-style-type: none"> • Effectively participate in one-on-one, group, and teacher-led discussions • Articulate ideas clearly and persuasively in a discussion • Prepare for discussions • Read and research materials beforehand • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Collaborate with peers to set guidelines for class discussions • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Establish goals and roles for group members and adhere to assigned roles

Curricular Framework English Language Arts-Grade 9

Unit 3 Grade 9

<p>views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. SL.9-10.1.C.P 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. SL.9-10.1.D.Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> • Participate in friendly discussions and decision-making activities • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas • Reflect, evaluate and respond to comments made by peers during discussion
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> • Listen to and evaluate multiple sources of information in diverse formats and media • Evaluate the credibility and accuracy of each source
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading • Move from passive listener to active participant • Use text/source to show fallibility in speaker’s reasoning
<p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> • Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation
<p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> • Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements
<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> • Adapt speech delivery to audience and purpose • Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary
<p>Unit 3 Language Standards</p>	<p>Unit 3 Language Critical Knowledge and Skills</p>
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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</p>	<ul style="list-style-type: none"> • Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) • Understand the differences between a phrase and a clause • Identify and use various types of phrases and clauses • Know sentence variety patterns

Curricular Framework English Language Arts-Grade 9

Unit 3 Grade 9

<p>add variety and interest to writing or presentations.</p>	<ul style="list-style-type: none"> • Vary sentence structure to convey specific meaning and interest in writing and presentation
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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.</p>	<ul style="list-style-type: none"> • Use a semicolon or conjunctive adverb to link two or more closely related independent clauses • Use a colon to introduce a list or quotation • Apply the use of standard English spelling conventions
<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different situations • Apply knowledge of language to make effective choices to shape the meaning and style • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. 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 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) and continue to apply knowledge of Greek and Latin roots and affixes. L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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. L.9-10.4.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>	<ul style="list-style-type: none"> • Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns • Consult reference materials to derive word meanings and correct pronunciation of words • Trace the etymology of words • Use context clues to derive word meaning (connotation, denotation, word function and position)
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> • Interpret and analyze the use of figurative language within a text • Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)
<p>L.9-10.6. Acquire and use accurately grade-appropriate general academic and</p>	<ul style="list-style-type: none"> • Acquire general academic words from content-specific written texts

Curricular Framework English Language Arts-Grade 9

Unit 3 Grade 9

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.

- Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level

Unit 3 Grade 9 What This May Look Like

District/School Formative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

District/School Summative Assessment Plan

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

District/School Texts

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.

District/School Supplementary Resources

Districts or schools choose supplementary resources that are not considered “texts.”

District/School Writing Tasks

Primary Focus
This is connected to the types of writing as indicated in the standards. Informational or Literary.

Secondary Focus
This may be to develop a skill or connect to writing from resources or research writing.

Routine Writing
This is daily writing or writing that is done several times over a week.

Instructional Best Practices and Exemplars

This is a place to capture examples of standards integration and instructional best practices.

Unit 4 Grade 9

Unit 4 Reading Standards

RL.9-10.1 Cite strong and thorough textual evidence **and make relevant connections** to support analysis of what the text says explicitly as well as inferentially, **including determining where the text leaves matters uncertain.**

RI.9-10.1 **Accurately** cite strong and thorough textual evidence, **(e.g., via discussion, written response, etc.) and make relevant connections**, to support analysis of what the text says explicitly as well as

Unit 4 Reading Critical Knowledge and Skills

- Analyze the text for inferred and literal meanings
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Identify explicit and implicit textual evidence
- Determine the difference between strong and insufficient (unreliable) details
- Use direct quotes, paraphrase, summarize objectively

Curricular Framework English Language Arts-Grade 9

Unit 4 Grade 9

	<p>inferentially, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> • Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience • Support inference using several examples from the text • Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text
<p>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, and provide an objective summary of the text.</p>	<p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> • Determine a theme and central idea • Analyze how details develop the theme/central idea • Make inferences using explicit and implicit text evidence • Use the text to draw conclusions about the theme/central idea • Formulate an objective (free of personal bias) summary of the text • Determine how the theme/central idea emerges and is refined or strengthened by key details • Provide an objective summary of the text
<p>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.</p>	<p>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.</p>	<p>RL.9-10.3:</p> <ul style="list-style-type: none"> • Identify the details that develop characters as dynamic or complex versus static or flat • Identify multiple/conflicting character motivations • Analyze character interactions as they develop plot • Evaluate simple and complex relationships and/or events on plot development <p>RI.9-10.3:</p> <ul style="list-style-type: none"> • Identify a series of ideas or events that are connected • Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text • Understand the relationship between a series of ideas or events • Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events
<p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>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).</p>	<ul style="list-style-type: none"> • Identify key words and determine figurative meaning • Identify key words and determine connotative meaning • Understand how word choice impacts meaning (For example, how language evokes a sense of time and place) • Determine formal vs. informal tone • Identify cumulative impact of word choice on meaning and tone

Curricular Framework English Language Arts-Grade 9

Unit 4 Grade 9

<p>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 specific effects as mystery, tension, or surprise.</p>	<p>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).</p>	<p>RL.9-10.5:</p> <ul style="list-style-type: none"> • Understand and describe how an author has chosen to structure a text and order events within it • Analyze how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader <p>RI.9-10.5:</p> <ul style="list-style-type: none"> • Investigate how an author structures the text and develops ideas • Analyze how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text
<p>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.</p>	<p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> • Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States • Read multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text • Analyze how a particular point of view or cultural experience is reflected in a text • Analyze how culture impacts a particular point of view <p>RI.9-10.6:</p> <ul style="list-style-type: none"> • Determine the author’s overall purpose • Analyze how an author uses various rhetorical strategies to advance that purpose • Identify rhetorical devices and text structures that advance the purpose of the piece
<p>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p>	<p>RL.9-10.9:</p> <ul style="list-style-type: none"> • Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text <p>RI.9-10.9:</p> <ul style="list-style-type: none"> • Study and evaluate influential U.S. documents • Evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge
<p>RL.9-10.10. By the end of grade 9, read and comprehend literature, including</p>	<p>RI.9-10.10. By the end of grade 9, read and comprehend literary</p>	<ul style="list-style-type: none"> • Closely read various forms of literature independently and fluently, including stories, dramas, and poems

Curricular Framework English Language Arts-Grade 9

Unit 4 Grade 9

<p>stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.</p>	<p>nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.</p>	<ul style="list-style-type: none"> • Demonstrate comprehension of various forms of literary text • Make connections among ideas and between texts • Consider a wider range of textual evidence • Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts • Monitor comprehension • Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text.
<p>Unit 4 Writing Standards</p>		<p>Unit 4 Writing Critical Knowledge and Skills</p>
<p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.2.A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.9-10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.9-10.2.C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>		<ul style="list-style-type: none"> • Use relevant and sufficient facts, definitions, details, and quotes • Use sources that are appropriate to task, audience, and purpose • Select precise words and domain-specific vocabulary • Introduce a topic arranging ideas, concepts, and information to show interrelationships • Format effectively • Develop a topic • Organize graphics • Provide multimedia when useful • Use transitions to link together the major sections of the text • Write a concluding statement that supports the information presented • Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) • Decide what organization is most effective for purpose, audience, and task • Determine how many facts, definitions, details, quotations and other information are needed
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<ul style="list-style-type: none"> • Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience appropriately • Understand and utilize appropriate style
<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>		<ul style="list-style-type: none"> • Develop and use appropriate planning templates • Understand and utilize revision techniques • Understand writing as a process

Curricular Framework English Language Arts-Grade 9

Unit 4 Grade 9

Unit 4 Grade 9	
	<ul style="list-style-type: none"> Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
W.9-10.6. Use technology, including the Internet, to produce, share , 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.	<ul style="list-style-type: none"> Use technology proficiently for production, publication, and collaboration Choose and evaluate appropriate platform Link and cite sources Create shared writing products
W.9-10.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<ul style="list-style-type: none"> Conduct short and more sustained research projects Conduct research drawing on multiple sources Understand steps of an investigation Develop an inquiry question Refocus inquiry/generate additional questions when appropriate Know how to broaden or narrow an inquiry Synthesize and summarize information
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	<ul style="list-style-type: none"> Gather print and digital information Assess credibility and accuracy of sources Assess whether information from reliable and authoritative sources is relevant Utilize quotes within writing to further claims Paraphrase correctly Follow a standard format for citation (MLA, APA, etc.)
W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]"). W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	<ul style="list-style-type: none"> Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. Utilize evidence to support analysis, reflection, and research
W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision. Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences. Synthesize research gathered over shorter time frames into a long-term research project. Manage a long-term research project that incorporates research, reflection, and revision.
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills

Curricular Framework English Language Arts-Grade 9

Unit 4 Grade 9

<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.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>SL.9-10.1.B.Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>SL.9-10.1.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>SL.9-10.1.D.Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> • Effectively participate in one-on-one, group, and teacher-led discussions • Articulate ideas clearly and persuasively in a discussion • Prepare for discussions • Read and research materials beforehand • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Collaborate with peers to set guidelines for class discussions • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Establish goals and roles for group members and adhere to assigned roles • Participate in friendly discussions and decision-making activities • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas • Reflect, evaluate and respond to comments made by peers during discussion
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> • Listen to and evaluate multiple sources of information in diverse formats and media • Evaluate the credibility and accuracy of each source
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading • Move from passive listener to active participant • Use text/source to show fallibility in speaker’s reasoning
<p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> • Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation
<p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> • Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements.

Curricular Framework English Language Arts-Grade 9

Unit 4 Grade 9

<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> • Adapt speech delivery to audience and purpose • Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary
<p>Unit 4 Language Standards</p>	<p>Unit 4 Language Critical Knowledge and Skills</p>
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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.</p>	<ul style="list-style-type: none"> • Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) • Understand the differences between a phrase and a clause • Identify and use various types of phrases and clauses • Know sentence variety patterns • Vary sentence structure to convey specific meaning and interest in writing and presentation
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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.</p>	<ul style="list-style-type: none"> • Use a semicolon or conjunctive adverb to link two or more closely related independent clauses • Use a colon to introduce a list or quotation • Know and use standard English spelling conventions
<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different situations • Apply knowledge of language to make effective choices to shape the meaning and style • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. 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 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) and continue to apply knowledge of Greek and Latin roots and affixes. L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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. L.9-10.4.D. Verify the preliminary determination of the meaning of a</p>	<ul style="list-style-type: none"> • Use context clues to derive word meaning (connotation, denotation, word position and function) • Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns • Consult reference materials to derive word meanings and correct pronunciation of words • Trace the etymology of words

Curricular Framework English Language Arts-Grade 9

Unit 4 Grade 9

word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.	<ul style="list-style-type: none"> • Interpret and analyze the use of figurative language within a text • Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)
L.9-10.6. Acquire and use accurately grade-appropriate 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.	<ul style="list-style-type: none"> • Acquire general academic words from content-specific written texts • Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level

Unit 4 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>
District/School Texts	District/School Supplementary Resources
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>	<i>Districts or schools choose supplementary resources that are not considered “texts.”</i>

District/School Writing Tasks

Primary Focus <i>This is connected to the types of writing as indicated in the standards. Informational or Literary.</i>	Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i>	Routine Writing <i>This is daily writing or writing that is done several times over a week.</i>
--	---	---

Instructional Best Practices and Exemplars

<i>This is a place to capture examples of standards integration and instructional best practices.</i>
