Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
RI 1	RI 2	RI 3	RI 4	RI 5	RI 6
CC.1.2.9–10.A Determine a		CC.1.2.9–10.C Apply		CC.1.2.9–10.C Apply	
central idea of a text and analyze		appropriate strategies to		appropriate strategies to	
its development over the course		analyze, interpret, and		analyze, interpret, and	
of the text, including how it		evaluate how an author		evaluate how an author	
emerges and is shaped and		unfolds an analysis or series		unfolds an analysis or series	
refined by specific details; provide		of ideas or events, including		of ideas or events, including	
an objective summary of the text.		the order in which the points		the order in which the	
		are made, how they are		points are made, how they	
CC.1.2.9–10.B Cite strong and		introduced and developed,		are introduced and	
thorough textual evidence to		and the connections that are		developed, and the	
support analysis of what the text		drawn between them.		connections that are drawn	
says explicitly, as well as				between them.	
inferences and conclusions based		CC.1.2.9–10.E Analyze in			
on an author's explicit		detail how an author's ideas		CC.1.2.9–10.E Analyze in	
assumptions and beliefs about a		or claims are developed and		detail how an author's ideas	
subject.		refined by particular		or claims are developed and	
		sentences, paragraphs, or		refined by particular	
CC.1.2.9–10.D Determine an		larger portions of a text.		sentences, paragraphs, or	
author's particular point of view				larger portions of a text.	
and analyze how rhetoric		CC.1.2.9–10.G Analyze			
advances the point of view.		various accounts of a subject		CC.1.2.9-10.G Analyze	
		told in different mediums		various accounts of a subject	
CC.1.2.9–10.F Analyze how words		(e.g., a person's life story in		told in different mediums	
and phrases shape meaning and		both print and multimedia),		(e.g., a person's life story in	
tone in texts.		determining which details are		both print and multimedia),	
		emphasized in each account.		determining which details	
CC.1.2.9–10.J Acquire and use				are emphasized in each	
accurately general academic and		CC.1.2.9–10.H Delineate and		account.	
domainspecific words and		evaluate the argument and			
phrases, sufficient for reading,		specific claims in a text,		CC.1.2.9–10.I Analyze	
writing, speaking, and listening at		assessing the validity of		seminal U.S. documents of	
the college- and career-readiness		reasoning and relevance of		historical and literary	
level; demonstrate independence		evidence.		significance, including how	
in gathering vocabulary				they address related themes	
knowledge when considering a		CC.1.2.9–10.I Analyze		and concepts.	
word or phrase important to		seminal U.S. documents of			
comprehension or expression.		historical and literary		CC.1.2.9–10.J Acquire and	
		significance, including how		use accurately general	
CC.1.2.9–10.K Determine or		they address related themes		academic and	
clarify the meaning of unknown		and concepts.		domainspecific words and	
and multiple-meaning words and				phrases, sufficient for	
phrases based on grade-level		CC.1.2.9–10.J Acquire and		reading, writing, speaking,	
reading and content, choosing		use accurately general		and listening at the college-	
flexibly from a range of strategies		academic and domainspecific		and career-readiness level;	
and tools.		words and phrases, sufficient		demonstrate independence	

	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. CC.1.2.9–10.L Read and		in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.9–10.L Read and comprehend literary	
	comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		nonfiction and informational text on grade level, reading independently and proficiently.	
	RL 3	RL 4	RL 5	RL 6
 .9–10.A Determine a or central idea of a and analyze in detail its opment over the course text, including how it es and is shaped and d by specific details; e an objective ary of the text. .9–10.B Cite strong and ugh textual evidence to rt analysis of what the tys explicitly, as well as nees and conclusions on an author's explicit ptions and beliefs a subject. .9–10.D Determine the of view of the text and e the impact the point v has on the meaning text. .9–10.F Analyze how and phrases shape ng and tone in texts. .9–10.I Determine or the meaning of wn and multiple- 		 CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.3.9–10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect. CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9–10.J Acquire and use accurately gradeappropriate general academic and domain-specific words and 		 CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. CC.1.3.9–10.J Acquire and use accurately gradeappropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
in optied ea lightlyn opalionevt light an lith	or central idea of a d analyze in detail its oment over the course text, including how it es and is shaped and by specific details; e an objective my of the text. 9–10.B Cite strong and gh textual evidence to t analysis of what the s explicitly, as well as ces and conclusions on an author's explicit otions and beliefs a subject. 9–10.D Determine the f view of the text and e the impact the point has on the meaning text. 9–10.F Analyze how and phrases shape and tone in texts.	proficiently. RL 3 9-10.A Determine a or central idea of a d analyze in detail its oment over the course text, including how it ess and is shaped and by specific details; e an objective try of the text. 9-10.B Cite strong and gh textual evidence to t analysis of what the /s explicitly, as well as ces and conclusions on an author's explicit totions and beliefs a subject. 9-10.D Determine the f view of the text and e the impact the point has on the meaning text. 9-10.F Analyze how and phrases shape ag and tone in texts. 9-10.I Determine or the meaning of vn and multiple-	proficiently.RL 3RL 49-10.A Determine a or central idea of a d analyze in detail its oment over the course text, including how it ess and is shaped and by specific details; e an objective iry of the text.CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.9-10.B Cite strong and gh textual evidence to t analysis of what the ys explicitly, as well as ces and conclusions on an author's explicit totions and beliefs as subject.CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.9-10.D Determine the f view of the text and the impact the point has on the meaning text.CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.9-10.I Determine or the meaning of vn and multiple-CC.1.3.9-10.J Acquire and use accurately gradeappropriate general academic and domain-specific words and	proficiently. RL 3 RL 4 RL 5 9-10.A Determine a or central idea of a d analyze in detail its soment over the course ext, including how it ss and is shaped and by specific details; an objective iny of the text. CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. 9-10.B Cite strong and gh textual evidence to t analysis of what the ys explicitly, as well as ces and conclusions on an author's explicit totions and beliefs a subject. CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect. 9-10.D Determine the fivew of the text and ext. CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. 9-10.J Determine or the meaning of wn and multiple- CC.1.3.9-10.J Acquire and use accurately gradeappropriate general academic and domain-specific words and

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	based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.9–10.J Acquire and use accurately grade appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.			
W 1	W 2	W 3	W 4	W 5	W 6	
Response to Literature CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction INFORMATIVE/EXPLANATORY CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details.	Response to Literature CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction Informative/Explanatory CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.9–10.D Organize ideas, concepts, and	Response to Literature CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction NARRATIVE CC.1.4.9–10.M Write narratives to develop real or imagined experiences or events. CC.1.4.9–10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.9–10.O Use narrative techniques such as dialogue,	Response to Literature CC.1.4.9–10.5 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction Narrative CC.1.4.9–10.0 Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.9–10.P Create a smooth progression of	Response to Literature CC.1.4.9–10.5 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction	Response to Literature CC.1.4.9–10.5 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction	

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CC.1.4.9–10.D Organize ideas,	information to make	description, reflection,	experiences or events using a		
concepts, and information to	important connections and	multiple plotlines, and pacing	variety of techniques to		
make important connections and	distinctions; use appropriate	to develop experiences,	sequence events so that they		
distinctions.	and varied transitions to link	events, and/or characters.	build on one another to create		
CC.1.4.9–10.E	the major sections of the		a coherent whole; provide a		
 Use precise language and 	text; include formatting when	CC.1.4.9–10.P Create a	conclusion that follows from		
domain-specific vocabulary to	useful to aiding	smooth progression of	and reflects on what is		
manage the complexity of the	comprehension; provide a	experiences or events using a	experienced, observed, or		
topic.	concluding statement or	variety of techniques to	resolved over the course of		
	section.	sequence events so that they	the narrative.		
CC.1.4.9–10.F Demonstrate a		build on one another to			
grade-appropriate command of	CC.1.4.9–10.E	create a coherent whole.	CC.1.4.9–10.Q		
the conventions of standard	 Establish and maintain a 		 Use parallel structure. 		
English grammar, usage,	formal style and objective	CC.1.4.9–10.R Demonstrate a	 Use various types of phrases 		
capitalization, punctuation, and	tone while attending to the	grade-appropriate command	and clauses to convey		
spelling	norms of the discipline in	of the conventions of	meaning and add variety and		
	which they are writing.	standard English grammar,	interest.		
		usage, capitalization,			
	CC.1.4.9–10.F Demonstrate a	punctuation, and spelling	CC.1.4.9–10.R Demonstrate a		
	grade-appropriate command		grade-appropriate command		
	of the conventions of		of the conventions of		
	standard English grammar,		standard English grammar,		
	usage, capitalization,		usage, capitalization,		
	punctuation, and spelling.		punctuation, and spelling.		
	 NARRATIVE CC.1.4.9–10.M Write narratives to develop real or imagined experiences or events. CC.1.4.9–10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. 				
Production and Distribution of Writing <u>WRITING PROCESS</u> CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing,	Production and Distribution of Writing <u>WRITING PROCESS</u> CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing,	Production and Distribution of Writing <u>WRITING PROCESS</u> CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing,	Production and Distribution of Writing <u>WRITING PROCESS</u> CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing,	Production and Distribution of Writing <u>WRITING PROCESS</u> CC.1.4.9–10.T Develop and strengthen writing as needed by planning,	Production and Distribution of Writing <u>WRITING PROCESS</u> CC.1.4.9–10.T 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.

Technology and Publication

CC.1.4.9-10. U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Range of Writing

CC.1.4.9–10.X 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 discipline-specific tasks, purposes, and audiences.

rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Technology and Publication

CC.1.4.9-10. U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Conducting Research

CC.1.4.9–10.V Conduct short as well as more sustained research project.

Credibility, reliability, & validity of sources

CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources.

Range of Writing

CC.1.4.9–10.X 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 discipline-specific tasks, purposes, and audiences.

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Technology and Publication

CC.1.4.9-10. U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Conducting Research

CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a selfgenerated question).

Credibility, reliability, & validity of sources

CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.

Range of Writing

CC.1.4.9–10.X 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 discipline-specific tasks, purposes, and audiences.

rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Technology and Publication

CC.1.4.9-10. U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Conducting Research

CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a selfgenerated question) or solve a problem.

Credibility, reliability, & validity of sources

CC.1.4.9-10.W 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.

Range of Writing

CC.1.4.9-10.X 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 discipline-specific tasks, purposes, and audiences.

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rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Technology and Publication

CC.1.4.9-10. U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Conducting Research

CC.1.4.9–10.V Conduct short as well as more sustained research projects to answer a question (including a selfgenerated 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.

Credibility, reliability, &

validity of sources CC.1.4.9-10.W 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..

Range of Writing

CC.1.4.9–10.X Write routinely over extended time frames

Technology and Publication CC.1.4.9-10. U Use technology, including the

audience.

revising, editing, rewriting,

or trying a new approach,

Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Conducting Research

CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a selfgenerated question) or solve a problem: narrow or broaden the inquiry when appropriate.

Credibility, reliability, & validity of sources

CC.1.4.9-10.W 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.

Range of Writing

CC.1.4.9-10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a

focusing on addressing what is most significant for a specific purpose and

Linghish Curriculum				uia	
				day or two) for a range of	(time for research, reflection,
				discipline-specific tasks,	and revision) and shorter
				purposes, and audiences.	time frames (a single sitting
					or a day or two) for a range
					of discipline-specific tasks,
					purposes, and audiences.
Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening
CC.1.5.9–10.A Initiate and	CC.1.5.9–10.A Initiate and	CC.1.5.9–10.A Initiate and	CC.1.5.9–10.A Initiate and	CC.1.5.9–10.A Initiate and	CC.1.5.9–10.A Initiate and
participate effectively in a range	participate effectively in a	participate effectively in a	participate effectively in a	participate effectively in a	participate effectively in a
of collaborative discussions on	range of collaborative	range of collaborative	range of collaborative	range of collaborative	range of collaborative
grade-level topics, texts, and	discussions on grade-level	discussions on grade-level	discussions on grade-level	discussions on grade-level	discussions on grade-level
issues, building on others' ideas	topics, texts, and issues,	topics, texts, and issues,	topics, texts, and issues,	topics, texts, and issues,	topics, texts, and issues,
and expressing their own clearly	building on others' ideas and	building on others' ideas and	building on others' ideas and	building on others' ideas and	building on others' ideas and
and persuasively.	expressing their own clearly	expressing their own clearly	expressing their own clearly	expressing their own clearly	expressing their own clearly
CC.1.5.9–10.C Integrate multiple	and persuasively.	and persuasively.	and persuasively.	and persuasively.	and persuasively.
sources of information presented					
in diverse media or formats (e.g.,	CC.1.5.9–10.C Integrate	CC.1.5.9–10.B Evaluate a	CC.1.5.9–10.C Integrate	CC.1.5.9–10.B Evaluate a	CC.1.5.9–10.C Integrate
visually, quantitatively, orally)	multiple sources of	speaker's perspective,	multiple sources of	speaker's perspective,	multiple sources of
evaluating the credibility and	information presented in	reasoning, and use of	information presented in	reasoning, and use of	information presented in
accuracy of each source.	diverse media or formats	evidence and rhetoric,	diverse media or formats (e.g.,	evidence and rhetoric,	diverse media or formats
	(e.g., visually, quantitatively,	identifying any fallacious	visually, quantitatively, orally)	identifying any fallacious	(e.g., visually, quantitatively,
CC.1.5.9–10.D Present	orally) evaluating the	reasoning or exaggerated or	evaluating the credibility and	reasoning or exaggerated or	orally) evaluating the
information, findings, and	credibility and accuracy of	distorted evidence.	accuracy of each source.	distorted evidence	credibility and accuracy of
supporting evidence clearly,	each source.				each source.
concisely, and logically such that		CC.1.5.9–10.C Integrate	CC.1.5.9–10.D Present	CC.1.5.9–10.C Integrate	
listeners can follow the line of	CC.1.5.9-10.D Present	multiple sources of	information, findings, and	multiple sources of	CC.1.5.9-10.D Present
reasoning; ensure that the	information, findings, and	information presented in	supporting evidence clearly,	information presented in	information, findings, and
presentation is appropriate to	supporting evidence clearly,	diverse media or formats	concisely, and logically such	diverse media or formats	supporting evidence clearly,
purpose, audience, and task.	concisely, and logically such	(e.g., visually, quantitatively,	that listeners can follow the	(e.g., visually, quantitatively,	concisely, and logically such
	that listeners can follow the	orally) evaluating the	line of reasoning; ensure that	orally) evaluating the	that listeners can follow the
CC.1.5.9–10.E Adapt speech to a	line of reasoning; ensure that	credibility and accuracy of	the presentation is	credibility and accuracy of	line of reasoning; ensure that
variety of contexts and tasks	the presentation is	each source.	appropriate to purpose,	each source.	the presentation is
	appropriate to purpose,		audience, and task.		appropriate to purpose,
	audience, and task.	CC.1.5.9-10.D Present		CC.1.5.9–10.D Present	audience, and task.
CC.1.5.9–10.G Demonstrate		information, findings, and	CC.1.5.9–10.E Adapt speech	information, findings, and	
command of the conventions of	CC.1.5.9–10.E Adapt speech	supporting evidence clearly,	to a variety of contexts and	supporting evidence clearly,	CC.1.5.9-10.D Present
standard English when speaking	to a variety of contexts and	concisely, and logically such	tasks.	concisely, and logically such	information, findings, and
based on Grades 9–10 level and	tasks	that listeners can follow the		that listeners can follow the	supporting evidence clearly,
content.		line of reasoning; ensure that	CC.1.5.9–10.F Make strategic	line of reasoning; ensure	concisely, and logically such
	CC.1.5.9–10.G Demonstrate	the presentation is	use of digital media in	that the presentation is	that listeners can follow the
	command of the conventions	appropriate to purpose,	presentations to add interest	appropriate to purpose,	line of reasoning; ensure that
	of standard English when	audience, and task.	and enhance understanding of	audience, and task.	the presentation is
	speaking based on Grades 9–		findings, reasoning, and		appropriate to purpose,
	10 level and content.	CC.1.5.9–10.E Adapt speech	evidence.	CC.1.5.9–10.E Adapt speech	audience, and task.
		to a variety of contexts and		to a variety of contexts and	
		tasks	CC.1.5.9–10.G Demonstrate	tasks	CC.1.5.9–10.E Adapt speech
			command of the conventions		to a variety of contexts and
		CC.1.5.9–10.G Demonstrate	of standard English when	CC.1.5.9–10.F Make	tasks.
		command of the conventions	speaking based on Grades 9-	strategic use of digital media	
		of standard English when	10 level and content.	in presentations to add	

English Curriculum Grade: 9 speaking based on Grades 9-CC.1.5.9–10.F Make strategic interest and enhance 10 level and content. use of digital media in understanding of findings, reasoning, and evidence. presentations to add interest and enhance understanding CC.1.5.9-10.G Demonstrate of findings, reasoning, and command of the evidence. conventions of standard English when speaking based CC.1.5.9–10.G Demonstrate on Grades 9–10 level and command of the conventions content. of standard English when speaking based on Grades 9-10 level and content. MIDTERM WEEK 18 FINAL WEEK 36

Unit Breakdown

Unit 3

		Reading Inform	mational 2		
Standards Focus	Learning Targets	Eligible Content	Key Terminology	Mini-Lessons	Assessments
Key Ideas and Details <u>TEXT ANALYSIS</u> CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	1.1.3 1.3.3 2.3.3 2.3.5 2.4.1 2.4.3	 L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another. L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action. elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of a text how the author structures plot to advance the action. L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction: the relationship between the tone, style, and/or mood and other components of a text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text how diction, syntax, figurative language, sentence variety, etc., determine the author's style. 	 Analyze, interpret, evaluate Interrelationships Influence Plot elements: exposition, conflict, rising action, climax, falling action, and/or resolution Structure Tone, style, mood How voice/speaker/narrator impacts tone, style, mood Diction, syntax, figurative language, sentence variety (types) Effect of text organization INCLUDING graphics, headings, charts. 	 Plot structure and impact of structure on meaning/argument Tone and mood Style Diction Syntax, sentence variety Text organization and effect 	 FORMATIVE in-class close reading Tone, mood, and style bellringers Diction exit slips Sentence variety poems Paragraph organization puzzle SUMMATIVE Close Reading Passage focusing on: Tone Mood Diction Style Organization

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Craft and Structure <u>TEXT STRUCTURE</u> CC.1.2.11–12.E Analyze and evaluate the effectiveness of	Already addressed in C.	 L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts. L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts. N/A 	N/A		
the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.					
Integration of Knowledge and Ideas <u>EVALUATING ARGUMENTS</u> CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	2.5.4 2.5.5 2.5.6	 L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text. L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text. L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point. 	 Bias Propaganda Explicit bias Implicit bias Author's defense of a claim 	 Bias and how it's formed Implicit & explicit bias How propaganda works How author's support claims in writing 	FORMATIVE • Evaluate an author's bias • Quiz on implicit and explicit • Propaganda reflection • Writing examples in class on author claim support SUMMATIVE Propaganda Creation: • Tone
			-		 Mood Diction Style Organization
Vocabulary Acquisition & Use CC.1.2.11–12.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading,	1.2.1 1.2.2 1.2.3 1.2.4	L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.	SynonymAntonymAffix	 Synonym and antonym vocabulary practice Affix practice Connotations 	FORMATIVE Vocab visuals Affix game Connotation exit slip

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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.	 L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiplemeaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words. 	AmbiguousConnotation		SUMMATIVE • Vocabulary exam
Range of Reading CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.				

Writing 2

	OPINON/ ARGUMENTATIVE						
Standards Focus	Learning Targets	Eligible Content	Key Terminology	Mini-Lessons	Assessments		
CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.	N/A	N/A	claim	What is a claim?	FORMATIVE Video clip/notes and exit slip SUMMATIVE Write a claim on a		
CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.	1.1.1	C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.	Position Purpose Audience	Rhetorical triangle Speaker/writer Audience Purpose Position/Claim 	provided topic FORMATIVE Exit slips SUMMATIVE Identify the rhetorical elements in a piece of non- fiction		
CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most	1.1.2 1.1.3	C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints.	Argument Relevant support Opposing viewpoints Persuasive	Argumentative writing structure 1. Claims 2. Evidence 3. Commentary	• Small group writing SUMMATIVE		

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relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.		C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well- supported position.	Argument organization	4. Opposing counterclaims	 Respond to a passage making a claim about the author's purpose
CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	1.1.2 1.1.3 2.1.5 2.1.6	C.A.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.A.2.1.6 Combine sentences for cohesiveness and unity.	Transitions Sentence combining	Killgallon sentence combining for High School bell ringers and worksheets	 FORMATIVE Worksheets and class work SUMMATIVE Formal written paper that asks for particular types of sentences practiced
CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	1.1.4 2.1.1 2.1.2 2.1.3 2.1.4 2.1.6 2.1.7	 C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures. C.A.2.1.1 Use a variety of sentence structures. C.A.2.1.2 Use precise language to create clarity, voice, and tone. C.A.2.1.3 Revise to eliminate wordiness and redundancy. C.A.2.1.4 Revise to delete irrelevant details. C.A.2.1.5 Use the correct form of commonly confused words; use logical transitions. C.A.2.1.7 Revise sentences for clarity. 	Consistent tone Sentence structures Clarity Redundancy Irrelevant details Commonly confused words Revision	REVISION GOALS!	Revision process Writing workshop tasks
CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	1.1.5 3.1.1 3.1.2 3.1.3 3.1.4 3.1.5	C.A.2.1.7 Revise sentences for clarity. C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation. C.A.3.1.1 Spell all words correctly. C.A.3.1.2 Use capital letters correctly.	Verb and pronoun form and agreement Modifiers and transitions Syntax	REVISION GOALS	Revision process Writing workshop tasks

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	C.A.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).	Sentence formation		
	C.A.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).			
	C.A.3.1.5 Demonstrate correct sentence formation.			