

# 9th Grade Language Arts Frameworks 2015-2020

## 9th Grade - Unit 1 (Assessments 1 and 2) Semester 1

### Theme: How do people develop a sense of self?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
<b>Standards (Reporting Strands)</b>	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
<b>Instructional Focus Standards</b>	1 – Cite textual evidence/draw inferences 2 – Determine central ideas/ themes/ summarize 2b - Develop claim 5 - Analyze structure 6 - Analyze point of view	1 – Argument 3 – Narrative 5 – writing process	1 - Prepare and participate 2 - Diverse media formats	3 - Language/Vocab
<b>Topical Essential Questions</b>	What can be learned from studying an author's craft and style?	What impact does context have on a text selection and on the reactions of readers to it?	Why and how does a writer's purpose affect meaning?	How do writers use language to develop purpose?
<b>Enduring Understandings</b>	Writers analyze, critique, and synthesize other works and topics to create text.	Writers gain and use background knowledge to comprehend, synthesize and then create text.	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the central ideas to the reader.	Strong writing includes effective technique, well-chosen details, and logical sequences to share an experience or event.
<b>Assessments</b>	<b>Formative</b>		<b>Summative</b>	
	Literary Devices Literary Elements Close Reading Strategies Recurring Themes Annotation Universal Themes Inferring ICEE = embedding quotes ICEE Format (Introduce, Cite, Explain, Elaborate) Allusion Indirect and Direct Characterization Quick Writes S.T.E.A.L (Speech, Thoughts, Effect on others, Actions, Looks) Summaries		<ol style="list-style-type: none"> <li><b>1. Analyzing Language</b> <ol style="list-style-type: none"> <li>a. Analyzing theme</li> <li>b. Topic Development</li> <li>c. Vocabulary</li> </ol> </li> <li><b>2. Analyzing Character</b> <ol style="list-style-type: none"> <li>a. Analyzing character/events</li> <li>b. Use of diction</li> <li>c. Proper conventions</li> </ol> </li> </ol>	

<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia).</li> <li><input type="checkbox"/> I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean).</li> <li><input type="checkbox"/> I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling).</li> <li><input type="checkbox"/> I can analyze why authors choose specific words to evoke a particular meaning or tone.</li> <li><input type="checkbox"/> I can analyze how specific word choices build upon one another to create a cumulative (collective) impact on the overall meaning and tone of a text.</li> <li><input type="checkbox"/> I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience.</li> <li><input type="checkbox"/> I can use organizational/formatting structures (graphic organizers) to develop my writing ideas.</li> <li><input type="checkbox"/> I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</li> <li><input type="checkbox"/> I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia).</li> <li><input type="checkbox"/> I can interpret figures of speech (sometimes what you say is not exactly what you mean) and analyze their overall role in the text.</li> <li><input type="checkbox"/> I can recognize word relationships and use the relationships to further understand multiple words (e.g., sympathetic/apathetic).</li> <li><input type="checkbox"/> I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling).</li> <li><input type="checkbox"/> I can analyze how certain words and phrases that have similar denotations (definitions) can carry different nuances (subtle shades of meaning, feeling, or tone).</li> <li><input type="checkbox"/> I can identify and explain the role of complex characters in a text.</li> <li><input type="checkbox"/> I can analyze how complex characters develop over the course of a text.</li> <li><input type="checkbox"/> I can analyze how characters develop through their interactions with others.</li> <li><input type="checkbox"/> I can analyze how complex characters advance the plot of a text and/or contribute to the development of the theme.</li> <li><input type="checkbox"/> I can use descriptive words and phrases that reveal details, appeal to the senses, and help convey a vivid picture of the experiences, events, setting, and/or characters (create mind pictures).</li> <li><input type="checkbox"/> I can signal changes in time and place by using transition words, phrases, and clauses to show the relationships among experiences and events.</li> <li><input type="checkbox"/> I can determine when to capitalize words (e.g., proper nouns, "I", first word in a sentence).</li> <li><input type="checkbox"/> I can identify and explain when to use semicolons (to connect closely related independent clauses with or without conjunctive adverbs).</li> <li><input type="checkbox"/> I can use a semicolon with a conjunctive adverb</li> <li><input type="checkbox"/> I can identify and explain when to use a colon</li> <li><input type="checkbox"/> I can use a colon to introduce a list</li> <li><input type="checkbox"/> I can identify misspelled words and use resources to assist me in spelling correctly.</li> </ul>		
<p><b>Vocabulary Suggestions</b></p>	<p><b>Tier 2</b></p>	<p><b>Tier 3</b></p>	<p>Motivation Ambience External/Internal Conflict Exposition Point of View Narrative Types Feature Article Vivid Imagery Modern Literature Cohesion Religious Literature Expressive Writing Syntax Science Fiction</p>
<p><b>Recommended Text</b></p>	<p><b>Short Stories</b></p> <ul style="list-style-type: none"> <li>- "Lamb to the Slaughter" by Roald Dahl</li> <li>- "The Tell-Tale Heart" by Edgar Allan Poe</li> <li>- "Thank You, Ma'am" by Langston Hughes</li> <li>- "The Lottery" by Shirley Jackson</li> </ul>		

# 9th Grade Language Arts Frameworks 2015-2020-----updated 7/9/19

## 9th Grade - Unit 2 (Assessments 3,4,5) Semester 2

### Theme: How does society influence the development of an individual?

	<b>Reading – Literary/Informational</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language/Conventions</b>
<b>Standards (Reporting Strands)</b>	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
<b>Instructional Focus Standards</b>	1 – Cite text evidence /draw evidence 2 - Determine theme/central idea 3 - Analyze characters 5 - text structure 6 - Analyze point of view 8 - Evaluate argument / claims 9 - Analyze source material	1 - Argument 1a - Introduce claim 1b - Develop Claim 7 - Short/sustained research 8 - Gather sources	1 – Prepare and participate 3 - Evaluate speaker’s point of view	1,2 - conventions 4 – Meaning of unknown and multiple-meaning words and phrases 6 – Academic/technical language
<b>Topical Essential Questions</b>	What does a good reader do to evaluate the position of a writer?	How do writers create an argument?	How do writers appeal to their audience?	How does a writer’s language affect the audience’s interpretation?
<b>Enduring Understandings</b>	Readers question and evaluate the rhetorical argument presented in the evidence to form a position.	Argumentative writing should introduce a clear, concise claim with support and acknowledgment of a counterargument.	Writers move their audiences through the use of the rhetorical appeals - logos, ethos and pathos - in order to tailor to the needs of a specific audience.	Language reveals background experiences, bias, and rhetorical appeals.
<b>Assessments</b>	<b>Formative</b>		<b>Summative</b>	
	Thesis Elements of an Outline ICEE Format (Introduce, Cite, Explain, Elaborate) Universal Themes Introduction structure MLA Citations Conversion of an outline into a paper		<ol style="list-style-type: none"> <li><b>1. Analyzing Theme</b> <ol style="list-style-type: none"> <li>a. Determine theme/main idea</li> <li>b. Organize intro</li> <li>c. Use proper conventions</li> </ol> </li> <li><b>2. Generating Arguments</b> <ol style="list-style-type: none"> <li>a. Analyze structure</li> <li>b. Develop the topic</li> <li>c. Use proper conventions</li> </ol> </li> <li><b>3. Literary Analysis</b> <ol style="list-style-type: none"> <li>a. Determine theme</li> <li>b. Argument writing</li> <li>c. Use proper conventions</li> </ol> </li> </ol>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can choose a side of the argument and identify claims that support my choice and claims that oppose my choice.</li> <li><input type="checkbox"/> I can support my claims and counterclaims by pointing out the strengths and limitations of both with textual evidence found in credible sources.</li> <li><input type="checkbox"/> I can present my argument in a formal style that includes an introduction, supporting details with transitions that create cohesion and clarify relationships, and provide a concluding statement/section that supports my argument.</li> <li><input type="checkbox"/> I can determine when to capitalize words (e.g., proper nouns, “I”, first word in a sentence).</li> <li><input type="checkbox"/> I can identify and explain when to use semicolons (to connect closely related independent clauses with or without conjunctive adverbs).</li> <li><input type="checkbox"/> I can use a semicolon with a conjunctive adverb</li> </ul>			

- I can identify and explain when to use a colon
- I can use a colon to introduce a list
- I can identify misspelled words and use resources to assist me in spelling correctly.
- I can define textual evidence.
- I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read, it’s most likely true that…”).
- I can read closely and find answers explicitly in text (right there answers) and answers that require an inference.
- I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.
- I can define theme (a central idea of lesson the author is revealing - Honesty is the best policy).
- I can analyze plot (the events that happen) to determine a theme (author’s overall message).
- I can determine how specific details in the text reveal and continually refine a theme.
- I can define summary.
- I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.
- I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society.
- I can choose a side of the argument and identify claims that support my choice and claims that oppose my choice.
- I can determine the credibility of a source (who wrote it, when it was written, and why it was written) and the accuracy of the details presented in the source.
- I can support my claims and counterclaims by pointing out the strengths and limitations of both with textual evidence (“word for word” support) found in credible sources.
- I can present my argument in a formal style that includes an introduction, supporting details with transitions that create cohesion and clarify relationships, and provide a concluding statement/section that supports my argument.
- I can determine when to capitalize words (e.g., proper nouns, “I”, first word in a sentence).
- I can identify and explain when to use semicolons (to connect closely related independent clauses with or without conjunctive adverbs).
- I can use a semicolon with a conjunctive adverb
- I can identify and explain when to use a colon
- I can use a colon to introduce a list
- I can identify misspelled words and use resources to assist me in spelling correctly.
- I can identify and explain the role of complex characters in a text.
- I can analyze how complex characters develop over the course of a text.
- I can analyze how characters develop through their interactions with others.
- I can analyze how complex characters advance the plot of a text and/or contribute to the development of the theme.
- I can select a topic and identify and gather relevant information (e.g., well-chosen facts, extended definitions, concrete details, quotations, examples) to share with my audience.
- I can define common organizational/formatting structures (e.g., headings, graphics, multimedia) and determine the structure(s) that will allow me to organize my complex ideas best.
- I can analyze the information, identify domain-specific vocabulary for my topic, and organize information into broader categories using my chosen structure(s).
- I can present my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions (to clarify and create cohesion when I move from one idea to another), and a concluding statement/section that supports the information presented.
- I can recognize the difference between general academic words and phrases and domain-specific words and phrases.
- I can acquire and use college and career readiness level academic and domain-specific words/phrases to demonstrate proficiency in reading, writing, speaking, and listening.
- I can consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.
- I can gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression

	Tier 2	Tier 3
	Recognize Craft Determine Collaborate Analyze Revise Develop	Cite Identify Discern Objective Generate Annotation Classify
		Rhetoric Inflection Sarcasm Point of Disagreement Bandwagon Consensus Rhetorical Device Overreliance Rhetorical Feature Types of Audiences Rhetorical Question
		Limitation Questionnaire Bias Advanced Search Deconstruct Contradiction Faulty Mode of Persuasion Point of Agreement False Statement Visual Text False Causality
<b>Recommended Text</b>	<i>Of Mice and Men</i>  <i>The House on Mango Street</i>	