

9th Grade ELA Frameworks 2015-2020

9th Grade - Unit 3 (Assessments 6,7,8) Semester 2

Theme: How do people inform themselves to transform?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
Standards (Reporting Strands)	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.
Instructional Focus Standards	2- Determine central ideas/ themes 8- Evaluate arguments	1-Argument 2-Informative/explanatory 9- Draw evidence to support	1 – Prepare and participate	
Topical Essential Questions	How does structure help a reader understand the essential components of argumentative text?	How do writers create an argument?	How do writers integrate multiple sources?	
Enduring Understandings	Writing is structured based on the purpose and content being delivered.	Argumentative writing should introduce a clear, concise claim with support and acknowledgment of a counterargument.	Writers identify a variety of useful information and evidence from sources to embed in text.	
Assessments	Formative		Summative	
	Speaking and Listening Skills Thesis Writing Supporting Paragraph Organization Counter Arguments Conclusions		Assessment 6: Analyzing an Argument <ul style="list-style-type: none"> ● RI.9-10.8 - Evidence ● W.9-10.9 - Evidence ● SL.9-10.1 - Discussion Assessment 7: Integrating Evidence <ul style="list-style-type: none"> ● RI.9-10.2 - Central Idea ● W.9-10.1 - Claim/Evidence Assessment 8: Creating Claims <ul style="list-style-type: none"> ● RI.9-10.2 - Central Idea ● W.9-10.2a - Intro/Organize ● SL.9-10.1 - Discussion 	
Learning Targets	<input type="checkbox"/> I can identify the side of an argument an author presents in a text. <input type="checkbox"/> I can identify claims that are supported by fact(s) and those that are opinion(s). <input type="checkbox"/> I can recognize when an author introduces irrelevant evidence (unrelated or unnecessary evidence), false statements, and/or fallacious reasoning (incorrect reasoning) to his/her argument. <input type="checkbox"/> I can delineate and evaluate an argument using the evidence an author provide and determine if the evidence provided is relevant and sufficient enough to support the claim. <input type="checkbox"/> I can define textual evidence (“word for word” support). <input type="checkbox"/> I can determine textual evidence that supports my analysis, reflection, and/or research. <input type="checkbox"/> I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.			

	<ul style="list-style-type: none"> ❑ I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue. ❑ I can come prepared with key points and textual evidence to contribute to a discussion and stimulate a thoughtful well-reasoned exchange of ideas. ❑ I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to propel the discussion. ❑ I can define central idea (main point in a piece of writing). ❑ I can analyze how specific details developed over the course of a text shape and refine a central idea. ❑ I can define plagiarism. ❑ I can avoid plagiarism by paraphrasing and/or summarizing my research findings. ❑ I can follow a standard format for citation to create a bibliography for sources that I paraphrased or quoted in my writing. ❑ I can identify various purposes (e.g., to inform, to persuade, to describe, to convey an experience) for presenting information to a reader or audience. 		
Vocabulary Suggestions	Tier 2		Tier 3
	Analyze Annotate Apply Cite Classify Determine Develop Differentiate	Recognize Objective Identify Generate Format Evaluate Explain Discern	Anecdote Distinction Direct Address Extended Quotation Memorandum Conflicting Evidence Conflicting Viewpoints Author's Bias Clarity of Purpose Copyright Law Credit Controlling Idea Ethics Artifact Parallel Structure Secure site Noun Clause/Phrase Participle Infinitive Overview Consumer Document Court Opinion Dictation Exaggerated Claim Logical Fallacy Overgeneralization Overstatement Principle Primary Source Secondary Source Substantive URL Gerund MLA
Recommended Text	Real World Nonfiction Articles Study Sync Excerpts Historical speeches, court rulings, letters, interviews, etc. Argumentative Writing Mentor Texts Fiction Texts Centered on Making a Change/Making an Argument		

9th Grade ELA Frameworks 2015-2020-----updated 11/05/19

9th Grade - Unit 4 (Assessments 9,10) Semester 2

Theme: How do people maintain a sense of identity when they belong to many communities?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
Standards (Reporting Strands)	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.
Instructional Focus Standards	1-Cite text evidence /draw evidence	1-Argument 7-Sources	4-Presentation of information 5-Use of digital media	
Topical Essential Questions	What makes a source reliable?	How do multiple writers develop pieces of text?	How does a speaker use multimedia to present a theme or position?	
Enduring Understanding s	Synthesizing multiple forms of media and writing help to understand and communicate about self.	Writing is a revision and reflection of multiple writers integrating multiple modes to establish and achieve their purpose.	Integration of both print and non-print text communication provides an engaging and comprehensive analysis of multiple sources.	
Assessments	Formative		Summative	
	Gathering and Evaluating Sources Determining the Reliability of Sources Effective Technology Use Speaking Skills		Assessment 9: Initiating Research <ul style="list-style-type: none"> ● RI.9-10.1 - Evidence ● W.9-10.1 - Argument ● W.9-10.7 - Sources Assessment 10: Presenting an Argument <ul style="list-style-type: none"> ● RI.9-10.1 - Evidence ● SL.9-10.4 - Present ● SL.9-10.5 - Use of Digital Media 	
Learning Targets	<input type="checkbox"/> I can define textual evidence (a “word for word” support format) <input type="checkbox"/> 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...”). <input type="checkbox"/> I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. <input type="checkbox"/> I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. <input type="checkbox"/> I can choose a side of the argument and identify claims that support my choice and claims that oppose my choice. <input type="checkbox"/> 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. <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. <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. <input type="checkbox"/> I can focus my research around a problem to be solved, a central question that is provided, or a self-generated question I have determined. <input type="checkbox"/> I can choose several sources (e.g., biographies, non-fictions texts, online encyclopedia) and synthesize information to answer my research inquiry. <input type="checkbox"/> I can demonstrate understanding of the subject under investigation.			

	<ul style="list-style-type: none"> <input type="checkbox"/> I can define textual evidence (a “word for word” support format) <input type="checkbox"/> 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…”). <input type="checkbox"/> I can define point of view as how the speaker feels about the situation/topic being presented. <input type="checkbox"/> I can determine a speaker’s point of view (What do I know about the speaker’s opinions, values, and/or beliefs?) and explain his/her reasoning. <input type="checkbox"/> I can identify when a speaker uses evidence and/or rhetoric and analyze how these techniques strengthen his/her point of view or purpose. <input type="checkbox"/> I can present information, findings, and/or supporting evidence clearly, concisely, and logically. <input type="checkbox"/> I can present my information in a sequence that allows the listener to follow my line of reasoning. <input type="checkbox"/> I can prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, and audience. 	
Vocabulary Suggestions	Tier 2	Tier 3
	Recognize Determine Analyze Develop Identify Objective	Incorporate Cite Discern Generate Classify Annotation
Recommended Text		