9th Grade English Language Arts BLUEPRINT—IF2

Anchor Standards= one set of broad standards applied K-12

Explicit Standards= explicitly addressed skills *assessed* for mastery during this specific instructional focus

Implicit Standards= underlying skills that students need to have in order to be successful with the explicit standards

"Together anchor and grade level standards define the skills and understanding that all students must demonstrate."
(*Common Core Strategies Flip Chart,* 2010).

** The red standard(s) mean the SD Disaggregated template is not complete.

Suggested Time	Instructional Focus 2 (E9IF2)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
6 weeks	In a world of ever increasing technology, analyzing informational text is a critical skill. The majority of the reading adults do is informational texts. Students will read and analyze informative texts and use them to develop inferences and cite evidence to support an author's claims. Students will break down the author's claims and analyze how they are developed in each section. Academic terms specific to the topic (domain specific) will be acquired through reading informative text. This instructional focus (IF) builds foundational skills for the Writing to Inform and Argumentation IF's (IF3 and IF5).	**EXPLICIT STANDARDS** RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 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. 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).	**Reading:** **Key Ideas and Details** **R.CCR.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **R.CCR.2** Determine central ideas or themes of a text and analyze	**myOER:** Interpreting Data, Facts,and Ideas From Informational Texts - A Different Kind of Fuel Treading Lightly on Flag-Waving Exploring Disability Using Multi-Media and the B-D-A Reading Strategy Lesson examples above address at least one (or more) of the Common Core State Standards included in this Instructional Focus. To find more lessons for this

		Possible Focus Title: *Reading Informational Texts* [RI.9-10.8](#) 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. [RI.9-10.10](#) **By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.** [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. 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. 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. 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. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or es or the significance of the topic)e.xplanation presented (e.g., articulating implication [W.9-10.4](#) Produce clear and coherent writing in	their development; summarize the key supporting details and ideas. **R.CCR.3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Craft and Structure** **R.CCR.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. **Integration of Knowledge and Ideas** **R.CCR.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. **Range of Reading and Level of Text Complexity** **R.CCR.10** Read and comprehend complex	instructional focus, please use the **Advanced Search** and type the keyword – **E9IF2.** **Teacher Ideas/Links:**

which the development, organization, and style are appropriate to task, purpose, and audience.

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) fora range of discipline-specific tasks, purposes, and audiences.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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.
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of
alternate views), clear goals and deadlines, and individual roles as needed.
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.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the
evidence and reasoning presented.
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

literary and informational texts independently and proficiently.

Writing

Text Types and Purposes

W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

W.CCR.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

		L.9-10.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. L.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. L.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to the other information and to display information flexibly and dynamically. **IMPLICIT STANDARDS**	of tasks, purposes, and audiences. **Speaking and Listening** **Comprehension and Collaboration** **SL.CCR.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **Presentation of Knowledge and Ideas** **SL.CCR.6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **Language** **Conventions of Standard English** **L.CCR.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.CCR.2** Demonstrate	

				command of the conventions of standard English capitalization, punctuation, and spelling when writing. **Knowledge of Language** **L.CCR.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **Vocabulary Acquisition and Use** **L.CCR.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. **L.CCR.6** Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.	