

# 9<sup>th</sup> Grade English Language Arts BLUEPRINT—IF3

**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 3 (E9IF3)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
6 weeks	<p>The focus of this IF is writing to inform. Students will write an informational paper in formal style utilizing proper organization, idea development, and domain specific vocabulary. Students will present (using technology) informational findings in a logical format that is appropriate to audience and purpose.</p> <p><b>Possible Focus Title: <u>Writing to Inform</u></b></p>	<p><b>EXPLICIT STANDARDS</b>  <a href="#">RI.9-10.1</a> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <a href="#">RI.9-10.2</a> 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.  <a href="#">RI.9-10.4</a> 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.)  <a href="#">RI.9-10.6</a> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p><b>Reading:</b></p> <p><b>Key Ideas and Details</b></p> <p><b>R.CCR.1</b> 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.</p> <p><b>R.CCR.2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>myOER:</b></p> <p><a href="#">Book Report Alternative: FaRcebook</a></p> <p><a href="#">The Odyssey</a></p> <p><a href="#">Writing Technical Instructions</a></p> <p>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 instructional focus, please use the <b>Advanced Search</b> and type the keyword – <b>E9IF3</b>.</p>



Adapted from Lyon County School District, 2012, <http://www.lyon.k12.nv.us>



		<p><a href="#">RI.9-10.8</a> 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> <p><a href="#">W.9-10.2</a> 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> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or the significance of the topic)e.xplanation presented (e.g., articulating implication</li> </ol> <p><a href="#">W.9-10.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><a href="#">W.9-10.5</a> Develop and strengthen writing as needed by planning, revising, editing,</p>	<p><b><u>Craft and Structure</u></b></p> <p><b><u>R.CCR.4</u></b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><b><u>R.CCR.6</u></b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b><u>Integration of Knowledge and Ideas</u></b></p> <p><b><u>R.CCR.8</u></b> 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.</p> <p><b><u>Writing</u></b></p> <p><b><u>Text Types and Purposes</u></b></p> <p><b><u>W.CCR.2</u></b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b><u>Production and Distribution</u></b></p>	<p><b><u>Teacher Ideas/Links:</u></b></p>
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