

9th Grade English Language Arts BLUEPRINT—IF5

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 5 (E9IF5)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
6 weeks	The focus of this instructional focus is argumentation. Following the writing process, students will write a cohesive paper that asserts a claim, provides evidence (literature/research based), and includes opposing viewpoints. The paper should be organized to clarify relationships between the claim and evidence. It should be written in a formal, objective tone with a conclusion that supports the argument presented. It adheres to proper conventions and utilizes effective word choice and is edited for accuracy. To further understand argument, students will then evaluate arguments (both verbal and written) based on the point of view, reasoning and use of rhetoric. Students will then formally verbalize their claim to a variety of listeners in the form of a presentation, discussion, or debate. Note: Length and depth of research may range	<p>EXPLICIT STANDARDS</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RI.9-10.4 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</p>	<p>Reading:</p> <p>Key Ideas and Details</p> <p>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.</p> <p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>myOER:</p> <p>Socratic Seminar: Supporting Claims and Counterclaims</p> <p>Analyzing an Issue from Three Perspectives – Smoking in Public Places</p> <p>Grades 9-10 Literacy: Speeches – Arguments and Methods</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</p>



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



	<p>for short background information to longer concentrated research.</p> <p><u>Possible Focus Title: Argumentation: Analyzing and Writing Arguments</u></p>	<p>newspaper.)</p> <p>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).</p> <p>RI.9-10.6 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>RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>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.</p> <p>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.</p> <p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are 	<p><u>R.CCR.3</u> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><u>Craft and Structure</u></p> <p><u>R.CCR.4</u> 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><u>R.CCR.5</u> 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.</p> <p><u>R.CCR.6</u> Assess how point of view or purpose shapes the content and style of a text.</p> <p><u>Integration of Knowledge and Ideas</u></p> <p><u>R.CCR.7</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><u>R.CCR.8</u> Delineate and evaluate the argument and specific claims in a text,</p>	<p>instructional focus, please use the Advanced Search and type the keyword – E9IF5.</p> <p><u>Teacher Ideas/Links:</u></p>
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		<p>writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><u>W.9-10.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>W.9-10.5</u> 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54).</p> <p><u>W.9-10.6</u> 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.</p> <p><u>W.9-10.8</u> 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.</p> <p><u>W.9-10.9b</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "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><u>W.9-10.10</u> 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,</p>	<p>including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p><u>Range of Reading and Level of Text Complexity</u></p> <p><u>R.CCR.10</u> Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Writing</u></p> <p><u>Text Types and Purposes</u></p> <p><u>W.CCR.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><u>Production and Distribution of Writing</u></p> <p><u>W.CCR.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>W.CCR.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><u>W.CCR.6</u> Use technology, including the Internet, to</p>	
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		<p>purposes, and audiences.</p> <p><u>SL.9-10.2</u> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><u>SL.9-10.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><u>SL.9-10.4</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><u>SL.9-10.5</u> 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).</p> <p><u>SL.9-10.6</u> 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.)</p> <p><u>L.9-10.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><u>L.9-10.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>	<p>produce and publish writing and to interact and collaborate with others.</p> <p><u>Research to Build and Present Knowledge</u></p> <p><u>W.CCR.8</u> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><u>W.CCR.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Range of Writing</u></p> <p><u>W.CCR.10</u> 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 tasks, purposes, and audiences.</p> <p><u>Speaking and Listening</u></p> <p><u>Comprehension and Collaboration</u></p> <p><u>SL.CCR.2</u> Integrate and evaluate information presented in diverse media and formats,</p>	
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		<p><u>L.9-10.3</u> 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.</p> <p>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.</p> <p>IMPLICIT STANDARDS</p>	<p>including visually, quantitatively, and orally.</p> <p><u>SL.CCR.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><u>Presentation of Knowledge and Ideas</u></p> <p><u>SL.CCR.4</u> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><u>SL.CCR.5</u> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><u>SL.CCR.6</u> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>Language</u></p> <p><u>Conventions of Standard English</u></p> <p><u>L.CCR.1</u> Demonstrate command of the conventions of standard English grammar</p>	
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			<p>and usage when writing or speaking.</p> <p><u>L.CCR.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Knowledge of Language</u></p> <p><u>L.CCR.3</u> 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.</p>	
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