

# 9<sup>th</sup> Grade English Language Arts BLUEPRINT—IF6

**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 6 (E9IF6)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
7 weeks	<p>The focus of this instructional focus is analyzing and evaluating informational text. Students will read a variety of informational sources and analyze for them for point of view, central idea, evidence provided in the text, and how it is developed. Students will evaluate the claims of the author for validity and relevancy within the context (culture, time, major events). Such texts to be evaluated will include major US documents (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”—make sure to pick texts from Appendix B, pp. 122-129, that are listed for 9<sup>th</sup> and 10<sup>th</sup> grade). Students will then write arguments (literary analysis) including citations for support.</p> <p><b>Possible Focus Title: <i>Analyzing and</i></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.9-10.3</a> 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.  <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</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="#">Grades 9-10 Literacy: Speeches – Arguments and Methods</a></p> <p><a href="#">Evidence &amp; Arguments: Multiple Ways of Experiencing a Text</a></p> <p><a href="#">Analyzing Famous Speeches as Arguments</a></p> <p><a href="#">Arguments, Persuasion, or Propaganda? Analyzing World War II Posters</a></p> <p>Lesson examples above address at least one (or more) of the Common</p>



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



	<p><b><u>Evaluating Informational Texts</u></b></p>	<p>newspaper.)  <u>RI.9-10.7</u> 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.  <u>RI.9-10.9</u> Analyze seminal US documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedom speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.  <u>RI.9-10.10</u> <b>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.</b>  <u>W.9-10.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. 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.</li> <li>c. 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.</li> <li>d. 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>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <u>W.9-10.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and </p>	<p><b><u>R.CCR.3</u></b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</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>Integration of Knowledge and Ideas</u></b></p> <p><b><u>R.CCR.7</u></b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b><u>R.CCR.9</u></b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b><u>Range of Reading and Level of Text Complexity</u></b></p> <p><b><u>R.CCR.10</u></b> Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>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>E9IF6</b>.</p> <p><b><u>Teacher Ideas/Links:</u></b></p>
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		<p>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.9-10.10</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, purposes, and audiences.</p> <p><u>SL.9-10.1</u> 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p><b><u>Writing</u></b></p> <p><b><u>Text Types and Purposes</u></b></p> <p><b><u>W.CCR.1</u></b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b><u>Production and Distribution of Writing</u></b></p> <p><b><u>W.CCR.4</u></b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b><u>W.CCR.5</u></b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b><u>Range of Writing</u></b></p> <p><b><u>W.CCR.10</u></b> 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><b><u>Speaking and Listening</u></b></p>	
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		<p>evidence and reasoning presented.</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.9-10.6</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><u>L.9-10.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the</p>	<p><b><u>Comprehension and Collaboration</u></b></p> <p><b><u>SL.CCR.1</u></b> 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.</p> <p><b><u>SL.CCR.3</u></b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b><u>Presentation of Knowledge and Ideas</u></b></p> <p><b><u>SL.CCR.6</u></b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b><u>Language</u></b></p> <p><b><u>Conventions of Standard English</u></b></p> <p><b><u>L.CCR.1</u></b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b><u>L.CCR.2</u></b> Demonstrate command of the conventions of standard English capitalization, punctuation, and</p>	
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		<p>pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><u>L.9-10.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>L.9-10.6</u> Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.</p> <p><b>IMPLICIT STANDARDS</b></p>	<p>spelling when writing.</p> <p><b><u>Knowledge of Language</u></b></p> <p><b><u>Vocabulary Acquisition and Use</u></b></p> <p><b><u>L.CCR.4</u></b> 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.</p> <p><b><u>L.CCR.5</u></b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b><u>L.CCR.6</u></b> 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.</p>	
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