

Unit Name: Launching a Writer's Notebook (9th grade)

Approximate instructional days: Week 1-13

Standards Covered in Unit: RL.9-10.2, RL.9-10.5, RL.9-10.7

W.9-10.3, W.9-10.3a, W.9-10.3b, W.9-10.3c, W.9-10.3d, W.9-10.3e, W.9-10.4, W.9-10.5, W.9-10.10

Standard	Learning Objectives (per standard)	Success Criteria	Academic Vocabulary	Essential Question(s)
(Reading)	<p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail 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>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL.9-10.7. Analyze the representation of a subject or a key scene</p>	<p>Students will be able to...</p> <p>1. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>2. 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>3. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>character</p> <p>exterior elements (description and dialogue)</p> <p>formatting dialogue</p> <p>internal elements (thoughts)</p> <p>narrative elements of storytelling</p> <p>personal narrative</p> <p>reader's/writer's notebook</p> <p>writer response</p> <p>writer's response group</p> <p>writing to think</p>	<p>Overarching Question</p> <p>In what ways does the act of writing about our own experiences uncover truths about who we are?</p> <p>1. What are the responsibilities of a participant in a writing community?</p> <p>2. What can we learn about ourselves by exploring memories?</p> <p>3. How does the reading of short stories and memoirs impact one's ability to write an effective personal narrative?</p>

	<p>in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p>			
(Writing)	<p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.9-10.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth</p>	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 3. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 		

	<p>progression of experiences or events.</p> <p>W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.5. Develop and strengthen writing as needed by planning,</p>	<p>Range of Writing</p> <p>4. 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>		
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	<p>revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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) for a range of tasks, purposes, and audiences.</p>			
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(Speaking and Listening)	N/A this unit			
(Language)	N/A this unit			
Print Resources	CLICK ON LINKS BELOW FOR RESOURCES TO PRINT			
Digital Resources	Atlas - Launching Writer's Notebook (rubiconatlas.org) https://oaklandk12-public.rubiconatlas.org/Atlas/View/File?AttachmentID=22447&YearID=2024& (Lesson packet)			
Summative Assessment	<p>Post-Unit Assessment Task: After reading narratives about childhood that explore what children learn, students will write personal narratives that show what they learned to do, or who they learned to be, as they grew up. Stories may not be literally true in every detail, but the stories will be located in the time and space of students' childhoods. Students will also write a reflection that examines the ways their writing has been impacted by experimenting with and developing a narrative.</p> <p>Possible prompt: What can children do aside from learning to be tough, which is only a temporary or at best a partial answer? After reading stories of childhood that explore what children learn, write a narrative that relates what you learned to do or be as you grew up. Stories may not be literally true in every detail but will be located in the time and space of your childhood. Use stylistic devices (e.g. imagery, tone, humor, suspense) to develop a narrative.</p>			

Unit Name: Independent Reading (9th grade)

Approximate instructional days: Week 1-13

Standards Covered in Unit: RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.10

W.9-10.2, W.9-10.2a, W.9-10.2b, W.9-10.4, W.9-10.9, W.9-10.9a, W.9-10.10

Standard	Learning Objectives (per standard)	Success Criteria	Academic Vocabulary	Essential Question(s)
(Reading)	<p>RL.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>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail 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>Students will be able to...</p> <p>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>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	genre elements genre structures readers' identities textual interaction	<p>Overarching Question What reading and thinking habits do I have, or will I learn by stretching my reading in literary nonfiction?</p> <ol style="list-style-type: none">1. What strategies do I use to engage in reading, in order to explore central ideas and arguments posed in informational texts?2. What are the basic elements and structures of literary nonfiction?3. How can I use knowledge about these elements and structures to enable myself to engage increasingly complex texts, while also identifying an author's multiple purposes in a text?

	<p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>4. Read and comprehend complex literary and informational texts independently and proficiently.</p>		
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(Writing)	<p>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.</p> <p>W.9-10.2a. 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.</p> <p>W.9-10.2b. 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</p>	<p>Students will be able to...</p> <p>1. 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>2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>3. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>4. 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>knowledge of the topic.</p> <p>.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>W.9-10.9a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>			
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	<p>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) for a range of tasks, purposes, and audiences.</p>			
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(Speaking and Listening)	N/A this unit			
(Language)	N/A this unit			
Print Resources	CLICK ON LINKS BELOW FOR RESOURCES TO PRINT			
Digital Resources	Atlas - Independent Reading (rubiconatlas.org) https://oaklandk12-public.rubiconatlas.org/Atlas/View/File?AttachmentID=21349&YearID=2024& (Lesson Packet)			
Summative Assessment	Post-Unit Assessment Task <i>How did reading in and out of school impact your view of yourself as a reader and your ability to read fiction? After reading two novels, collecting details from across both novels, and talking to other readers, identify two ways your reading has improved. Write two paragraphs to compare your attitude toward reading before and after this independent reading unit. Use specific examples from lessons and/or the novels you read or discussed that caused you to change how you read or how you see yourself as a reader.</i>			

Unit Name: Narrative Reading (9th Grade)

Approximate instructional days: Week 14-22

Standards Covered in Unit: RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.5, RL.9-10.10

W.9-10.4, W.9-10.10, SL.9-10.1, L.9-10.6.

Standard	Learning Objectives (per standard)	Success Criteria	Academic Vocabulary	Essential Question(s)
(Reading)	<p>RL.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>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail 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>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with</p>	<p>Students will be able to...</p> <p>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>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>4. 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>character</p> <p>conflict/resolution</p> <p>dialogue</p> <p>fiction</p> <p>point of view</p> <p>reading comprehension</p> <p>setting</p> <p>theme</p> <p>three parts of a story</p>	<p>Overarching Questions</p> <p>How do good readers approach fiction?</p> <p>How is a novel from the literary canon still relevant for a reader in today's world?</p> <ol style="list-style-type: none">1. How do readers monitor their understanding?2. What do readers know about how stories are structured?3. How do readers accumulate story details to understand theme and

	<p>other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>5. Read and comprehend complex literary and informational texts independently and proficiently.</p>		<p>author's purpose?</p> <p>4. Why do we read fiction? How does it impact our lives?</p>
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<p>(Writing)</p>	<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.8. 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>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) for a range of tasks, purposes, and audiences.</p>	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 3. 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 		
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(Speaking and Listening)	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,	Students will be able to... 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.		

	texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			
(Language)	L.9-10.6. 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.	Students will be able to... 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 considering a word or phrase important to comprehension or expression.		
Print Resources	CLICK ON LINKS BELOW FOR RESOURCES TO PRINT			
Digital Resources	Atlas - Narrative Reading (rubiconatlas.org) https://oaklandk12-public.rubiconatlas.org/Atlas/View/File?AttachmentID=27863&YearID=2024& (Lesson Packet)			
Summative Assessment	Post-Unit Assessment Task <i>How is a novel from the literary canon still relevant for a reader in today's world?</i> After reading a novel from the literary canon, create a collage that addresses the essential question and analyzes the novel from the canon, providing examples to illustrate and clarify their analysis. What conclusions or implications can you draw? Include a bibliography of your sources.			

Unit Name: Literary Essay (9TH Grade)

Approximate instructional days: Week 14-22

Standards Covered in Unit: RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.10

W.9-10.1, W.9-10.4, W.9-10.5, W.9-10.10

Standard	Learning Objectives (per standard)	Success Criteria	Academic Vocabulary	Essential Question(s)
(Reading)	<p>RL.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>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail 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>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or</p>	<p>Students will be able to...</p> <ol style="list-style-type: none"> 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. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 4. Read and comprehend complex 	<p>body paragraph claim conclusion connected-example paragraph evidence extended-example paragraph meaning plot summary paragraph thesis paragraph topic sentence transition</p>	<p>Overarching Question How do we find meaning in stories beyond the plot?</p> <ol style="list-style-type: none"> 1. In what ways does rereading change our understanding of stories? 2. How do we read stories on multiple levels? 3. How do we find evidence to support a claim? 4. How do we provide support for a

	<p>conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>literary and informational texts independently and proficiently.</p>		<p>claim in a body paragraph?</p>
(Writing)	<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>	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Produce clear and coherent 		

	<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.5. 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.</p> <p>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) for a range of tasks, purposes, and audiences.</p>	<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>3. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>4. 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>		
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(Speaking and Listening)	N/A this unit			
(Language)	N/A this unit			
Print Resources	CLICK ON LINKS BELOW FOR RESOURCES TO PRINT			
Digital Resources	Atlas - Literary Essay (rubiconatlas.org)			

	https://oaklandk12-public.rubiconatlas.org/Atlas/View/File?AttachmentID=22460&YearID=2024& (Lesson Packet)
Summative Assessment	<p>Use students' final essays as the post-unit assessment.</p> <p>The prompt for the final essay is: After reading a series of short stories, write an analytical essay that makes a claim and supports your position with evidence from the text. Students will need to state a claim and collect textual evidence to support that position. They will follow steps to write a compelling thesis paragraph and three different types of body paragraphs that support the stated position. Students will write insightful conclusions that come from re-reading the end of the stories. They will revise to make choices about how best to support their position. They will edit their work to be sure that they comply with the conventions of literary analysis essay.</p>

Unit Name: Basic Argumentation (9th Grade)

Approximate instructional days: Week 23-28

Standards Covered in Unit: RI.9-10.1, RI.9-10.4, RI.9-10.7, RI.9-10.9, RI.9-10.10

W.9-10.1, W.9-10.1a, W.9-10.1c, W.9-10.1e, W.9-10.4, W.9-10.7, W.9-10.9, W.9-10.10

SL.9-10.4, SL.9-10.1, SL.9-10.1a, L.9-10.1, L.9-10.1a, L.9-10.2, L.9-10.2c

Standard	Learning Objectives (per standard)	Success Criteria	Academic Vocabulary	Essential Question(s)
(Reading)	<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.9-10.4. 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 newspaper).</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</p>	<p>Students will be able to...</p> <p>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>2. 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>3. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>4. 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>audience context hook perceived value purpose real value</p>	<p>Overarching Questions</p> <p>What is being sold? What does marketing do to the potential buyer? How do marketing and media create real and perceived value to persuade a consumer to buy?</p> <p>1. What values do advertisers use to persuade consumers?</p> <p>2. How do advertisers influence a consumer?</p> <p>3. What methods do advertisers use in print and non-print texts? What</p>

	<p>are emphasized in each account.</p> <p>RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</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>5. Read and comprehend complex literary and informational texts independently and proficiently.</p>		<p>makes these methods effective?</p>
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<p>(Writing)</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> <p>W.9-10.1a. 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.</p> <p>W.9-10.1c. 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.</p> <p>W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing</p>	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 3. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 4. Draw evidence from literary or informational texts to support analysis, reflection, and research. 5. 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. 		
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	<p>types are defined in standards 1–3 above.)</p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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) for a range of tasks, purposes, and audiences.</p>			
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(Speaking and Listening)	SL.9-10.4. 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	Students will be able to... 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. 2. Present information, findings, and supporting evidence such that listeners can follow the line of		

	<p>task.</p> <p>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.</p> <p>SL.9-10.1a. 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>reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>		
(Language)	<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1a. Use parallel structure.*</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2c. Spell correctly.</p>	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing 		

Print Resources	CLICK ON LINKS BELOW FOR RESOURCES TO PRINT			
Digital Resources	Atlas - Basics of Argumentation (rubiconatlas.org) https://oaklandk12-public.rubiconatlas.org/Atlas/View/File?AttachmentID=21166&YearID=2024& (lesson packet)			
Summative Assessment	Post-Unit Assessment Task What is being sold? After reading a variety of advertisements across the sub-genres of consumer marketing, write a comparison/contrast essay that compares the methods advertisers use and argues which methods most effectively acquire and persuade consumers.			

Unit Name: Informational Essay (9th Grade)

Approximate instructional days: Week 23-28

Standards Covered in Unit: RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.7, RI.9-10.8

W.9-10.2a, W.9-10.2b, W.9-10.2c, W.9-10.2d, W.9-10.7, W.9-10.9, W.9-10.10

SL.9-10.1

Standard	Learning Objectives (per standard)	Success Criteria	Academic Vocabulary	Essential Question(s)
(Reading)	<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</p>	<p>Students will be able to...</p> <p>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>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>4. 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>5. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>citations claim/thesis documentation Modern Language Association (MLA) primary research secondary research works cited</p>	<p>Overarching Questions</p> <p>How do we find valid evidence to support a claim about a trend? How do researchers evaluate sources for validity and bias? How do researchers decide upon topics of interest to study? How do researchers identify what the trend is, how it has changed over time, and who participates in the trend?</p> <ol style="list-style-type: none">1. How do researchers find information to support a theory?2. How do researchers narrow the focus of their investigations?3. How do researchers make sense of the information they collect?4. How do researchers use proper documentation?

	<p>connections that are drawn between them.</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.9-10.7. 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>6. 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. (Not applicable to literature)</p>		
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(Writing)	<p>W.9-10.2a. 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.</p> <p>W.9-10.2b. 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.</p> <p>W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.9-10.2d. Use precise language and domain-specific</p>	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 2. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 3. Draw evidence from literary or informational texts to support analysis, reflection, and research. 4. 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>vocabulary to manage the complexity of the topic.</p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>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) for a range of tasks, purposes, and audiences.</p>			
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(Speaking and Listening)	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,	Students will be able to... 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing		

	building on others' ideas and expressing their own clearly and persuasively.	their own clearly and persuasively.		
(Language)	N/A this unit			
Print Resources	CLICK ON LINKS BELOW FOR RESOURCES TO PRINT			
Digital Resources	https://oaklandk12-public.rubiconatlas.org/Atlas/Develop/UnitMap/View/Default?SourceSiteID=&UnitID=15870&YearID=2014&CurriculumMapID=782& https://oaklandk12-public.rubiconatlas.org/Atlas/View/File?AttachmentID=22459&YearID=2024& (Lesson Packet)			
Summative Assessment	Post-Unit Summative Assessment Task Students present their theories about a trend and support it with evidence from their research in the form of an oral presentation with Powerpoint slides. Students present their theories about a trend and support it with evidence from their research.			

Unit Name: Informational Reading (9th Grade)

Approximate instructional days: Week 29-41

Standards Covered in Unit: RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.7, RI.9-10.9, RI.9-10.10

W.9-10.1 W.9-10.4, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10

Standard	Learning Objectives (per standard)	Success Criteria	Academic Vocabulary	Essential Question(s)
(Reading)	<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.9-10.7. Analyze various accounts of a subject told</p>	<p>Students will be able to...</p> <ol style="list-style-type: none"> 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. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 4. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. 5. Analyze how two or more texts address similar themes or topics in order to build knowledge or to 	<p>author's intent bias inference nonfiction premise purpose text features text structures</p>	<p>Overarching Questions</p> <p>Why do we read informational texts? How do they influence our lives? How do good readers approach informational texts?</p> <ol style="list-style-type: none"> 1. How can identifying text structures help in reading informational texts? 2. How do the text features of informational texts help the reader to understand the author's purpose?

	<p>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.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</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>compare the approaches the authors take.</p> <p>6. Read and comprehend complex literary and informational texts independently and proficiently.</p>		<p>3. How do good readers draw inferences from informational texts?</p>
(Writing)	W.9-10.1. Write arguments to support	<p>Students will be able to...</p> <p>1. Write arguments to support claims in an analysis of substantive</p>		

	<p>claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8. 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</p>	<p>topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>3. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>4. 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>5. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>6. 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>		
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	<p>flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>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) for a range of tasks, purposes, and audiences.</p>			
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(Speaking and Listening)	N/A this unit			
(Language)	N/A this unit			
Print Resources	CLICK ON LINKS BELOW FOR RESOURCES TO PRINT			
Digital Resources	Atlas - Informational Reading (rubiconatlas.org) https://oaklandk12-public.rubiconatlas.org/Atlas/View/File?AttachmentID=22825&YearID=2024& (Lesson packet)			
Summative Assessment	Post-Unit Assessment Task: <i>Students reflect upon their learning about a topic. They make the connections between multiple informational texts.</i> This reflection is based on the three concepts from the Common Core State Standards to assess reading growth: <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas <i>Task List:</i> <ol style="list-style-type: none"> 1. <i>Bibliography.</i> See teaching point 8.1 2. <i>Multimedia Presentation: How do Informational text texts influence the reader?</i> See teaching point 8.2. After reading both digital and print informational texts, create a multimedia presentation that compares and 			

contrasts the decisions (e.g. purpose, visuals, audience, text features, and text structures) of two authors to portray the same topic and influence a reader.

3. *Reading Process Reflection:* Write a reflection that answers the following question about the skills and strategies you use when you read and explain how this work has affected your learning and reading process. Prompt: Over the course of this unit, how have I changed in my ability to read effectively in 2 areas listed below?
- Identify central ideas
 - Cite key details and explain evidence
 - Analyze craft and structure to identify author intent
 - Integrate knowledge and ideas within or across texts

[Informational Reading. 9. Summative Assessment Task](#)

Unit Name: Writing the Argument (9th Grade)

Approximate instructional days: Weeks 29-41

Standards Covered in Unit: RI.9-10.1, RI.9-10.3, RI.9-10.8, RI.9-10.10, W.9-10.1, W.9-10.1a, W.9-10.1b, W.9-10.1c, W.9-10.1e, W.9-10.4, W.9-10.9, W.9-10.9b, W.9-10.10, SL.9-10.1. SL.9-10.1a, SL.9-10.1b, SL.9-10.4, L.9-10.1, L.9-10.2, L.9-10.2c, L.9-10.6

Standard	Learning Objectives (per standard)	Success Criteria	Academic Vocabulary	Essential Question(s)
(Reading)	<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.9-10.3. 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</p>	<p>Students will be able to...</p> <p>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>2. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to</p>	<p>audience context personal belief purpose story as evidence Toulmin model of argument</p>	<p>Overarching Questions</p> <p>What do I believe? What drives my beliefs? How do my beliefs impact my thoughts, actions, and interactions with others?</p> <ol style="list-style-type: none">1. What beliefs do I hold? How did I come to believe and value these beliefs? How do I take action to demonstrate my beliefs?2. How do my beliefs impact my life and the lives of others?3. How will the modes, formats, and forms of personal essays influence my argument?

	<p>connections that are drawn between them.</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>compare the approaches the authors take.</p> <p>4. 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>5. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>6. 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. (Not applicable to literature)</p> <p>7. Read and comprehend complex literary and informational texts</p>		
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		independently and proficiently.		
(Writing)	<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> <p>W.9-10.1a. 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,</p>	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 3. Draw evidence from literary or informational texts to support analysis, reflection, and research. 4. Write routinely over extended time frames (time for research, reflection, 		

	<p>reasons, and evidence.</p> <p>W.9-10.1b. 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.</p> <p>W.9-10.1c. 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.</p>	<p>and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		
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	<p>W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>W.9-10.9b. Apply grades 9–10 Reading</p>			
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	<p>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>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) for a range of tasks, purposes, and audiences.</p>			
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(Speaking and Listening)	SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one,	Students will be able to... 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,		

	<p>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>SL.9-10.1a. 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>SL.9-10.1b. Work with peers to set rules for</p>	<p>building on others' ideas and expressing their own clearly and persuasively.</p> <p>2. 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>		
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	<p>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>SL.9-10.4. 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>			
(Language)	L.9-10.1. Demonstrate	Students will be able to...		

	<p>command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2c. Spell correctly.</p> <p>L.9-10.6. 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</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. 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 considering a word or phrase important to comprehension or expression.</p>		
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	independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
Print Resources	CLICK ON LINKS BELOW FOR RESOURCES TO PRINT			
Digital Resources	https://oaklandk12-public.rubiconatlas.org/Atlas/Develop/UnitMap/View/Default?SourceSiteID=&UnitID=15782&YearID=2014&CurriculumMapID=782& https://oaklandk12-public.rubiconatlas.org/Atlas/View/File?AttachmentID=22826&YearID=2024& (Lesson Packet)			
Summative Assessment	What do you believe? After reading personal narratives and personal essays on important stories, ideas and beliefs that individuals hold, write a personal essay that argues the causes of your personal belief or idea and explains the effects of that belief or idea on your life. What implications can you draw? Support your discussion with personal stories that serve as evidence.			

