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)	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. 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. RL.9-10.7. Analyze the representation of a subject or a key scene	1. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 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. 3. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	character exterior elements (description and dialogue) formatting dialogue internal elements (thoughts) narrative elements of storytelling personal narrative reader's/writer's notebook writer response writer's response group writing to think	Overarching Question In what ways does the act of writing about our own experiences uncover truths about who we are? 1. What are the responsibilities of a participant in a writing community? 2. What can we learn about ourselves by exploring memories? 3. How does the reading of short stories and memoirs impact one's ability to write an effective personal narrative?

	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).		
(Writing)	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. 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	Students will be able to 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.	

progression of experiences	Range of Writing	
or events.		
W.9-10.3b. Use narrative	4. Write routinely over extended time	
techniques, such as	frames (time for research, reflection,	
dialogue, pacing,	and revision) and shorter time	
description, reflection, and	frames (a single sitting or a day or	
multiple plot lines, to	two) for a range of tasks, purposes,	
develop experiences,	and audiences.	
events, and/or characters.		
W.9-10.3c. Use a variety of		
techniques to sequence		
events so that they build on		
one another to create a		
coherent whole.		
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.		
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.		
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.)		
W.9-10.5. Develop and		
strengthen writing as		
needed by planning,		
nooded by planning,		

revising, editing, rewriting,		
or trying a new approach,		
focusing on addressing		
what is most significant for		
what is most significant for		
a specific 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) for a range of tasks,		
numbers and and and		
purposes, and audiences.		

(Speaking and Listening)	N/A this unit			
(Language)	N/A this unit			
Print Resources	CLICK ON LINKS BELOW F	OR RESOURCES TO PRINT		
Digital Resources	-	s Notebook (rubiconatlas.org) ic.rubiconatlas.org/Atlas/View/File?Atta	achmentID=22447&YearID=2	2024&
Summative Assessment	Post-Unit Assessment Task: After reading narratives about what they learned to do, or with stories will be located in the trivial ways their writing has been in Possible prompt: What can color answer? After reading stories do or be as you grew up. Sto	the childhood that explore what children lee tho they learned to be, as they grew up. ime and space of students' childhoods. It is mpacted by experimenting with and development do aside from learning to be tought of childhood that explore what children ries may not be literally true in every detection es (e.g. imagery, tone, humor, suspense	Stories may not be literally to Students will also write a refleloping a narrative. gh, which is only a temporary learn, write a narrative that it tail but will be located in the top students.	rue in every detail, but the ection that examines the root or at best a partial relates what you learned to

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, W9-10.2b, 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)	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. 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.	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.	genre elements genre structures readers' identities textual interaction	Overarching Question What reading and thinking habits do I have, or will I learn by stretching my reading in literary nonfiction? 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?

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. 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.	. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 4. Read and comprehend complex literary and informational texts independently and proficiently.		

(Writing)	W.9-10.2. Write	Students will be able	
(8,	informative/explanat	to	
	ory texts to examine	1. Write	
	and convey	informative/explanatory	
	complex ideas,	texts to examine and	
	concepts, and	convey complex ideas	
	information clearly	and information clearly	
	and accurately	and accurately through	
	through the effective	the effective selection,	
	selection,	organization, and	
	organization, and	analysis of content.	
	analysis of content.	analysis si sementi	
	W.9-10.2a.	2. Produce clear and	
	Introduce a topic;	coherent writing in	
	organize complex	which the	
	ideas, concepts,	development,	
	and information to	organization, and style	
	make important	are appropriate to task,	
	connections and	purpose, and	
	distinctions; include	audience.	
	formatting (e.g.,		
	headings), graphics	3. Draw evidence from	
	(e.g., figures,	literary or informational	
	tables), and	texts to support	
	multimedia when	analysis, reflection,	
	useful to aiding	and research.	
	comprehension.		
	W.9-10.2b. Develop	4. Write routinely over	
	the topic with well-	extended time frames	
	chosen, relevant,	(time for research,	
	and sufficient facts,	reflection, and revision)	
	extended	and shorter time	
	definitions, concrete	frames (a single sitting	
	details, quotations,	or a day or two) for a	
	or other information	range of tasks,	
	and examples	purposes, and	
	appropriate to the	audiences.	
	audience's		

knowledge of the		
topic.		
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.)		
W.9-10.9. Draw		
evidence from		
literary or		
informational texts		
to support analysis,		
reflection, and		
research		
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]").		

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.		

(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 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.

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)	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. 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. 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	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. 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.	character conflict/resolution dialogue fiction point of view reading comprehension setting theme three parts of a story	Overarching Questions How do good readers approach fiction? How is a novel from the literary canon still relevant for a reader in today's world? 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

other characters, and			author's
advance the plot or	5. Read and comprehend complex		purpose?
develop the theme.	literary and informational texts	4.	Why do we
RL.9-10.5. Analyze how	independently and proficiently.		read fiction?
an author's choices			How does it
concerning how to			impact our
structure a text, order			lives?
events within it (e.g.,			
parallel plots), and			
manipulate time (e.g.,			
pacing, flashbacks)			
create such effects as			
mystery, tension, or			
surprise.			
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.			
 1			

	T	T	
(Writing)	W.9-10.4. Produce clear	Students will be able to	
	and coherent writing in	Produce clear and coherent	
	which the development,	writing in which the development,	
	organization, and style	organization, and style are	
	are appropriate to task,	appropriate to task, purpose, and	
	purpose, and audience.	audience.	
	(Grade-specific		
	expectations for writing	2. Gather relevant information from	
	types are defined in	multiple print and digital sources,	
	standards 1–3 above.)	assess the credibility and accuracy	
	W.9-10.8. Gather	of each source, and integrate the	
	relevant information from	information while avoiding	
	multiple authoritative print	plagiarism.	
	and digital sources, using		
	advanced searches	3. Write routinely over extended	
	effectively; assess the	time frames (time for research,	
	usefulness of each	reflection, and revision) and	
	source in answering the	shorter time frames (a single sitting	
	research question;	or a day or two) for a range of	
	integrate information into the text selectively to	tasks, purposes, and audiences	
	maintain the flow of		
	ideas, avoiding		
	plagiarism and following		
	a standard format for		
	citation.		
	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.		

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(Speaking and	SL.9-10.1. Initiate and	Students will be able to	
Listening)	participate effectively in a	Prepare for and participate	
	range of collaborative	effectively in a range of	
	discussions (one-on-one,	conversations and collaborations	
	in groups, and teacher-	with diverse partners, building on	
	led) with diverse partners	others' ideas and expressing their	
	on grades 9–10 topics,	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	Students will be able		
(Language)	use accurately general	to		
	academic and domain-	Acquire and use		
	specific words and	accurately a range of		
	phrases, sufficient for	general academic and		
	reading, writing,	domain-specific words and		
	speaking, and listening at	phrases sufficient for		
	the college and career	reading, writing, speaking,		
	readiness level;	and listening at the college		
	demonstrate	and career readiness level;		
		demonstrate		
	independence in			
	gathering vocabulary	independence in gathering		
	knowledge when	vocabulary knowledge		
	considering a word or	when considering a word		
	phrase important to	or phrase important to		
	comprehension or	comprehension or		
	expression.	expression.		
Print Resources	CLICK ON LINKS BELOW	/ FOR RESOURCES TO PRINT		
D': '1: 1	Aller Nevell - Book	/		
Digital	Atlas - Narrative Readin	ng (rubiconatias.org)		
Resources				
	https://oaklandk12-pu	blic.rubiconatlas.org/Atlas/View/File?	AttachmentID=27863&Yea	rID=2024&
	(Lesson Packet)	<i>3.</i> , , ,		
	(Lesson Facket)			
Summative	Post-Unit Assessment Task	K		
Assessment		ary canon still relevant for a reader in to		
		he literary canon, create a collage tha		
	from the canon, providing e	examples to illustrate and clarify their a	analysis. What conclusions	or implications can you draw?
	Include a bibliography of yo	our 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	Success Criteria	Academic Vocabulary	Essential Question(s)
	standard)			
(Reading)	RL.9-10.1. Cite strong	Students will be able to	body paragraph	Overarching Question
	and thorough textual		claim	How do we find meaning in
	evidence to support	Read closely to determine what	conclusion	stories beyond the plot?
	analysis of what the text	the text says explicitly and to make	connected-example	 In what ways
	says explicitly as well as	logical inferences from it; cite	paragraph	does
	inferences drawn from the	specific textual evidence when	evidence	rereading
	text.	writing or speaking to support	extended-example	change our
	RL.9-10.2. Determine a	conclusions drawn from the text.	paragraph	understanding
	theme or central idea of a	Determine central ideas or	meaning	of stories?
	text and analyze in detail	themes of a text and analyze their	plot	2. How do we
	its development over the	development; summarize the key	summary paragraph	read stories
	course of the text,	supporting details and ideas.	thesis paragraph	on multiple
	including how it emerges		topic sentence	levels?
	and is shaped and refined	3. Analyze how and why	transition	3. How do we
	by specific details; provide	individuals, events, and ideas		find evidence
	an objective summary of	develop and interact over the		to support a
	the text.	course of a text.		claim?
	RL.9-10.3. Analyze how			4. How do we
	complex characters (e.g.,	4. Read and comprehend complex		provide
	those with multiple or			support for a

	conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 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.	literary and informational texts independently and proficiently.	claim in a body paragraph?
(Writing)	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.	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	

W.9-10.4. Product and coherent which the develor organization, a appropriate to purpose, and a (Grade-specific expectations for types are definistandards 1–3 W.9-10.5. Devistrengthen writin needed by plan revising, editing or trying a new focusing on adwhat is most so a specific purp audience. W.9-10.10. Wrower extended frames (time for reflection, and and shorter time single sitting of two) for a range purposes, and	organization, and sty appropriate to task, paudience. 3. Develop and stren as needed by plannir editing, rewriting, or tapproach. 4. Write routinely ove time frames (time for reflection, and revision papproach, dressing ignificant for ose and ite routinely time or research, revision) are frames (a ra day or e of tasks,	gthen writing ng, revising, rying a new er extended research, en) and shorter sitting or a ge of tasks,	
audience. W.9-10.10. Wr over extended frames (time foreflection, and and shorter timesingle sitting of two) for a range.	ite routinely time or research, revision) ne frames (a r a day or e of tasks,		
purposes, and	addictrees.		

(Speaking and Listening)	N/A this unit				
(Language)	N/A this unit				
Print Resources	CLICK ON LINKS BELOW	FOR RESOLIRCES TO DRINT			
	CLICK ON LINKS BELOW FOR RESOURCES TO PRINT				
Digital Resources	Atlas - Literary Essay (ru	ubiconatlas.org)			

	https://oaklandk12-public.rubiconatlas.org/Atlas/View/File?AttachmentID=22460&YearID=2024& (Lesson Packet)
Summative	Use students' final essays as the post-unit assessment.
Assessment	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.

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.9-10.2c

Standard	Learning Objectives (per standard)	Success Criteria	Academic Vocabulary	Essential Question(s)
(Reading)	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.9-10.4. 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). 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	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. 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. 3. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. 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.	audience context hook perceived value purpose real value	Overarching Questions 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? 1. What values do advertisers use to persuade consumers? 2. How do advertisers influence a consumer? 3. What methods do advertisers use in print and non- print texts? What

are emphasized in each account. 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. 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.	

(Writing)	W.9-10.1. Write arguments	Students will be able to	
I		4 10/14	
	to support claims in an	Write arguments to support	
	analysis of substantive	claims in an analysis of substantive	
	topics or texts, using valid	topics or texts, using valid	
	reasoning and relevant	reasoning and relevant and	
	and sufficient evidence.	sufficient evidence.	
	W.9-10.1a. Introduce		
	precise claim(s),	2. Produce clear and coherent	
	distinguish the claim(s)	writing in which the development,	
	from alternate or opposing	organization, and style are	
	claims, and create an	appropriate to task, purpose, and	
	organization that	audience.	
	establishes clear		
	relationships among	3. Conduct short as well as more	
	claim(s), counterclaims,	sustained research projects based	
	reasons, and evidence.	on focused questions,	
	W.9-10.1c. Use words,	demonstrating understanding of the	
	phrases, and clauses to	subject under investigation.	
	link the major sections of		
	the text, create cohesion,	Draw evidence from literary or	
	and clarify the	informational texts to support	
	relationships between	analysis, reflection, and research.	
	claim(s) and reasons,		
	between reasons and	Write routinely over extended	
	evidence, and between	time frames (time for research,	
	claim(s) and	reflection, and revision) and shorter	
	counterclaims.	time frames (a single sitting or a day	
	W.9-10.1e. Provide a	or two) for a range of tasks,	
	concluding statement or	purposes, and audiences.	
	section that follows from		
	and supports the argument		
	presented.		
	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.)		
	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.		
	_		
	W.9-10.9. Draw evidence		
	from literary or		
	informational texts to		
	support analysis,		
	reflection, and research.		
	reflection, and research.		
	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.		
L			

(Speaking and	SL.9-10.4. Present	Students will be able to	
Listening)	information, findings, and	Prepare for and participate	
	supporting evidence	effectively in a range of	
	clearly, concisely, and	conversations and collaborations	
	logically such that listeners	with diverse partners, building on	
	can follow the line of	others' ideas and expressing their	
	reasoning and the	own clearly and persuasively.	
	organization,		
	development, substance,	2. Present information, findings, and	
	and style are appropriate	supporting evidence such that	
	to purpose, audience, and	listeners can follow the line of	

	task. 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. 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.	reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
(Language)	L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1a. Use parallel structure.* L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.2c. Spell correctly.	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 T	TO PRINT			
Digital	Atlas - Basics of Argumentation (rubiconat	tlas.org)			
Resources					
	https://oaklandk12-public.rubiconatlas.org/Atlas/View/File?AttachmentID=21166&YearID=2024& (lesson packet)				
Summative	Post-Unit Assessment Task				
Assessment	What is being sold? After reading a variety of a comparison/contrast essay that compares the 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	Success Criteria	Academic Vocabulary	Essential Question(s)
(Reading)	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	Students will be able to 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. 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. 5. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	citations claim/thesis documentation Modern Language Association (MLA) primary research secondary research works cited	Overarching Questions 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? 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?

(Writing)	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. 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. 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. W.9-10.2d. Use precise language and domain-specific	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.	

vocabulary to manage		
the complexity of the		
topic.		
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.		
W.9-10.9. Draw		
evidence from literary		
or informational texts to		
support analysis,		
reflection, and		
research		
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.		

/0 1:	CI 0.40.4 Initiate and	Ctudente will be able to	
(Speaking and	SL.9-10.1. Initiate and participate effectively in	Students will be able to 1. Prepare for and	
Listening)	a range of collaborative discussions (one-on-	participate effectively in a range of	
	one, in groups, and	conversations and collaborations with	
	teacher-led) with diverse partners on	collaborations with diverse partners,	
	grades 9–10 topics,	building on others'	
	texts, and issues,	ideas and expressing	

(Language)	building on others' ideas and expressing their own clearly and persuasively. N/A this unit	their own clearly and persuasively.				
Print Resources	CLICK ON LINKS BELC	OW FOR RESOURCES TO PRINT				
Digital	https://oaklandk12-					
Resources	public.rubiconatlas.c	org/Atlas/Develop/UnitMap/View/Defau	lt?SourceSiteID=&UnitID=	=15870&YearID=2014&CurriculumMa		
	pID=782&					
	https://oaklandk12- (Lesson Packet)	public.rubiconatlas.org/Atlas/View/File?	'AttachmentID=22459&Ye	earID=2024&		
Summative	Post-Unit Summative Assessment Task					
Assessment	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 the	eories about a trend and support it with e	vidence from their resear	ch.		

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)	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.9-10.7. Analyze various accounts of a subject told	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	author's intent bias inference nonfiction premise purpose text features text structures	Overarching Questions Why do we read informational texts? How do they influence our lives? How do good readers approach informational texts? 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?

in different mediums a person's life story in print and multimedial determining which de are emphasized in ea account. RI.9-10.9. Analyze seminal U.S. docume of historical and literate significance (e.g., Washington's Fareward Address, the Gettysth Address, Roosevelt's Freedoms speech, K "Letter from Birmingh Jail"), including how to address related them and concepts. RI.9-10.10. By the end grade 9, read and comprehend literary nonfiction in the grade 10 text complexity be proficiently, with scaffolding as needed the high end of the rain and the story of t	authors take. 6. Read and comprehend complex literary and informational texts independently and proficiently. ents ary ell burg is Four ing's nam they nes and of les 9— and d at ange.	3. How do good readers draw inferences from informational texts?
(Writing) W.9-10.1. Write arguments to suppor	Students will be able to 1. Write arguments to support claims in an analysis of substantive	

claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.) 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.

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

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. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 5. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.

flow of ideas, avoiding		
plagiarism and following a		
standard format for		
citation.		
W.9-10.9. Draw evidence		
from literary or		
informational texts to		
support analysis,		
support analysis,		
reflection, and research 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.		

(Speaking and	N/A this unit					
Listening)						
(Language)	N/A this unit					
(Language)	1477 trilo driit					
D. C. I. D. C.	CLICK ON LINKS BELOW	FOR RECOURCES TO PRINT				
Print Resources	CLICK ON LINKS BELOW FOR RESOURCES TO PRINT					
Digital	Atlas - Informational Reading (rubiconatlas.org)					
Resources						
	https://oaklandk12-public.rubiconatlas.org/Atlas/View/File?AttachmentID=22825&YearID=2024&					
	(Lesson packet)					
Summative	Post-Unit Assessment Task:					
Assessment	Students reflect upon their learning about a topic. They make the connections between multiple informational texts.					
7.000031110110	This reflection is based on the three concepts from the Common Core State Standards to assess reading growth:					
	Key Ideas and Details					
	 Craft and Structure Integration of Knowledge and Ideas 					
	Task List:	Midwieuge and lueas				
		see teaching point 8.1				
	2. Multimedia Pre	sentation: How do Informational text text				
	reading both di	igital and print informational texts, crea	te a multimedia presentatio	n 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.9-10.1, 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)	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.9-10.3. 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	Students will be able to 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. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to	audience context personal belief purpose story as evidence Toulmin model of argument	Overarching Questions What do I believe? What drives my beliefs? How do my beliefs impact my thoughts, actions, and interactions with others? 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?

		compare the		
		approaches the		
		authors take.		
RI.	.9-10.8.			
De	lineate and 4	. Read closely to		
eva	aluate the d	letermine what the		
arg	gument and te	ext says explicitly		
spe	ecific claims a	and to make logical		
in a	a text, ir	nferences from it;		
ass	sessing c	cite specific textual		
wh		vidence when		
rea	asoning is w	vriting or speaking		
		o support		
evi		conclusions drawn		
rele	evant and fr	rom the text.		
suf	fficient;			
		5. Analyze how and		
		vhy individuals,		
and		events, and ideas		
rea		levelop and interact		
		over the course of a		
the	e end of te	ext.		
gra	ade 9, read			
and	·	6. Delineate and		
		evaluate the		
		argument and		
		specific claims in a		
		ext, including the		
		alidity of the		
		easoning as well as		
bar		he relevance and		
		sufficiency of the		
with		evidence.		
		Not applicable to		
	,	terature)		
	h end of the	- /		
		'. Read and		
	0	comprehend		
		complex literary and		
		nformational texts		
		-		

		independently and proficiently.		
(Writing)	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. 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,	Students will be able to 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,		

reasons, and	and revision) and		
evidence.			
	shorter time frames		
W.9-10.1b.	(a single sitting or a		
Develop	day or two) for a		
claim(s) and	range of tasks,		
counterclaims	purposes, and		
fairly,	audiences.		
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.			
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.			

W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented. 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	
concluding statement or section that follows from and supports the argument presented. 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	
statement or section that follows from and supports the argument presented. W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific	
section that follows from and supports the argument presented. 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	
follows from and supports the argument presented. W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific	
and supports the argument presented. 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	
the argument presented. 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	
presented. 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	
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	
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organization, and style are appropriate to task, purpose, and audience. (Grade- specific	
organization, and style are appropriate to task, purpose, and audience. (Grade- specific	
and style are appropriate to task, purpose, and audience. (Grade- specific	
appropriate to task, purpose, and audience. (Grade- specific	
task, purpose, and audience. (Grade- specific	
(Grade- specific	
specific	
expectations	
for writing	
types are	
defined in	
standards 1–3	
above.)	
W.9-10.9.	
Draw evidence	
from literary or	
informational	
texts to	
support	
analysis,	
reflection, and	
research	
W.9-10.9b.	
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"). 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.			
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"). 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			
(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"). 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	literary		
"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"). 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			
"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"). 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	(e.g.,		
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'). 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	"Delineate and		
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"). W.9-10.10. Write routinely over extended time frames (time frames (time frames (time frames (a single sitting or a day or two) for a range of tasks, purposes, 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"). 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			
in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). 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			
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evidence is relevant and sufficient; identify false statements and fallacious reasoning"). 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			
relevant and sufficient; identify false statements and fallacious reasoning"). 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			
sufficient; identify false statements and fallacious reasoning"). 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			
identify false statements and fallacious reasoning"). 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			
statements and fallacious reasoning"). 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			
and fallacious reasoning"). 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			
reasoning"). 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			
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			
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	W 9-10 10		
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			
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	over extended		
(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			
research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and			
reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and			
revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and			
shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and			
frames (a single sitting or a day or two) for a range of tasks, purposes, and			
single sitting or a day or two) for a range of tasks, purposes, and			
a day or two) for a range of tasks, purposes, and			
for a range of tasks, purposes, and	single sitting or		
tasks, purposes, and			
purposes, and	for a range of		
audiences.			
	audiences.		

(Speaking	SL.9-10.1.	Students will be		
(Speaking and	Initiate and	able to		
Listening)	participate	1. Prepare for and		
	effectively in a	participate effectively		
	range of collaborative	in a range of conversations and		
	discussions	collaborations with		
	(one-on-one,	diverse partners,		

,			1
in groups, and	building on others'		
teacher-led)	ideas and		
with diverse	expressing their own		
partners on	clearly and		
grades 9-10	persuasively.		
topics, texts,			
and issues,	2. Present		
building on	information, findings,		
others' ideas	and supporting		
and	evidence such that		
expressing	listeners can follow		
their own	the line of reasoning		
clearly and	and the organization,		
persuasively.	development, and		
SL.9-10.1a.	style are appropriate		
Come to	to task, purpose, and		
discussions	audience		
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.			
SL.9-10.1b.			
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. 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		
(Language)	and style are appropriate to purpose, audience, and task.	Students will be	
(Language)	Demonstrate	able to	

command of	 Demonstrate 		
the	command of the		
conventions of	conventions of		
standard	standard English		
English	grammar and usage		
grammar and	when writing or		
usage when	speaking.		
writing or	орg-		
speaking.	2. Demonstrate		
L.9-10.2.	command of the		
Demonstrate	conventions of		
command of	standard English		
the	capitalization,		
conventions of	punctuation, and		
standard	spelling when		
English	writing.		
capitalization,	witting.		
punctuation,	3. Acquire and use		
and spelling	accurately a range of		
when writing.	general academic		
L.9-10.2c .	and domain-specific		
	·		
Spell correctly. L.9-10.6.	words and phrases sufficient for reading,		
	0,		
Acquire and	writing, speaking,		
use accurately	and listening at the		
general	college and career		
academic and	readiness level;		
domain-	demonstrate		
specific words	independence in		
and phrases,	gathering vocabulary		
sufficient for	knowledge when		
reading,	considering a word		
writing,	or phrase important		
speaking, and	to comprehension or		
listening at the	expression.		
college and			
career			
readiness			
level;			
demonstrate			

Print Resources	independence in gathering vocabulary knowledge when considering a word or phrase important to comprehensio n or expression. 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&Curr iculumMapID=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.						