Escondido Union High School District

9th Grade Literacy Support

EUHSD Board Approval Date: 4/17/18
The EUHSD 9th Grade Literacy Support curriculum document identifies what students should be able to know by grade level in a comprehensive standards-based course of study. The curriculum document is updated annually based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum document contains the following documents and/or information:

A. Course Description
B. Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline
C. Instructional Materials References
D. Scope and Sequence Map with Essential Standards outlined by Unit
E. References to key essential design and implementation documents

A comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school demonstrating college and career readiness skills. Student-Centered learning provides opportunity for collaboration, communication, and a robust learning environment and provides opportunities for all students to meet the goals of the district’s Instructional Focus at the time of this writing: “All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.”
9th Grade Literacy Support Course Description

Course Description: The purpose of the 9th Grade Literacy Support Class is to provide academically at-risk 9th grade students with an accelerated intervention course designed specifically to help ensure their success in their core 9th grade English program (note: students in this course are concurrently enrolled in this class as well as their core/regular English 9 class). The approach to instruction and student learning is founded on research-based, hands-on tasks and activities, which emphasize active engagement that builds on and develops formal academic language and content literacy. Each week of instruction consists of a “cycle” aligned to the core English 9P curriculum that is broken up into weekly routines that preview and/or review the key learning from that portion of the curriculum. Instruction takes students through direct instruction, structured collaborative discussions, technology-driven projects, cooperative group work, and weekly mini-assessment of skills. An “Interactive Notebook” is a foundational instructional tool to aid students with the learning and provide a way to organize and record key learnings. This course is delivered in a workshop style with high expectations for student participation. The course includes the components listed in the following chart:

<table>
<thead>
<tr>
<th>Description (Teacher will use high engagement strategies)</th>
<th>Class Meeting Guidelines</th>
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<tbody>
<tr>
<td><strong>Direct Instruction</strong></td>
<td>Instructors regularly facilitate the following pedagogy into the coursework:</td>
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<tr>
<td>• Introduce the objective based on the target learning standard(s)</td>
<td>• Intro/Review Objective</td>
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<tr>
<td>• Emotional hook/anticipatory set (if applicable)</td>
<td>• Emotional Hook/Anticipatory Set</td>
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<tr>
<td>• Modeling of target skill</td>
<td>• Preview/Review Key Vocabulary from ELA and/or Support class</td>
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<td><strong>Group Work</strong></td>
<td>• Active Participation</td>
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<td>• Review Objective</td>
<td>• Collaborative Groups</td>
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<td>• Student-centered small group “activity” to practice the target skill under</td>
<td>• Academic Discussions</td>
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<td>guided feedback.</td>
<td>• Use of Interactive Notebooks</td>
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<td>*Activities will be collaborative in nature and include tasks such as team</td>
<td>• Closure Activity</td>
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<tr>
<td>games/competition, structured discussions, team presentations, etc.</td>
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<tr>
<td><strong>Technology Activity/Project</strong></td>
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<tr>
<td>• Review Objective</td>
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<tr>
<td>• Student-centered small group “activity” to practice the target skill with</td>
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<td>technology under guided feedback.</td>
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<tr>
<td><strong>Listening and Speaking</strong></td>
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<tr>
<td>• Review Objective</td>
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<tr>
<td>• Student-centered small or whole group “activity” to practice the target</td>
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<tr>
<td>skill through collaborative discussions or class presentation under</td>
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<tr>
<td>guided feedback.</td>
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<td><strong>Quiz and Review/Reflection</strong></td>
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<tr>
<td>• Students complete an activity to show progress toward mastery of target</td>
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<td>skill.</td>
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<td>• Students reflect on their own progress by answering a metacognitive question.</td>
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## Course Requirements

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>1-2 Semesters</th>
<th>Grade Level:</th>
<th>9</th>
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</thead>
<tbody>
<tr>
<td>UC/CSU Requirement:</td>
<td>Not UC/CSU Approved</td>
<td>Graduation Requirement:</td>
<td>EUSD Elective</td>
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<tr>
<td>Course Number (Semester A):</td>
<td>1220</td>
<td>Transcript Abbreviation (Semester A):</td>
<td>9TH LITERACY SUP A</td>
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<tr>
<td>Course Number (Semester B):</td>
<td>1221</td>
<td>Transcript Abbreviation (Semester B):</td>
<td>9TH LITERACY SUP B</td>
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<tr>
<td>Credits (Semester A):</td>
<td>5 Elective</td>
<td>Credits (Semester B):</td>
<td>5 Elective</td>
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<tr>
<td>Required Prerequisite/s:</td>
<td>N/A</td>
<td>Recommended Prerequisite/s:</td>
<td>N/A</td>
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<tr>
<td>Course will receive Pass/Fail Grade Only</td>
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<td>Board Approval Date (Curriculum):</td>
<td>4/17/18</td>
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<tr>
<td>Board Approval Date (Materials):</td>
<td>Board Approval Date (Materials):</td>
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<tr>
<td>Core Instructional Materials:</td>
<td>Supplemental Instructional Materials:</td>
<td></td>
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<tr>
<td><strong>Unit 1:</strong> Rich in Text Features</td>
<td><strong>Unit 1:</strong> &quot;Jim Crow Policing&quot; by Bob Herbert</td>
<td></td>
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<tr>
<td>Teachers/Students Choose 1-3:</td>
<td>How to write a thesis statement video:</td>
<td></td>
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<tr>
<td>• How America is Beating ISIS in Iraq and Syria</td>
<td><strong>Unit 2:</strong> Pixar short <em>The Birds</em></td>
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<tr>
<td>• Should Parents Be Allowed to Choose the Sex of Their Baby?</td>
<td>Theme passages for practice determining theme</td>
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<tr>
<td>• Hot Dogs, Bacon, and Other Processed Meats Increase Risk of Cancer, Scientists Say</td>
<td>Characterization passage for practice with character analysis</td>
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<tr>
<td>• The Psychology and Neuroscience of Terrorism</td>
<td>How to write a claim video- <a href="https://www.youtube.com/watch?v=5-oObh8vQ">https://www.youtube.com/watch?v=5-oObh8vQ</a></td>
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<tr>
<td>• Editing the Human Race</td>
<td>Topic vs. Theme video- <a href="https://m.youtube.com/watch?v=p4qMEf4SkxM">https://m.youtube.com/watch?v=p4qMEf4SkxM</a></td>
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<td>• After Gorilla Shooting, Are Zoos Becoming ‘Obsolete’?</td>
<td><strong>Unit 3:</strong> <em>Is This a Hoax?</em> evaluation sheet</td>
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<td>• Soccer’s Corrupt Soul</td>
<td>Websites to Critique</td>
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<td>• Fewer Teens Giving Birth, CDC Finds</td>
<td>• <a href="http://www.thedogisland.com/">www.thedogisland.com/</a></td>
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<td>• Strength In Numbers, 5 Amazing Animal Swarms</td>
<td>• <a href="http://www.buydehydratedwater.com/">http://www.buydehydratedwater.com/</a></td>
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<tr>
<td><strong>Texts with Minimal Text Features:</strong></td>
<td>• <a href="http://www.thekingcenter.org/about-dr-king">http://www.thekingcenter.org/about-dr-king</a></td>
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<tr>
<td>Teachers/Students Choose 1-3:</td>
<td>• spoken word poem “Money” by Poetri.</td>
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<td>• What’s in that Chicken Nugget? Maybe You Don’t Want to Know</td>
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<td>• What Happened to the 9-Year Old Smoking in Mary Ellen Mark’s Photo?</td>
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<td>• Trapped in His Body for 12 Years, a Man Breaks Free</td>
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<td>• Babies on Display: When a Hospital Couldn’t Save Them, a Sideshow Did</td>
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<td>• &quot;Rare and Horrific&quot;: Frilled Shark Startles Fishermen in Australia</td>
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<td>• Is It OK for Boys to Cry?</td>
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<td>• With a Zap, Scientists Create Low-Fat Chocolate</td>
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### Unit 1: Rich in Text Features

- Half of Teens Think They are Addicted to Their Smart Phones
- How America is Beating ISIS in Iraq and Syria
- Should Parents Be Allowed to Choose the Sex of Their Baby?
- Hot Dogs, Bacon, and Other Processed Meats Increase Risk of Cancer, Scientists Say
- The Psychology and Neuroscience of Terrorism
- Editing the Human Race
- After Gorilla Shooting, Are Zoos Becoming ‘Obsolete’?
- Soccer’s Corrupt Soul
- Fewer Teens Giving Birth, CDC Finds
- Strength In Numbers, 5 Amazing Animal Swarms
- A Look Into Facebook’s Potential to Recognize Anyone’s Face

### Unit 2: Minimal Text Features

- What’s in that Chicken Nugget? Maybe You Don’t Want to Know
- What Happened to the 9-Year Old Smoking in Mary Ellen Mark’s Photo?
- Trapped in His Body for 12 Years, a Man Breaks Free
- Babies on Display: When a Hospital Couldn’t Save Them, a Sideshow Did
- "Rare and Horrific": Frilled Shark Startles Fishermen in Australia
- Is It OK for Boys to Cry?
- Can You ‘Catch’ Stress in a Classroom? Scientists Say Yes
- With a Zap, Scientists Create Low-Fat Chocolate

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### Unit 3: Websites to Critique

- [www.thedogisland.com/](http://www.thedogisland.com/)
Unit 2:
Use same core texts as English 9 and “Thank You Ma’am”

Unit 3:
Use same core texts as English 9

Unit 4:
Use same core texts as English 9

- “Classics Should Be Taught to an Appropriate Age”
- “Classic Works of Literature Still Have a Place in Today’s Classroom”
- “10 Reasons Why I Love Shakespeare (and You Should Too)”
- “7 Reasons I Hate Shakespeare”

Technology Resources:
- This course has a regular technology component and requires a computer or Chromebook access for implementation.

Assessments:
This course provides students with a variety of informal and formal assessments including formative and summative measures to help support student learning in the core ELA 9 class. There is a summative assessment (“Quiz”) and Formal Reflection after each cycle in this course.

Quiz and Review/Reflection
- Students complete an activity to show progress toward mastery of target skill.
- Students reflect on their own progress by answering a metacognitive question.

Meeting the Needs of ELs:
- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf
- In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf

Unit 4:
- Philosophical Chairs Teacher Directions
- Elizabethan Language Terms glossary
- Video to review what a figure of speech is
Scope and Sequence Guide

The Scope and Sequence Guide is a California standards-based document that delineates the standards based skills students are expected know and do in order to meet College and Career Readiness expectations. Each unit of study in the Scope and Sequence Guide is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards-based skills. The Scope and Sequence document provides the framework of understanding for key assignments, key assessments, and instructional resources and strategies that serve to assist students in meeting unit-learning objectives. The document will be updated annually with input from all stakeholders.

In coursework requiring reading and writing, the following standards are not specifically stated in any one unit of study, but are the result of implementation throughout the curriculum as students participate in reading, writing, and speaking/listening standards-based activities.

This course is based on the CA English Language Arts standards and is aligned with EUHSD's Grade 9 core ELA class. A sample of the standards used include the following:

- 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 (RL 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 (RI 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 (W9-10.10).
- 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 9-10.1).

Please reference the full set of CA English Language Arts learning standards and curricular frameworks at the following URL: [https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf](https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf)
9th Grade Literacy Support
Unit 1 - Text Types and Foundational Literacy Skills

Approx. Length: 6 Weeks and integrated throughout the course

Unit Description: In order to build on the literacy skills developed in middle school, the first unit provides students a review of key literacy routines including prompt deconstruction, text preview, annotating texts, and note making. By honoring these literacy routines, this introductory unit provides students opportunities to tap into their prior knowledge regarding the ways in which the primary text types (e.g. informational, argumentative, and narrative) are used by authors to achieve specific purposes. This unit emphasizes vocabulary support aligned to the core ELA class and focuses on ensuring students understand that certain high frequency academic terms have different names but mean the same thing (e.g. "claim" and "assertion" are often used interchangeably). In terms of writing, students respond to a variety of prompts throughout the unit to demonstrate their thinking and learning in order to provide instructors with the necessary information to inform their instruction.

*Review: Students in our feeder schools teach students the same and/or similar learning strategies and this course seeks to build on that established foundation; new students are taught these skills and they are reinforced throughout the course.

Focus Unit Standards:

**Reading Informational 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Reading Informational 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.

**Reading Informational 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).

**Language 4a:** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**Writing 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.

**Writing 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.

Key Learning Objectives:

- Determine the main ideas of informational texts and analyze their development.
- Cite specific evidence from the texts as support.
- Determine the meaning of unknown words and analyze their impact on tone.
- Use context clues to determine the meaning of unknown words.
- Write informative texts with a clear thesis statement/claim and organization.

Sample Unit Assignments:

- Write an academic summary of a non-fiction article.
- Create an online game quiz (e.g. Kahoot) to identify topic and main idea of a text.
- Create a digital presentation that shows "how to find the main idea of a text.
- Determine the tone of multiple excerpts.
- Annotate an article online to determine tone and show evidence as support for tone.
- Students complete Thesis Statement Practice Activity and then compete in a Thesis Statement Throwdown, in which they are given a writing prompt and have to create an effective thesis statement for that prompt.
- Create an infographic explaining "What Makes a Good Thesis statement."
- Create an infographic explaining "What Makes a Good Thesis statement."

Sample Unit Resources:

- Academic summary rubric
- Online Game/Kahoot Assignment Instructions
- Presentation tools
- Excerpts for tone analysis
- Online Tone Annotation Assignment Directions
- How to Write a Thesis Statement video
- Directions for Creating an Infographic
Unit Assessments:

- On Demand Assessment: Read and write an academic summary for a non-fiction article with many text features.
- On Demand Assessment: Read and write an academic summary for a non-fiction article with few text features.
- On Demand Assessment: Students read a non-fiction text and answer the following question:
  o What is the tone of this text and which words help to create that tone? Explain how the words you chose help create the tone. Use evidence from the text for support.
- Students complete this formative assessment to measure their progress on effective thesis statements.
- On Demand Assessment: Give students an article that they have seen and the following prompt. Students should independently create an essay plan. The essay plan should include a thesis statement, a topic sentence for each body paragraph, the specific evidence they would use for support in each body paragraph, a brief explanation of each piece of evidence and a conclusion sentence.

Prompt: What key idea plays an important role throughout the text? What does the author say (or suggest) about this idea throughout the text? Use evidence from the text for support.

Students will be required to present and discuss their work, including their writing, to support and reinforce their listening and speaking skills.
# 9th Grade Literacy Support

## Unit 2 - Analyzing Narrative Text: Theme as Revealed by Plot, Character, and Setting

**Approx. Length:** 11 Weeks

### Unit Description:
Students learn more about the primary elements of narrative text and the way in which authors structure narratives in order to illustrate a story’s theme(s) and achieve their purpose(s). This unit transitions students from reading informational text for main ideas and key details to reading and analyzing literature. Students determine theme through the use of author's characters, plot, and setting and then develop the skills of citing evidence to support the theme through analysis. The instructional focus for writing in this unit is choosing relevant and sufficient evidence, as well as elaborating on that evidence to support the student's interpretation/claim.

### Focus Unit Standards:
- **Reading Literature 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **Reading Literature 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.
- **Reading Literature 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.
- **Reading Literature 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.
- **Language 4a:** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **Writing 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.
- **Writing 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.

### Key Learning Objectives:
- Students will...
  - Cite specific evidence from the texts as support.
  - Determine the theme of a text.
  - Provide an objective summary of a text.
  - Analyze character development and its relationship to plot and theme.
  - Analyze text structure and its impact.
  - Use context clues to determine the meaning of unknown words.
  - Provide specific and relevant evidence to support topics in writing.
  - Write informative explanatory texts that are clearly organized.

### Sample Unit Assignments:
- Create a foldable as a study tool to learn literary terms for narrative texts.
- Deliver a presentation explaining a literary term and examples from narrative texts they are reading.
- Create a storyboard for a short narrative text that includes evidence and citations that show plot and character development.
- Create a social media page for a character from a story. The page must include a claim about the character, three quotes to support the claim, a symbol representing the character, a major conflict the character experiences, etc. Students will present their work to the class.
- Create a concept map that shows the relationships between themes, historical context, characterization, plot, author’s purpose, etc. in a visual way.
- As a group, students must find a song that best represents the theme of the short story. Students must create a presentation that displays the short story and author, theme statement and supporting evidence.
- In a group, students will read several characterization passages, determine a character claim for each and provide supporting evidence from the text.
- Students will independently create a Power Point presentation on any character they have read so far this semester in any class. The presentation must include a character claim, evidence, and elaboration.

### Sample Unit Resources:
- **Pixar short The Birds**
- **Theme passages for practice determining theme**
- **Characterization passage for practice with character analysis**
- **How to write a claim video-**
  - https://www.youtube.com/watch?v=5-10Delete8V0
- **Topic vs. Theme video-**
  - https://youtu.be/6dS6sM
Groups of students are given five short narrative passages and must determine the theme for one of them, what happened in the story that led them to believe that was the theme, and the literary devices the author uses to reveal theme. They then create a skit to demonstrate what from the story happened to justify their theme.

Partners will work together on a shared Google doc to complete an Evidence and Elaboration log for a short story they are both reading in their English 9 class. Each partner should choose a different color font as a record of their contribution to the log.

### Unit Assessments:

*Note: This unit supports the rigorous assessments occurring in the core ELA 9 class. In addition, the following formative assessments are used to support students.*

- Define and provide examples of literary terms for narrative texts.
- Read a short passage rich in characterization to determine a claim about a character and at least two pieces of evidence to support that claim.
- Students read a short passage to determine theme- not topic, and find evidence from the passage to support.
- Students take a quiz to assess skills of identifying character traits and claims.
- Students are given a passage they have not seen and are asked to write a paragraph telling what the theme is and the devices the author uses to communicate that theme.
- Students watch this 3 minute Pixar short *The Birds* and write a short response to the following prompt:
  
  Identify a theme in *The Birds* explain how this theme is developed through plot, setting and/or characters. Use specific evidence as support.

Students will be required to present and discuss their work, including their writing, to support and reinforce their listening and speaking skills.
**9th Grade Literacy Support**

**Unit 3-Deepening Understanding of Literature through Research and Writing**

**Approx. Length: 12 Weeks**

**Unit Description:** This unit allows students to engage in more in-depth research, reading, and writing. As students continue to acquire new concepts and skills they are increasingly required to merge and integrate those skills to solve problems and make meaning. This unit requires students to read and research both informational and literary texts and apply skills acquired in previous units to deepen their understanding of longer, more complex narrative works. Students do not simply read texts but engage in research aimed at ensuring they develop the skill of determining source credibility and relevance. The skills of choosing relevant/authoritative sources and synthesizing research are the primary focus for the support provided in this unit.

**Focus Unit Standards:**

- **Reading Informational 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.

- **Reading Literature 2:** Determine a theme or 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.

- **Reading Literature 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.

- **Writing 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.

- **Writing 7:** Conduct short as well as more sustained research projects to answer a question [...] synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **Writing 8:** Gather relevant information from multiple authoritative print and digital sources [...] synthesize evidence from research.

**Key Learning Objectives:**

- Students will...
  - Determine the main idea of a text.
  - Determine the theme of a text.
  - Provide an objective summary of a text.
  - Synthesize relevant and credible research.

- Sample Unit Assignments:
  - Students examine two websites to determine if whether or not they are authoritative/credible.
    - Website 1: [http://www.martinlutherking.org/](http://www.martinlutherking.org/)
    - Website 2: [http://www.thekingcenter.org/about-dr-king](http://www.thekingcenter.org/about-dr-king)
  - Students are given a writing task and must research web resources to answer the task by using relevant search terms.
  - In groups, students will evaluate seven sources to determine if they are relevant and authoritative to answer a given writing task.
  - In pairs, students research on whether or not they believe burning the American flag is justified. Students must find four sources that are authoritative and relevant. For each source they find, they must explain why the source is authoritative and relevant. They should then write a body paragraph that answers the prompt. They must synthesize evidence from two out of the four sources and cite their sources.

**Sample Unit Resources:**

- **Is This a Hoax?** evaluation sheet
- Websites to Critique:
  - [www.thedogisland.com/](http://www.thedogisland.com/)
  - [http://www.thekingcenter.org/about-dr-king](http://www.thekingcenter.org/about-dr-king)
  - [http://www.martinlutherking.org/](http://www.martinlutherking.org/)
  - Spoken word poem "Money" by Poetri.
### Unit Assessments:

*Note: This unit supports the rigorous assessments occurring in the core ELA 9 class. In addition, the following formative assessments are used to support students.*

- Students are assigned a website. They independently evaluate the website and explain the extent to which it is authoritative/credible and explain how they know.
- Finding Relevant Sources Assessment: Students describe the steps they would take to find relevant sources to answer a writing prompt. They must list the search terms they would use to conduct their research and find one source that they would consider relevant to answering the prompt and explain why it is relevant.
- Students rank three web sources from least relevant and authoritative to most relevant and authoritative for answering a given writing task. They must explain their rankings.
- Students independently write a paragraph about whether or not they believe burning the American flag is justified. They must synthesize evidence from at least two sources in their paragraph.
9th Grade Literacy Support
Unit 4 - Argument: Claim and Counterclaim
Approx. Length: 6 Weeks

Unit Description: Students read and evaluate multiple nonfiction texts to better understand the structure and purpose of argumentative writing and to support their work in their core ELA 9 class. While reading these texts students gather evidence used to create an argument (e.g. whether or not the works of Shakespeare should be a part of high school English curriculum. The skills of introducing precise claims, addressing alternate or opposing claims, and writing an effective conclusion are emphasized in this unit and make up the end-of-unit writing task. In addition to argumentative texts, students also analyze specific elements from texts they are reading in their core ELA class (e.g. students analyze scenes from William Shakespeare’s ‘Romeo and Juliet’ through the lens of comparisons, specifically examining key scenes in two different artistic mediums). Students also explore and discuss how authors transform source/original material by analyzing and comparing various works of art (e.g. images, texts, etc.). The end of the year activities include opportunities for students to reflect on their learning and how they can apply the concepts and skills from this course as they matriculate through high school and beyond.

Focus Unit Standards:
Reading Literature 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Reading Informational 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.
Language 5a: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
Writing 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  o Writing 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.
  o Writing 1e: Provide a concluding statement or section that follows from and supports the argument presented.

Key Learning Objectives:
Students will…
  • Determine the meaning of words and their cumulative impact on tone.
  • Evaluate argument and assess the validity of evidence.
  • Interpret figures of speech.
  • Write arguments to support claims.
  • Provide a counterclaim/rebuttal in response to a claim.
  • Write a conclusion.

Sample Unit Assignments:
  • Groups are assigned a product that they have to “sell” to the rest of the class. Students should create a presentation to that includes a clear thesis/claim (This will be that students in the class should buy the product), at least two arguments to support the claim, specific evidence that they research from credible sources to support the arguments, and elaboration for each piece of evidence.
  • Students pick something they have tried to convince their parents or guardians to let them do. They then work in pairs to write out what their parent's counterclaim would be and what their own rebuttal would be to their parents’ argument.
  • Students keep a dialectical journal throughout the unit to track figures of speech in Romeo and Juliet that they are reading in their English 9 class. They track the literal and figurative meanings of words and phrases in this journal.
  • Students keep a running list of evidence they can use for their presentation in English 9 support class.

Sample Unit Resources:
  • Philosophical Chairs Teacher Directions
  • Elizabethan Language Terms glossary
  • Video to review what a figure of speech is

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| Reading Informational 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. | | Students pick something they have tried to convince their parents or guardians to let them do. They then work in pairs to write out what their parent's counterclaim would be and what their own rebuttal would be to their parents’ argument. | |
| Language 5a: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. | | Students keep a dialectical journal throughout the unit to track figures of speech in Romeo and Juliet that they are reading in their English 9 class. They track the literal and figurative meanings of words and phrases in this journal. | |
| Writing 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | Students keep a running list of evidence they can use for their presentation in English 9 support class. | |
Unit Assessments:

Note: This unit supports the rigorous assessments occurring in the core ELA 9 class. In addition, the following formative assessments are used to support students.

- Using one of two provided texts, students argue whether or not classic literature should be a required part of high school English curriculum. Students must have a claim, one piece of evidence, and elaboration of evidence.
- Students should watch the video of their own speech that they prepared for their English 9 final project. They should then write a reflection on their performance and describe the steps they are going to take to prepare before they present in their English 9 class.
- Students turn in a draft of their presentation from English 9 and go through a peer review feedback session and revision process. Their final assessment is a reflection on their progress on their project thus far, and an itemized list explaining the steps they will take to revise their project before their presentation in the English 9 class.

Students will be required to present and discuss their work, including their writing, to support and reinforce their listening and speaking skills.